



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

GRADE 1
FIRST ADDITIONAL LANGUAGE
DRAFT LESSON PLANS

TERM 1 WEEKS 6-10

VERSIONED INTO ISINDEBELE

Grade 1 isiNdebele First Additional Language: First Term Lesson Plan

FIRST TERM: WEEK 6 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 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 song about Clothes • Plays language games <p><i>Development of listening and speaking skills</i></p> <ul style="list-style-type: none"> • Answers questions by saying "I am wearing..." • Asks a question by saying "What are you wearing?" "What is this?" "What colour is...?" "What can you see?" <p><i>Development of concepts and vocabulary: Concepts/Phrases taught:</i></p> <ul style="list-style-type: none"> • Verb To be: This is/These are; • Plurals of countable nouns: leg/legs; foot/feet; <p><i>Vocabulary taught:</i></p> <ul style="list-style-type: none"> • Vocabulary for Clothes • Vocabulary for Colours
READING AND PHONICS	<ul style="list-style-type: none"> • Segments oral sentences into individual words by clapping on each word (words in the song) • 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</i></p> <ul style="list-style-type: none"> • Listens to the telling and reading of a story from a Big Book • Acts out the story
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

This week:

- Sing a song about Clothes
- Teach vocabulary for clothes and colours
- Reads a short story from the Big Book
- Acts out the story

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WEEK 6 DAY 1	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners understand and respond to simple questions (<i>What is this? / What are you wearing?</i>) • Learners begin to develop an oral vocabulary (e.g. <i>ibhokadi, irogo, ihembe, imbaji, amabhruvu amafitjhani, ijesi, itayi, amakowusu</i>).
NOTES	<ul style="list-style-type: none"> • Teach the questions “<i>Khuyini lokhu?</i>” and “<i>Umbetheni?</i>” and vocabulary for clothes e.g. <i>ibhokadi, irogo, ihembe, ijasi, ibhruvu elifitjhani, ijesi, itayi, amakowusu</i>.
RESOURCES	<ul style="list-style-type: none"> • A few clothes you wear e.g. <i>ijini, irogo, ihembe, ijasi</i>. • A few clothes from the school’s Lost Property e.g. <i>ijini, irogo, ihembe, imbaji, ibhruvu elifitjhani, ijesi, itayi, amakowusu, amanyathelo</i>.
DAILY ACTIVITIES	
<div style="border: 1px solid black; padding: 10px; width: 100px; margin: auto;">GETTING STARTED</div>	<p>Talk about clothes you wear</p> <ul style="list-style-type: none"> • Use the Home Language to explain to learners that they are going to be learning about clothes during these FAL lessons. Then use the FAL to talk about the clothes <u>you</u> wear to school. You could talk about what you are wearing and also the extra clothes you brought to school. You could say, “<i>Namhlanje ngimbethe irogo. Uyalithanda irogo lami?</i>” <p>You can make it fun by pretending to model your dress around the class, asking different learners the same question. They can answer <i>Yes</i> or <i>No</i>.</p> <ul style="list-style-type: none"> • Then show learners the other clothes you brought to school and ask learners <i>Uyayithanda ijini/ ihembe/ijasi yami?</i> They can again answer <i>Yes</i> or <i>No</i>. Make sure learners know the words for these clothes.
<div style="border: 1px solid black; padding: 10px; width: 100px; margin: auto;">DAILY ACTIVITY</div>	<p>Presentation activity: Talk about clothes learners wear to school</p> <ul style="list-style-type: none"> • Then use the FAL to talk about the clothes learners wear to school. You could talk about what they are wearing and also the extra clothes you brought from Lost Property. You could ask, “<i>Khuyini lokhu?</i>” and “<i>Umbetheni?</i>” to introduce the vocabulary for school clothes. • Ask individual girls and boys “<i>Uyakumbatha lokhu??</i>” and hold up one item of clothing. They can answer <i>Yes</i> or <i>No</i>. Write the words for <i>irogo, ihembe, ibhruvu elifitjhani, amanyathelo</i> (whichever is appropriate for your learners) on the board.

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Consolidation activity

- Ask learners to draw a picture in their exercise books of themselves in their school uniform and label two items of clothing. As they work, go round the classroom and point to one item of clothing in a learner's drawing, asking him/her to tell you what it is. Recycle the vocabulary by saying, "*Iye. Lezi ziimbatho zikaLerato.*"
- Ask learners to identify the initial sound of some of the words.

Use the activity for Informal assessment.

CLOSING ACTIVITY

Talking about the pictures

- End the lesson by letting the learners show their pictures to others in their group or the rest of the class and point out their clothes, saying, for example, "*Leli lihembe lami.*"

ASSESSMENT: Informal Assessment.

Use the activity in which learners talk about what they have drawn to assess them against the following for LISTENING AND SPEAKING:

- Begins to identify different initial sounds in words.

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WEEK 6 DAY 2	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners join in action rhymes and songs, doing the actions. • Learners begin to use simple language structures in context (... umbethe...) • Learners name some things in a picture (e.g. <i>iskhafu, iskipa, itreksudu, ikepisi</i>) <i>scarf, t-shirt, track suit, cap</i>).
NOTES	<ul style="list-style-type: none"> • Talk about the picture on pages 22-23 in the FAL DBE Workbook. • Introduce a new action song.
RESOURCES	<ul style="list-style-type: none"> • An action song about clothes. • Different clothes from what you wore the previous day. • FAL DBE Workbook pages 22-23.
DAILY ACTIVITIES	
GETTING STARTED	<p>Talk about the clothes you are wearing today</p> <ul style="list-style-type: none"> • Use the FAL to talk about the clothes you are wearing to school today. You could say, “<i>Today I am wearing a shirt and pants/trousers. Do you like my shirt/pants/trousers?</i>” “<i>Namhlanje ngimbethe ihembe ibhrugu elifitjhani. Uyalithanda ihembe/ ibhrugu elifitjhani?</i>” <p>Again make it fun by pretending to model your clothes around the class, asking different learners the same question. They can answer <i>Yes</i> or <i>No</i>.</p> <ul style="list-style-type: none"> • Ask learners what they are wearing, to recycle the vocabulary for school clothes.
DAILY ACTIVITY	<p>Presentation activity: Discuss Clothes using a picture</p> <ul style="list-style-type: none"> • Ask learners to look at pages 22-23 of their Workbooks and tell you what is happening in the picture – children are playing near a river/in a park. Let the learners tell you using the HL but repeat what they say using the FAL. • Point to the different children in the picture and say what they are wearing. You could say “<i>Nomsa is wearing a scarf and coat. Jabu is wearing a t-shirt. Ann is wearing a track suit. Ken is wearing a cap. UNomsa umbethe isikhafu nembaji. UJabu umbethe isikipa. U-Ann umbethe itreksudu. UKen umbethe ikepisi</i>” You can also use the small pictures of clothes on pages 22-23 to recycle the words <i>irogo, ibhrugu elifitjhani ihenbe nejini</i>. • Ask learners to point to different people, animals or objects in the picture, for example, “<i>Show me the red/yellow/blue/green jersey/socks/shirt. Ngitjengisa ijesi/ amakowusu/ ihembe elibomvu/ elisarulani, elihlaza kwesibhakabhaka/ elihlaza satjani</i>” etc. <p><i>Note:</i> Don’t try to teach too many new words each day. Aim to introduce between 3-5 words a</p>

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day and recycle them so learners hear the same words many times.

Use the activity for Informal assessment.

Consolidation activity

- Learners paste the stickers in the correct spaces on **pages 22-23 in their Workbooks** and talk to a partner about the clothes in the picture.

CLOSING ACTIVITY

Sing a new action song

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

(Ivesi labentazana)

Leli lirogo engilimbatha esikolweni, engilimbatha esikolweni, engilimbatha esikolweni

Leli lirogo engilimbatha esikolweni, engilimbatha esikolweni, engilimbatha esikolweni

Leli lirogo engilimbatha esikolweni, engilimbatha esikolweni, engilimbatha esikolweni

Leli lirogo engilimbatha esikolweni, engilimbatha esikolweni, engilimbatha esikolweni

Loke ilanga

(Ivesi labesana)

Leli lihembe engilimbatha esikolweni, engilimbatha esikolweni, engilimbatha esikolweni

Leli lihembe engilimbatha esikolweni, engilimbatha esikolweni, engilimbatha esikolweni

Leli lihembe engilimbatha esikolweni, engilimbatha esikolweni, engilimbatha esikolweni

Leli lihembe engilimbatha esikolweni, engilimbatha esikolweni, engilimbatha esikolweni

Loke ilanga

- Teach learners the actions and sing it again with the learners joining in by doing the actions.

ASSESSMENT: Informal Assessment.

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

- Identifies some people, animals and objects in the illustrations in the Big Book (or other text).

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WEEK 6 DAY 3	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners join in action rhymes and songs, doing the actions. • Learners understand and respond to simple questions (Mbala onjani lo<i>What colour is this...?</i>) • Learners begin to develop an oral vocabulary (e.g. <i>red, blue, green and yellow</i>). • Learners play language games.
NOTES	<ul style="list-style-type: none"> • Introduce colours and play a game to reinforce the colours.
RESOURCES	<ul style="list-style-type: none"> • A4 size pictures of four balloons (red, blue, green and yellow) with the words for the colours written on them. • An action song about clothes. • FAL DBE Workbook pages 22-23.
DAILY ACTIVITIES	
<div style="border: 1px solid black; padding: 5px; text-align: center; width: 100px; margin: 0 auto;">GETTING STARTED</div>	<p>Sing the new action song:</p> <ul style="list-style-type: none"> • Sing the latest action song to the class and teach the words. Remind learners of the meaning of the words in each verse. • Ask different groups (e.g. boys/girls) to sing the different verses. <ul style="list-style-type: none"> • You can make a new verse by changing the words e.g. <i>These are the shoes I wear to school, wear to school, wear to school...</i>
<div style="border: 1px solid black; padding: 5px; text-align: center; width: 100px; margin: 0 auto;">DAILY ACTIVITY</div>	<p>Presentation activity: Introduce colours</p> <ul style="list-style-type: none"> • Show learners the pictures of the four balloons you have drawn and introduce the vocabulary for red, blue, green and yellow. • Ask learners who is wearing red, blue, green or yellow clothes. <ul style="list-style-type: none"> • Then ask learners to look again at pages 22-23 of their Workbooks. Point to the children in the picture wearing red, blue, green or yellow clothes and ask, "<i>What colour is this t-shirt/coat/dress/shorts?</i>" <p>Use the activity for Informal assessment.</p> <p>Consolidation activity</p> <ul style="list-style-type: none"> • Learners draw a picture of themselves in their exercise book holding four balloons (red, blue, green and yellow). They can use the words on the pictures of the balloons you made to label their own balloons.

**CLOSING
ACTIVITY**

Play a game to recycle the vocabulary for colours

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 a colour and hold up one of the balloons you had drawn. If the word and the picture 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 red balloon and saying bomvu, bomvu, bomvu, bomvu ... Then continue to hold up the red balloon but say hlaza satjani, hlaza satjani, *green, green, yellow, hlaza kwesibhakabhaka, hlaza kwesibhakabhaka...* etc. Change the colour of the balloon and continue with the game, repeating the words for the different colours.

ASSESSMENT: Informal Assessment.

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

- names some objects in a picture in response to teacher's instructions.

RECYCLING VOCABULARY AND PHRASES

Look for frequent opportunities to revise, or recycle the vocabulary and phrases you have taught the learners. So far this year these include:

- Simple greetings and farewells
 - Name and age
 - My body
- Commands such as *Stand! Sit!, Run! Jump!*
 - My family
 - My home
 - Keeping clean

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WEEK 6 DAY 4	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners listen to stories told from a Big Book with enjoyment. • Learners join in action rhymes and songs, doing the actions. • Learners begin to develop an oral vocabulary (e.g. <i>black, purple, rabbits</i>). • Learners draw a picture capturing the main idea of the story. • Learners join in action rhymes and songs, doing the actions and clapping on each word.
NOTES	<ul style="list-style-type: none"> • Tell (not read) a story from the Big Book. Learners will be familiar with reading stories from a Big Book in their Home Language but this is the first time they are seeing a Big Book in this language.
RESOURCES	<ul style="list-style-type: none"> • A4 size pictures of two more balloons (purple and black) with the words for the colours written on them. • Big Book 1 story: <i>What colour is it?</i> • A4 paper for learners
DAILY ACTIVITIES	
GETTING STARTED	<p>Recycle vocabulary for colours</p> <ul style="list-style-type: none"> • Use the four pictures of the balloons to recap the words for red, blue, green and yellow. Ask learners to show you or point to objects in the classroom that are these colours. <ul style="list-style-type: none"> • Introduce two more colours - purple and black – using the new pictures you made. What things can learners see in the classroom that are these colours?
DAILY ACTIVITY	<p>Presentation activity: Tell a picture story from the Big Book</p> <p>Introduce the book to the learners and show them the cover page. Ask learners, “<i>Qala. Khuyini okubonako? Look. What can you see?</i>” Let them tell you in the HL but then tell them the FAL word.</p> <ul style="list-style-type: none"> • Turn to the story <i>What colour is it?</i> Introduce the FAL word for <i>imiqasa rabbits</i> and <u>tell</u> the story to the learners, rather than reading the text. On each new page ask, “<i>Qala. Khuyini okubonako?</i>” Focus only the main story during this first reading. Use as few new words as possible. Use the FAL, but speak slowly and clearly, using simple words. Use the vocabulary that the learners know already – the words for <i>yeqa, kuthathu</i> begodu <i>nemibala</i>. Although there will be some new words for learners 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.

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Consolidation activity

- Give each learner a sheet of A4 paper and ask them to draw a picture of the story. Write the sentence, *imiqasa emithathu the three rabbits* on the board for learners to copy as a caption. As learners work, talk to them in the FAL about their pictures and help them to read the caption.
- Display the learners' pictures on the classroom wall.

Use the activity for Informal assessment.

CLOSING ACTIVITY

Sing the new action song:

- End by singing all the verses of the action song with the class. Remind learners of the meaning of the words in each verse. As learners sing, clap on each word.
- Show learners how to clap on each word of the song. Then ask different groups (e.g. boys/girls) to sing the different verses, clapping to each word.

ASSESSMENT: Informal Assessment.

Use the activity in which learners draw a picture capturing the main idea of the story to assess learners against the following for READING AND PHONICS:

- draws a picture capturing the main idea of the story or non-fiction text.

READING A PICTURE STORY

This is the first time you have told learners a story using the FAL. Initially it is better to use your own words to tell the story as simply as possible. The pictures in the book are the key to understanding at this stage. Without the pictures in the book learners will not be able to make sense of a story at this stage with their very limited vocabulary.

Research has shown that such *read-alouds* are a very effective tool in developing the receptive language of FAL learners. So by hearing you telling or reading the story while you point to the pictures learners are being exposed to a wider range of vocabulary than you are formally teaching. Repeating the reading of such stories help to build up vocabulary and teach sentence structure. In this way they gain an understanding of prepositions, pronouns and conjunctions in context.

...and they learn a love of reading and books!

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WEEK 6 DAY 5	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners listen to stories read from a Big Book with enjoyment. • Learners act out the story.
NOTES	<ul style="list-style-type: none"> • Read the story from the Big Book and let learners act it out as you retell it.
RESOURCES	<ul style="list-style-type: none"> • Big Book 1 story: <i>What colour is it?</i> • Workbook pages 24-25.
DAILY ACTIVITIES	
GETTING STARTED	<p>Talk about the Big Book story:</p> <ul style="list-style-type: none"> • Ask learners to tell you the previous day's story using their Home Language. Did they like the story? If so, why? • Revise the vocabulary for the rabbit and the different colours.
DAILY ACTIVITY	<p>Presentation activity: Reading the Big Book story</p> <ul style="list-style-type: none"> • Read the story to the learners using the written text provided. Use the FAL, but read slowly and clearly. Point to the words as you read. Stop a few times to make sure learners understand the language or to ask a simple question. <ul style="list-style-type: none"> • Give learners the chance to join in where possible, e.g. with a single word. They should be familiar with some of the vocabulary by now. • Afterwards, use the HL to talk about what their mothers would say if they came home covered in paint. <p>Consolidation activity</p> <ul style="list-style-type: none"> • Using mostly the HL, explain to learners that they are going to act out the story. Take the learners outside and divide them into three groups of rabbits. Remind them to jump like rabbits with long ears. Tell the story slowly, using the FAL: <ul style="list-style-type: none"> • <i>Imiqasa iyadlala. Iyagijima begodu iyadlala. Ihlwengisa iindlebe zazo ezide. The rabbits play. They run and jump. They clean their long ears.</i> • <i>Isiqhema esisodwa semiqasa Isiqhema esisodwa yibomvu. One group of rabbits jumps into the red pot. Now they are red.</i> • <i>Isiqhema esisodwa seqela ngepotweni esarulani. Njenganje seyisarulani. One group jumps into the yellow pot. Now they are yellow.</i> • <i>Isiqhema sokugcina seqela ngepotweni ehlaza kwesibhakabhaka. Njenganje seyihlaza</i>

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kwesibhakabhaka.

- *Imiqasa ebomvu yeqela ngepotweni ehlaza kwesibhakabhaka. Njenganje seyiphephuli
Then the red rabbits jump into the blue pot. Now they are purple.*
- *The blue rabbits jump into the yellow pot. Now they are green. Imiqasa ehlaza
kwesibhakabhaka yeqela ngepotweni etjheli. Njenganje ihlaza satjani.*
- *The yellow rabbits jump into the red pot. Now they are purple. Imiqasa etjheli yeqela
ngepotweni ebomvu. Njenganje iphephuli.*
- *The rabbits jump to their home. Imiqasa yeqela ekhaya lazo*
- *Their mother washes and washes and washes them. She washes their feet – one foot,
two feet, three feet, four feet. She washed their legs- one leg, two legs, three legs, four
legs. She washes their bodies. She washes their faces. She washes their long ears –
one ear, two ears. She washes their nose. Ow! Ow! Ow! It hurts! Ow! Ow! Ow!
Abonina bayihlambisa bayihlambisa bayihlambisa. Uyihlambisa iinyawo- inyawo linye,
iinyawo ezimbili, ezintathu, ezine. Wayihlambisa iinyawo-- inyawo linye, iinyawo ezimbili,
iinyawo ezintathu, iinyawo ezine. Uyihlambisa imizimba yazo. Uyihlambisa ubuso bazo.
Uyihlambisa iinyawo zazo ezide. – indlebe yinye, iindlebe ezimbili. Uyihlambisa ipumulo
yayo.*
- *Njenganje imiqasa ihlwengisiwe kodwana amanzi anzima tshu. Now the rabbits are
clean but the water is black.*

CLOSING ACTIVITY

Complete the Workbook activity

- End by letting learners complete the Workbook activity on page 24.
Learners must draw a line from the balloons to the children in the picture to see who does not have a balloon.
- If there is time learners can talk to a partner about the pictures at the bottom of page 25 of their Workbook.

ASSESSMENT: No formal, recorded Assessment. However informally assess learners' ability to act out a simple story.

REFLECTIONS ON WEEK 6

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SUGGESTED INFORMAL/FORMAL ASSESSMENT ACTIVITIES: WEEKS 1 – 10

COMPONENT	TYPE OF ASSESSMENT	CAPS CONTENT	WKS	ASSESSMENT TASKS
LISTENING AND SPEAKING (ORAL)	<i>INFORMAL ASSESSMENT</i>	<p>Weeks 1-5:</p> <ul style="list-style-type: none"> Responds physically to simple oral instructions Points to objects in the classroom or in a picture in response to teacher's instructions <p>Weeks 6-10:</p> <ul style="list-style-type: none"> Names some objects in a picture in response to teacher's instructions 	<p>Wk 3 Days 1-5</p> <p>Wk 4 Days 1,4</p> <p>Wk 6 Day 3 & Wk 7 Day 3</p>	<p>Use your observations of:</p> <ul style="list-style-type: none"> Learners responding to oral instructions/commands Learners pointing to objects in the classroom Learners pointing to objects in the Workbook picture on pages 22-23 & 28-29
	<i>FORMAL ASSESSMENT</i>	<ul style="list-style-type: none"> Responds to simple questions. Demonstrates an understanding of some basic oral vocabulary by pointing to objects in the classroom or a picture in response to instructions from the teacher, for example, "Show me the red/yellow/blue/green jersey/socks/shirt." etc. 	<p>Wk 8 Days 3&4 Wk 9 Day 2</p> <p>Wk 6 Day 2</p>	<p>Use your observations of:</p> <ul style="list-style-type: none"> Learners answering questions about the <i>Asking at the shops and I am clean</i> stories in the Big Book Learners pointing to objects in a picture in the Workbook
READING (oral and/or practical)	<i>INFORMAL ASSESSMENT</i>	<p>Phonological and Phonemic awareness</p> <ul style="list-style-type: none"> begins to identify different initial sounds in words identifies some rhyming words in stories, songs and rhymes <p>Reading</p> <ul style="list-style-type: none"> identifies some people, animals and objects in the illustrations in the Big Book (or other form 	<p>Wk 6 Day 1 & Wk 7 Day 1</p> <p>Wk 8 Day 1</p> <p>Wk 8 Day 2 & Wk 9 Days</p>	<p>Use your observations of:</p> <ul style="list-style-type: none"> Learners talking about the picture they drew Learners talking about words in a Big Book story The <i>My Birthday</i> discussion Learners pointing to objects in a picture in the Workbook

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		<p>of enlarged text)</p> <ul style="list-style-type: none"> answers some simple oral questions about the story or non-fiction text draws a picture capturing the main idea of the story or non-fiction text 	<p>2&4</p> <p>Wk 8 Days 3&4</p> <p>Wk 6 Day 4 and Wk 7 Day 4</p>	<ul style="list-style-type: none"> Learners answering questions about the <i>Asking at the shops</i> story in the Big Book Learners drawings of the story
	<i>FORMAL ASSESSMENT</i>	<p>Reading</p> <ul style="list-style-type: none"> answers some simple oral questions about the story or non-fiction text demonstrates understanding of the story by pointing to objects in the pictures in response to instructions from the teacher, for example, "<i>Show me the old man, the old man's hat/stick/coat, etc.</i>" 	<p>Wk 8 Days 3&4 Wk 9 Day 2</p> <p>Wk 8 Day 2 & Wk 9 Days 2&4</p>	<p>Use your observations of:</p> <ul style="list-style-type: none"> Learners answering questions about the <i>Asking at the shops</i> and <i>I am clean</i> stories in the Big Book Learners pointing to objects in a picture in the Workbook
WRITING (written)	<i>INFORMAL ASSESSMENT</i>	<ul style="list-style-type: none"> copies a caption for a picture he/she has drawn and reads back what is written. 	<p>Wk 7 Day 5</p>	<p>Use your observations of:</p> <ul style="list-style-type: none"> Learners copying and illustrating captions

INTRODUCING THE WRITTEN WORD IN AN ADDITIONAL LANGUAGE

Few children come to school able to read or write. The first two terms of Grade 1 are therefore crucial for laying the foundations for reading and writing in the Home Language. During the first six months of school the teacher introduces learners to the written word in the Home Language, starts to teach the essentials for a sight word vocabulary and introduces all the initial sounds. By the end of the second term learners should possess the basic tools for reading in the Home Language.

While it is tempting to want to expose learners to reading in a First Additional Language as soon as possible, teachers need to be cautious. The basics for reading in the Home language need to be taught before formally teaching reading in an additional language. It is easy for learners to become muddled between the sounds of the different languages or become confused over which word belongs to which language. It is better to focus initially on teaching the oral component of the FAL. Exposure to the written word in a FAL should be limited to some basic sight vocabulary and captions or short sentences. Phonics should not be taught until those in the Home Language are known.

During the second half of the first term you can introduce learners to the written versions of the oral sentences they have learnt. These can form the basis of “class readers”. Not only can they provide a focus for learning, they will also serve as a means of revising the vocabulary and concepts already introduced. **You could use Week 7 for the development of Class Readers.** You will need to prepare for this task beforehand:

- Use a number of A3 size sheets of paper. At the bottom of each sheet write a caption or short sentence. Use vocabulary your learners already know, for example, words for different colours and clothes:

Book 1: Title page: *Our red book*

Different pages: *a red shirt, a red dress, red pants, red shoes, red shorts, a red tie...*

Book 2: Title page: *Our blue book*

Different pages: *a blue shirt, a blue dress, blue pants, blue shoes, blue shorts, a blue tie...*

Similar books could be made for other colours.

Grade 1 isiNdebele First Additional Language: First Term Lesson Plan

FIRST TERM: WEEK 7 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 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 song about Washing clothes • Plays language games <p><i>Development of listening and speaking skills</i></p> <ul style="list-style-type: none"> • Answers questions by saying "It is..." • Asks a question by saying "How many ___ can you see?" or "What colour is ___?" What is this? <p><i>Development of concepts and vocabulary: Concepts/Phrases taught:</i></p> <ul style="list-style-type: none"> • Adjective and nouns: colours and clothes <p><i>Vocabulary revised:</i></p> <ul style="list-style-type: none"> • Vocabulary for Clothes • Vocabulary for Colours
READING AND PHONICS	<ul style="list-style-type: none"> • Segments oral sentences into individual words by clapping on each word (words in the song) • 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 song</i></p> <ul style="list-style-type: none"> • Listens to the telling and reading of a story from a Big Book • Segments oral sentences into individual words by clapping on each word • Draws a picture capturing the main idea of the story • Matches words and pictures
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:

- **Make Class Readers**
- **Sing a song about Washing Clothes**
- **Read a short story from the Big Book**

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WEEK 7 DAY 1	
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> as suggested in the guidelines for introducing the written word to learners.
RESOURCES	<ul style="list-style-type: none"> Big Book 1 story: <i>What colour is it?</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	
GETTING STARTED	<p>Re-reading the Big Book story</p> <ul style="list-style-type: none"> Read the previous week’s story again to the learners using the written text provided. Point to the words as you read. Stop a few times to ask a simple question such as “<i>How many rabbits can you see? Let’s count – one, two three.</i>” or “<i>What colour is this rabbit?</i>” or “<u>Now</u> <i>what colour is this rabbit?</i>” or “<i>Is mother rabbit happy?</i>” <ul style="list-style-type: none"> Give learners the chance to join in where possible, even with a single word. Ask learners to identify the initial sounds in words. <p><i>Use the activity for Informal assessment.</i></p>
DAILY ACTIVITY	<p><i>Presentation activity: Introduce the task of making Class Readers.</i></p> <p>Talk to the learners in the HL about how they are going to produce their own class reading books. Show learners the pages you have prepared and explain the task.</p> <p><i>Consolidation activity: Making the Readers</i></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.

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- For four books the captions / sentences could include:

Our red book

a red shirt
a red dress
red pants
red shoes
red shorts
a red tie

Our blue book

a blue shirt
a blue dress
blue pants
blue shoes
blue shorts
a blue tie

Our yellow book

a yellow shirt
a yellow dress
yellow pants
yellow shoes
yellow shorts
a yellow tie

Our green book

a green shirt
a green dress
green pants
green shoes
green shorts
a green tie

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: Informal Assessment.

Use the activity in which learners talk about what they have drawn to assess them against the following for LISTENING AND SPEAKING:

- Begins to identify different initial sounds in words.

USING THE CLASS READERS YOU HAVE MADE

You can use the Class Readers you have made at different times during the term as a way of revising the vocabulary but also allow learners to read them when they have finished their other work. Put them in the Class Reading Corner for the learners to read individually or in pairs. Being an author of a book is good motivation to read

Grade 1 isiNdebele First Additional Language: First Term Lesson Plan

WEEK 7 DAY 2	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners listen to stories told from a Big Book with enjoyment. • Learners join in action rhymes and songs, doing the actions. • Learners name some things in a picture (colours, clothes and numbers).
NOTES	<ul style="list-style-type: none"> • Use the activities on pages 26-27 in the FAL DBE Workbook to revise vocabulary for colours, clothes and numbers. • Introduce a new song from page 27 of the Workbook.
RESOURCES	<ul style="list-style-type: none"> • One of the Class Readers made the previous day. • FAL DBE Workbook pages 26-27.
DAILY ACTIVITIES	
GETTING STARTED	<p>Read and talk about one of the class readers</p> <ul style="list-style-type: none"> • Read the title page of one of the readers and ask learners what it means in the HL. Read each page slowly, revising the words. Ask the learner(s) who drew the picture to talk about it to the class. <ul style="list-style-type: none"> • Ask learners a question about each picture, for example, <i>“What is this? What colour is it?”</i> Teach the response, for example, <i>“It is red.”</i> or <i>“The dress is yellow.”</i> and have learners use it firstly as a class and then to each other.
DAILY ACTIVITY	<p>Presentation activity: Discuss Workbook pages 26-27</p> <ul style="list-style-type: none"> • Use the activity on page 26 of the Workbook to recycle the words for colours, clothes and numbers. Use the FAL to ask learners questions such as, <i>“What can you see? How many socks are there? What colour are the socks?”</i> Let learners give one word answers but repeat what they have said using a full sentence, for example, <i>“Yes, the socks are blue”</i> or <i>“There are two socks.”</i> • Explain to the learners that they must circle the correct number and colour in each row. Then, on page 27, they must draw 2 red socks and 3 blue hats. <p>Consolidation activity</p> <ul style="list-style-type: none"> • Learners circle the correct number and colour in each row on page 26 of their Workbook. Then, on page 27, they must draw 2 red socks and 3 blue hats. • When learners have finished, they can show a partner what they have done.

**CLOSING
ACTIVITY**

Sing a new song

- Teach learners the new song on **page 27 of the Workbook**. First, read or sing the song to the learners, clapping your hands for every word. (This helps learners to segment, or break down, a sentence into separate words.)
- Point out to learners the repetition in each row of the song – it is only the last word that changes. Learners know these words so they can follow in their Workbooks.
- Sing the song again with the learners singing with you and clapping their hands for every word.

ASSESSMENT: No formal, recorded Assessment. However informally assess learners' ability to respond to questions in the FAL.

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WEEK 7 DAY 3	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners name some things in a picture (colours, clothes and numbers). • Learners respond to simple questions e.g. <i>What can you see...? What colour is...? Who does this _____ belong to?</i> • Learners join in action rhymes and songs, doing the actions.
NOTES	<ul style="list-style-type: none"> • Use the picture and the activities on pages 28-29 in the FAL DBE Workbook to revise vocabulary for clothes and the family.
RESOURCES	<ul style="list-style-type: none"> • One of the Class Readers made on Day 1 of this week. • FAL DBE Workbook pages 28-29.
DAILY ACTIVITIES	
GETTING STARTED	<p>Read and talk about another of the class readers</p> <ul style="list-style-type: none"> • Read the title page of another of the readers and ask learners what it means in the HL. Read each page slowly, revising the words. Ask the learner(s) who drew the picture to talk about it to the class. <ul style="list-style-type: none"> • Ask learners a question about each picture, and teach the response. Have learners use it firstly as a class and then to each other.
DAILY ACTIVITY	<p>Presentation activity: Discuss <i>Whose clothes?</i> using a picture</p> <ul style="list-style-type: none"> • Ask learners to look at pages 28-29 of their Workbooks and tell you what is happening in the picture – mother is hanging wet clothes on the wash line. A little boy, her son, is helping her. Let the learners tell you using the HL but repeat what they say using the FAL. <ul style="list-style-type: none"> • Point to the different clothes in the picture and use the FAL to ask learners what they can see. You could ask for example, <i>“What can you see on the wash line? What colour is the dress? Who does this dress belong to?”</i> Talk about the small pictures of different clothes and family members on pages 28-29 and explain to learners how to complete the matching activity on page 29. <p>Use the activity for Informal assessment.</p> <p>Consolidation activity</p> <ul style="list-style-type: none"> • Learners draw lines to match the clothes with the family members e.g. grandma wears a scarf, father wears long socks and brother wears shorts. Then they can paste the stickers in the correct spaces on pages 28-29. • When learners have finished, they can show a partner what they have done.

**CLOSING
ACTIVITY**

Sing the song on page 27 of the Workbook

- Sing with the learners the song on **page 27 of the Workbook** that you taught learners the day before, clapping your hands for every word. You could divide the song so that different groups of learners sing different lines of the song.

ASSESSMENT: Informal Assessment.

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

- names some objects in a picture in response to teacher's instructions.

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WEEK 7 DAY 4	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners listen to stories told from a Big Book with enjoyment. • Draws a picture capturing the main idea of the story. • Learners play language games. • Learners join in action rhymes and songs, doing the actions.
NOTES	<ul style="list-style-type: none"> • Read a story and sing the song from the Big Book to reinforce vocabulary for clothes.
RESOURCES	<ul style="list-style-type: none"> • Big Book 1 story: <i>Boys and girls</i> • A4 paper for learners
DAILY ACTIVITIES	
GETTING STARTED	<p>Play a game of I-spy</p> <ul style="list-style-type: none"> • Play a game of I-spy. Say to learners, “<i>I spy with my little eye something blue.</i>” Learners must put up their hands and tell you the name of the blue object in the classroom. The successful learner can then ask a similar question to another learner but ask for something <i>red, green, purple, black</i> or <i>yellow</i> and so the game continues.
DAILY ACTIVITY	<p>Presentation activity: Read a picture story from the Big Book</p> <ul style="list-style-type: none"> • Turn to the story <i>Boys and girls</i>. Read the story, discussing each page with the learners. Learners should know most of the words as you have been teaching them during the past week. <ul style="list-style-type: none"> • Use the FAL to talk about each page, but speak slowly and clearly, using simple words. Use the vocabulary that the learners know already. Avoid using the HL as otherwise learners may not concentrate on the story in the FAL. <p>Consolidation activity</p> <ul style="list-style-type: none"> • Give each learner a sheet of A4 paper and ask them to draw a picture of the story. Write the sentence, <i>We wash our clothes</i> on the board for learners to copy as a caption. As learners work, talk to them in the FAL about their pictures and help them to read the caption. • Display the learners’ pictures on the classroom wall. <p>Use the activity for Informal assessment.</p>

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**CLOSING
ACTIVITY**

Sing the new action song:

- End by singing the new action song from the story with the class –
This is the way we wash our clothes... Explain to learners the meaning of the words in each verse.

ASSESSMENT: Informal Assessment.

Use the activity in which learners draw a picture capturing the main idea of the story to assess learners against the following for READING AND PHONICS:

- draws a picture capturing the main idea of the story or non-fiction text.

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WEEK 7 DAY 5	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners listen to stories read from a Big Book with enjoyment. Learners join in action rhymes and songs, doing the actions and clapping on each word.
NOTES	<ul style="list-style-type: none"> Read and discuss the story from the Big Book. Learners copy and illustrate 3 captions.
RESOURCES	<ul style="list-style-type: none"> Big Book 1 story: <i>Boys and girls</i>
DAILY ACTIVITIES	
GETTING STARTED	<p>Talk about the Big Book story</p> <ul style="list-style-type: none"> Ask learners to tell you the previous day's story using their Home Language. Did they like the story? If so, why? Ask learners what happened at the end of the story – the girl tore her dress. What should she do? What will her mother say?
DAILY ACTIVITY	<p>Presentation activity: Reading the Big Book story</p> <ul style="list-style-type: none"> Read the story to the learners using the written text provided. Stop a few times to ask a simple question about the pictures, for example, "<i>Is he wearing red socks?</i>" "<i>Is she wearing blue shoes?</i>" "<i>Is he wearing a hat?</i>" "<i>Do you have a hat?</i>" "<i>Do you wear a dress?</i>" <p>Use the discussion to reinforce vocabulary for colours and clothes.</p> <p>Consolidation activity</p> <ul style="list-style-type: none"> Write the following on the board: <i>Red hat / yellow shoes / blue jeans</i>. Using the HL, explain to learners that they must copy the three captions on the board into their exercise book and draw a picture next to each. Make sure learners know the meaning of each caption. Once they have drawn the pictures and copied the captions the learners must read back that they have written to a partner. <p>Use the activity for Informal assessment.</p>
CLOSING ACTIVITY	<p>Sing the new song</p> <ul style="list-style-type: none"> End by singing the previous day's song with the class - <i>This is the way we wash our clothes</i>. Remind learners of the meaning of the words in each verse. As learners sing, clap on each word.

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ASSESSMENT: Informal Assessment.

Use the activity in which learners copy a caption for a picture he/she has drawn and reads back what is written to assess them against the following for WRITING:

- copies a caption for a picture he/she has drawn and reads back what is written.

REFLECTIONS ON WEEK 7

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FIRST TERM: WEEK 8 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 song about Clothes • Plays language games • Responds physically to oral instructions <p><i>Development of listening and speaking skills</i></p> <ul style="list-style-type: none"> • Answers questions by saying "Yena umbethe " "Ngifuna _____" • Asks a question by saying "Ibiza malini? Ufunani? Ngingathola _____. How much does it cost? What do you want? Can I have _____." • Practises dialogues: <ul style="list-style-type: none"> • Introductions • Shopping <p><i>Development of concepts and vocabulary: Concepts/Phrases taught:</i></p> <ul style="list-style-type: none"> • Imperatives: e.g. Hlala! Iza lapha! Jama!Yeqa! Gijima!Qala • Pronouns: Yena <p><i>Vocabulary taught:</i></p> <ul style="list-style-type: none"> • Vocabulary for Shopping
READING AND PHONICS	<ul style="list-style-type: none"> • Segments oral sentences into individual words by clapping on each word (words in the song) • Begins to identify different initial sounds in words • 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 • Segments oral sentences into individual words by clapping on each word (words in a song) • Identifies different initial sounds in words
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

This week:

- Sing a song about Clothes
- Teach vocabulary for Going Shopping
- Reads a short story from the Big Book
- Plays shopping

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WEEK 8 DAY 1	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners understand and begin to use simple language structures in the context of meaningful spoken language, for example possessive pronouns • Listens to the story while following the teacher and looking at the pictures • Learners talk about the pictures using home language where necessary
NOTES	<ul style="list-style-type: none"> • Use the <i>All about Me</i> and <i>My Birthday</i> stories from the Big Book to revise vocabulary for introductions and birthdays and as the basis for learners to practise simple introductions.
RESOURCES	<ul style="list-style-type: none"> • Big Book stories: <i>All about Me</i> and <i>My Birthday</i>
DAILY ACTIVITIES	
<p style="margin: 0;">GETTING STARTED</p>	<p style="margin: 0;">Read a picture story from the Big Book</p> <ul style="list-style-type: none"> • Read the story <i>All about Me</i> from the Big Book, discussing each page with the learners. Use the simple story to revise introductions. • Talk about each page, using the FAL, but speak slowly and clearly. <ul style="list-style-type: none"> • Say to 2-3 learners, “Lotjha, ngubani igama lakho?” Guide them to respond, “Igama lami ngu _____. Ngimntazana/ ngimsana.”
<p style="margin: 0;">DAILY ACTIVITY</p>	<p style="margin: 0;">Presentation activity: Revise sentences to introduce a friend.</p> <ul style="list-style-type: none"> • Call one of the learners to the front of the class by saying “<i>Thanda, iza lapha.</i>” Introduce Thanda to the class as a friend by saying “<i>Lo mngani wami. Igama lakhe ngu.</i>” Let several learners introduce a friend to the class. • Remind learners of the use of the words <i>yena</i> e.g. “Yena igama lakhe ngu<i>Nomsa.</i>” “Yena igama lakhe ngu<i>Sello.</i>” Remind learners in the Home Language the meaning of <i>her</i> and <i>his</i>. • Tell the learners Thanda’s age and what he is wearing e.g. “<i>Uneminyaka eli-7. Umbethe ihembe nedzeredzere.</i>” Repeat these sentences using other learners in the class. Give other learners a chance to tell the class their friend’s age and what he/she is wearing. • Choose another learner and introduce her to the class in the same way, “<i>Lo mngani wami. Igama lakhe nguBusi. Uneminyaka emi-5. Umbethe irogo. She is 5 years old. She is wearing a dress.</i>” Again remind learners of the use of the words Yena. <p style="margin: 10px 0 0 0;">Consolidation activity</p> <ul style="list-style-type: none"> • In groups of four, let learners introduce a friend using the four sentences they have

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practised. Give help to those groups or individual learners who find difficulty.

- Finally ask a few learners to introduce a friend to the class. Correct errors in a sensitive manner by repeating correctly what the learner should have said but without pointing out the error.

CLOSING ACTIVITY

Celebrate birthdays

- End the lesson by reading *My birthday* from the Big Book and sing Happy Birthday to learners who have birthdays during this week.
- Ask learners to identify some rhyming words in the song.

Use the activity for Informal assessment.

ASSESSMENT: Informal Assessment.

Use the closing activity to assess them against the following for READING:

- identifies some rhyming words in stories, songs and rhymes.

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WEEK 8 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>Zibiza malini? Ufunani? How much does it cost? What do you want?</i>) • Learners segment oral sentences into individual words by clapping on each word (words in the song) • Learners begin to identify different initial sounds in words • Learners name some things in a picture (e.g. <i>irogo, isikerde, amanyathelo, ijini, idzeredzere, amabhudzi, isikipa</i>).
NOTES	<ul style="list-style-type: none"> • Read a class reader. • Talk about the picture on page 30 in the FAL DBE Workbook..
RESOURCES	<ul style="list-style-type: none"> • One of the Class Readers you made the previous week. • FAL DBE Workbook page 30. • Poem in the Big Book story: <i>My Birthday</i>
DAILY ACTIVITIES	
GETTING STARTED	<p>Read and talk about another of the class readers</p> <ul style="list-style-type: none"> • Read the title page of another of the readers and ask learners what it means in the HL. Read each page slowly, revising the words. Ask the learner(s) who drew the picture to talk about it to the class. <ul style="list-style-type: none"> • Ask learners a question about each picture, and teach the response. Have learners use it firstly as a class and then to each other.
DAILY ACTIVITY	<p>Presentation activity: Discuss <i>Buying Clothes</i> using a picture</p> <ul style="list-style-type: none"> • Ask learners to look at page 30 of their Workbooks and tell you what is happening in the picture – children are looking at clothes hanging on a rack. Ask learners where you can see clothes hanging like this. Guide them to realise that this is a shop and the children are trying on clothes. Let the learners tell you using the HL but repeat what they say using the FAL. • Ask learners to identify the different clothes in the picture and what colour they are. • Then discuss the dialogue on the same page. Some clothes are priced. Talk about how much they cost. <i>“Zibiza malini?”</i> Is R10 for a pair of shoes a good price? Where do learners’ families go to buy their clothes? What have the children chosen to buy? <p>Use the activity for Formal assessment.</p>

Consolidation activity

- Ask learners to choose two items they would buy. You could say, “Ufunani?” They must draw the two items in their exercise book and label them.
- Finally learners can paste the sticker in the correct space on **page 30 in their Workbooks** and talk to a partner about the clothes they chose to buy.

**CLOSING
ACTIVITY**

Read one of the poems in the Big Book

- Read one of the poems from the My Birthday story in the Big Book that you read to learners the day before.
- End by talking about one or two of the words that are repeated in the poem and ask learners what sound these words begin with. (This helps learners to develop their auditory – listening –skills, not their reading skills.)

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).

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WEEK 8 DAY 3	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners respond physically to simple oral instructions 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 play language games.
NOTES	<ul style="list-style-type: none"> Use simple games to recycle commands. Tell and discuss the story <i>Asking at the shops</i> from the Big Book to talk about shopping
RESOURCES	<ul style="list-style-type: none"> Big Book 1 story: <i>Asking at the shops</i> FAL DBE Workbook page 31.
DAILY ACTIVITIES	
<p style="text-align: center; font-weight: bold; margin: 0;">GETTING STARTED</p>	<p>Play a short game to revise responding to instructions</p> <p>Begin the game by saying to one learner “<i>Nonhlanhla, sikima.</i>” Nonhlanhla stands up and gives a similar instruction to another learner, e.g. “<i>Thumsie, sikima.</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, hlala phasi.</i>”</p> <ul style="list-style-type: none"> You can vary the game by using other commands such as “<i>Kokkie, iza lapha. Simon, iya lapha.</i>” Make sure every learner has a turn.
<p style="text-align: center; font-weight: bold; margin: 0;">DAILY ACTIVITY</p>	<p>Presentation activity: Tell a picture story from the Big Book</p> <ul style="list-style-type: none"> Introduce the story <i>Asking at the shops</i> by asking learners what they do when they go to the shops at the weekend. Learners can respond in their HL. <ul style="list-style-type: none"> <u>Tell</u> the story to the learners, rather than reading the text. On each new page ask, “Qala Ubonani?” Use the FAL, but speak slowly and clearly, using simple words. Use the vocabulary that the learners know already – “<i>Ufunani?</i>” “<i>Zibiza malini?</i>” Although there will be some new words for learners (e.g. milk, bread, pet shop) 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. <p>Use the activity for Formal assessment.</p>
<p>Consolidation activity</p> <ul style="list-style-type: none"> Talk about what clothes the children wanted in the story – a pink dress and a red t-shirt. Tell 	

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learners what are your favourite clothes and then ask the learners what their favourite clothes are.

- Learners must draw a picture of their favourite clothes on **page 31 of their Workbooks**.

CLOSING ACTIVITY

Play a short game to revise responding to instructions

- Repeat the game you played at the start of the lesson but do it as a class and add more instructions. Include “Yeqa!”, “Gijima!” and “Jama!” to “Sikima!” and “Hlala phasi!” You can say “Bantazana Yeqani!”, “Besana Gijimani!” They must carry on the action until you give another instruction such as “Besama Jamani!” or “Bantazana Hlalani!”

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.

INCIDENTAL LEARNING

Use real-life situations to introduce a new FAL word, phrase or sentence at other times during the school day. Although you will be speaking in the HL you might want to teach a FAL word or make a comment e.g. “In *IsiNgesi we say...”

As you periodically continue to use this word or phrase, learners internalise it without realising they are learning.

However make it clear to learners that this is the FAL as there is a danger in learners muddling the HL and the FAL.

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WEEK 8 DAY 4	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners listen to stories told from a Big Book with enjoyment. • Learners begin to develop an oral vocabulary (e.g. <i>going shopping</i>).
NOTES	<ul style="list-style-type: none"> • Read the story from the Big Book and use it to “play shops” in the classroom
RESOURCES	<ul style="list-style-type: none"> • Big Book story: <i>Asking at the shops</i> • Half an A4 paper for each learner
DAILY ACTIVITIES	
GETTING STARTED	<p>Reading the Big Book story</p> <ul style="list-style-type: none"> • Read the story <i>Asking at the shops</i> to the learners using the written text provided. Use the FAL, but read slowly and clearly. Point to the words as you read. Stop a few times to make sure learners understand the language or to ask a simple question. <ul style="list-style-type: none"> • Give learners the chance to join in where possible, e.g. with a single word. They should be familiar with some of the vocabulary by now. • Afterwards, use the HL to talk about whether the learners would like to have a dog as a pet. <p><i>Use the activity for Formal assessment.</i></p>
DAILY ACTIVITY	<p><i>Presentation activity: Making shops</i></p> <p>Explain to learners using the HL that they are going to “Play shops” in the classroom. There will be a food shop and a clothes shop.</p> <p><i>Consolidation activity</i></p> <ul style="list-style-type: none"> • Give each learner half a piece of A4 paper and ask them to draw a picture of one item for the shop. Half the class should draw a food item and the other half a clothes item. • They must add a price and then cut out their picture. Make sure they make their picture big enough! • Collect the pictures and, together with the learners, divide them into clothes and food. This is a good opportunity to revise this FAL vocabulary. You could say, “<i>Khuyini lokhu? Zizembatho nofana kukudla?</i>” Learners must respond in the FAL.

**CLOSING
ACTIVITY**

Playing shops

- Explain to the learners that there will be four shops – two food shops and two clothes shops and decide where the shops will be in the classroom. You could use a desk or a corner of the classroom.
- Divide the food pictures into two groups – one group for each food shop. Do the same with the clothes pictures.
- Divide the learners into two groups – one group will be the shop keepers and the other group the shoppers. Then divide each of these groups amongst the four shops so there are a group of shop keepers and a group of shoppers for each shop.
- Learners take it in turns to “buy” or “sell”. They can say:
Shop keeper: *Lotjha. Unjani Good morning. How are you?*
Shopper: *Lotjha. Ngivukile. Ngingathola _____.*
Shop keeper: *Iye Yes.*
Shopper: *Ngiyathokoza. Usale kuhle.*
Shop keeper: *Ngiyathokoza. Usale kuhle.*

The dialogue must all be in the FAL.

Note: Leave the “shops” in the classroom to use again the next day.

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.

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WEEK 8 DAY 5	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learners begin to develop an oral vocabulary (e.g. <i>going shopping</i>). • Learners sing simple songs and do actions with guidance. • Learners contribute to the shared writing of a sentence.
NOTES	<ul style="list-style-type: none"> • “Play shops” in the classroom to practise a dialogue. • Use the shared writing technique to write a sentence about playing shopping.
RESOURCES	<ul style="list-style-type: none"> • The “shops” the learners created the day before. • Workbook page 31.
DAILY ACTIVITIES	
GETTING STARTED	<p>Playing shops</p> <ul style="list-style-type: none"> • “Play shops” again but first revise the dialogue as a class. • Re-arrange the groups so that the groups at the Clothes shops the day before go to the Food shops, and vice versa. Make sure all the learners have the chance to be shop keepers and shoppers.
DAILY ACTIVITY	<p>Presentation activity: Shared writing</p> <ul style="list-style-type: none"> • Ask learners using the Home Language if they enjoyed playing shops and what they liked about it. What did they learn? • Guide the learners to create a short sentence about the experience. They could create it in the HL for you to translate into the FAL. They could say, “<i>We had a clothes shop and a food shop in our classroom. Besinesitolo seembatho nesokudla eklasini lethu.</i>” <ul style="list-style-type: none"> • Write the FAL sentence on the board and let the learners read it as a class. <p>Consolidation activity</p> <ul style="list-style-type: none"> • Learners colour in the picture on page 31 of their Workbooks. Explain to learners that they must colour in the parts with the number 1 red, number 2 blue, number 3, green and number 4 yellow. Use the activity to revise these colours and numbers. • As learners work, go round the groups and ask them questions such as, “<i>What colour is the apple (or t-shirt or shorts)?</i>”

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CLOSING ACTIVITY

Sing an action song

- Sing and do the actions for the Clothes song with the learners. Add new verses e.g.

These are the shoes I wear to school, wear to school, wear to school

*Lawa manyathelo engiwambatha esikolweni, engiwambatha
esikolweni, engiwambatha esikolweni...*

NOFANA

*Le yijesi engiyimbatha esikolweni, engiyimbatha esikolweni,
engiyimbatha esikolweni...*

ASSESSMENT: No formal, recorded Assessment. However informally assess learners' ability to repeat a simple dialogue.

REFLECTIONS ON WEEK 8

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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 "I come to school by..." "it is____" • Asks a question by saying "What can you see? Do you___? What is she doing? How many___?" "What colour is____" • Names things in pictures <p><i>Development of concepts and vocabulary: Concepts/Phrases taught:</i></p> <ul style="list-style-type: none"> • Plurals: e.g. <i>wheels, children, babies, teeth, feet, girls, boys</i> • Pronoun: <i>I/we</i> • Joining words: <i>and</i> <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

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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><i>This is the way we brush our teeth, brush our teeth, brush our teeth, This is the way we brush our teeth, brush our teeth, brush our teeth, This is the way we brush our teeth, brush our teeth, brush our teeth, All day long.</i></p> <p><i>Additional verses:</i></p> <p><i>This is the way we brush our hair, brush our hair, brush our hair...</i> <i>This is the way we wash our face, wash our face, wash our face...</i> <i>This is the way we wash our ears, wash our ears, wash our ears...</i> <i>This is the way we dry our hands, dry our hands, dry our hands...</i> <i>This is the way we dry our feet, dry our feet, dry our feet... etc.</i></p>
DAILY ACTIVITY	<p>Presentation activity: Read a picture story from the Big Book</p> <ul style="list-style-type: none"> • Introduce the story <i>I am clean</i> by asking learners how they get ready to go to school. Guide learners to respond in their FAL, using the vocabulary in the song. <ul style="list-style-type: none"> • Read the story to the learners. On each new page ask, “<i>Look. What can you see?</i>” Use the FAL, but speak slowly and clearly, using simple words. Use the vocabulary that the learners know already – “<i>What is she doing? Do you wash your hands/face...?</i>” 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.

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- 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.

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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>What colour is the car/bike/taxi/bus? How many girls/boys can you see?</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. bike, car, taxi, bus, train).
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>bus, bike, car, taxi, train</i>
DAILY ACTIVITIES	
<div style="border: 1px solid black; padding: 10px; width: 100px; margin: 0 auto;">GETTING STARTED</div>	<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?
<div style="border: 1px solid black; padding: 10px; width: 100px; margin: 0 auto;">DAILY ACTIVITY</div>	<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 bike, car, taxi, bus and train. Use the FAL to ask learners the different colours they can see in the picture, e.g. “<i>What colour is the car/bike/taxi/bus? How many girls/boys can you see? What is she/he wearing?</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> <ul style="list-style-type: none"> 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).

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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 bike, car, taxi, bus and train. Hold up each flashcard and ask learners, <i>“How do you come to school - by for bike/car/taxi/bus/train? Who walks to school?”</i> <ul style="list-style-type: none"> • Read the sentences on page 34 of the Workbook to the learners and let them repeat each sentence after you. Ask individual learners <i>“How do you come to school?”</i> and help them to respond using the FAL. You can reinforce what the learner said by saying, <i>“Yes, Nico comes to school on foot...”</i> <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**

Play a game to recycle the vocabulary for Transport

- Use the same game you played on Week 6 Day 3 to revise the words for Transport.
- 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 *taxi* flashcard and saying *taxi, taxi, taxi, taxi...* Then continue to hold up the *taxi* flashcard but say *bus, bus, train, train, train...* etc. Change the flashcard and continue with the game, repeating the words for the different types of transport.

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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	<p>Sing the song on page 35 of the Workbook</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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>“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.”</i>
DAILY ACTIVITY	<p>Presentation activity: Discuss Road Safety using a picture</p> <ul style="list-style-type: none"> • 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. <p align="center">Use the activity for Formal assessment.</p> <p>Consolidation activity</p> <ul style="list-style-type: none"> • 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.

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CLOSING ACTIVITY

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 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).

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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	
GETTING STARTED	<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>Look. What can you see?</i>” Use the FAL, but speak slowly and clearly, using simple words. Use the vocabulary that the learners know already – <i>father, mother, sister, brother, baby</i>. Although there will be some new words for learners (e.g. sun) 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?
DAILY ACTIVITY	<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:

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Our book of fruit

a red apple
a green apple
a big apple
a small apple
a big orange
a yellow banana

Look what we can do

I can run
We can play
I can read
We can jump
We can sit
I can swim

We like to eat...

I like to eat chips
I like to eat apples
I like to eat oranges
I like to eat hotdogs
I like to eat sweets
I like to eat ice-cream

We like to drink...

I like to drink tea
I like to drink coffee
I like to drink coke
I like to drink fanta
I like to drink juice
I like to drink sprite

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

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FIRST TERM: WEEK 10 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, the Body Song and a Number Rhyme • Plays language games <p><i>Development of listening and speaking skills</i></p> <ul style="list-style-type: none"> • Answers questions by saying "Nginel have...." • Asks a question by saying "Unani wena What do you have____" • Names things in pictures <p><i>Development of concepts and vocabulary: Concepts/Phrases taught:</i></p> <ul style="list-style-type: none"> • <i>Prepositions: phezu/ ngaphakathi on/in</i> • <i>Pronoun: Mina/ Thina I/we</i> <p><i>Vocabulary revised:</i></p> <ul style="list-style-type: none"> • Revision of vocabulary for Transport, getting ready for school, the body and counting
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
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

This week:

- Sing previously taught songs
- Read short stories from the Big Book and Class Readers

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WEEK 10 DAY 1	
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.
NOTES	<ul style="list-style-type: none"> • Use the <i>At home</i> story from the Big Book to revise vocabulary for the home.
RESOURCES	<ul style="list-style-type: none"> • One of the Class Readers made the previous week. • Big Book story: <i>At home</i>
DAILY ACTIVITIES	
GETTING STARTED	<p>Read and talk about one of the new Class Readers</p> <ul style="list-style-type: none"> • Read the title page of one of the Class Readers the learners made the previous week. Ask learners what the title means in the HL. Read each page slowly, revising the words. Ask the learner(s) who drew the picture to talk about it to the class. <ul style="list-style-type: none"> • Ask learners a question about each picture, and teach the response. Have learners use it firstly as a class and then to each other.
DAILY ACTIVITY	<p>Presentation activity: Read a picture story from the Big Book</p> <ul style="list-style-type: none"> • Introduce the story <i>At home</i> by asking learners how they help at home. Introduce the word <i>sizahelp</i>. • Read the story to the learners. On each new page ask, “Qala. <i>Ubonani Look. What can you see?</i>” Use the FAL, but speak slowly and clearly, using simple words. Use the vocabulary that the learners know already, for example –“ <i>Yena wenzani? Uyazihlwengisa iimpahla zakho What is she/he doing? Do you wash your clothes?</i>” <ul style="list-style-type: none"> • Although there will be some new words for learners (e.g. <i>siza, ingadi, izitja, butha help, garden, dishes, tidy up</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. • Use the different pictures to ask individual learners if they help in this way at home. <p>Use the activity for Formal assessment.</p> <p>Consolidation activity</p> <ul style="list-style-type: none"> • Write the sentence, “<i>I help at home</i>” on the board. Learners copy it into their exercise books and draw a picture of one way in which they help at home.

**CLOSING
ACTIVITY**

Learners share their work

- Learners read the sentence they wrote and show the picture they drew to a partner, explaining how they help at home.

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talk to a partner about the colour of the different shapes.

CLOSING ACTIVITY

Sing the Transport song “*The wheels on the bus...*”

- Learners sing and do the actions for the song on **page 35 in the Workbook.**
- Remind learners of the new verses you taught them on Day 4 of Week 9 and let them sing those verses as well. Make sure learners know what the words in the new verses mean and which actions go with each verse.

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WEEK 10 DAY 3	
LEARNING OBJECTIVES	<ul style="list-style-type: none">• Learners draw pictures to illustrate sentences.• Learners play language games.
NOTES	<ul style="list-style-type: none">• Use Workbook activities to revise vocabulary for getting ready for school.
RESOURCES	<ul style="list-style-type: none">• FAL DBE Workbook pages 40-41.
DAILY ACTIVITIES	
GETTING STARTED	<p>Read and talk about another of the new Class Readers</p> <ul style="list-style-type: none">• Read the title page of another of the Class Readers the learners made the previous week. Ask learners what the title means in the HL. Read each page slowly, revising the words. Ask the learner(s) who drew the picture to talk about it to the class. <ul style="list-style-type: none">• Ask learners a question about each picture, and teach the response. Have learners use it firstly as a class and then to each other.
DAILY ACTIVITY	<p>Presentation activity: Revision activities from the Workbook</p> <ul style="list-style-type: none">• Use the activities on pages 40-41 in the Workbook to revise vocabulary for getting ready for school.• Ask learners to tell you what is happening in the three pictures on page 40. Guide them to tell you, using the FAL, that: <i>In the first picture the boy is in bed. He is waking up. It is the morning.</i> <i>In the second picture the boy is washing his face and cleaning his teeth.</i> <i>In the third picture he is going to school. He is wearing a shirt and shorts. He has his school bag on his back.</i> <p><i>Esithombeni sokuthoma umsana usembedeni. Uyavuka. Kusekuseni.</i> <i>Esithombeni sesibili umsana uhlamba ubuso begodu uhlamba namazinyo wakhe.</i> <i>Esithombeni sesithathu uya esikolweni. Umbethe ihembe nebhrugu elifitjhani.</i> <i>Uphethe isikhwama sakhe sesikolo ngemhlana.</i></p>

Consolidation activity

- Learners complete the Workbook activities on **pages 40 and 41**.
- First they must use three different coloured crayons to help three children get home from school (**page 40 in their Workbooks**.)
- Then they must draw four pictures on **page 41 of their Workbooks** to show what they do in the morning before they go to school.

**CLOSING
ACTIVITY**

Miming actions for getting ready for school

- Use the same four sentences, *I wake up. I wash. I dress. I go to school.* and let learners mime the different actions they do when they get ready for school.
- You can make it a game by saying the sentences in the wrong order. Learners must only do the actions when you give them in the correct order.

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WEEK 10 DAY 4	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners sing simple songs and do actions with guidance. Learners listen to stories told from a Big Book with enjoyment. Learners begin to use simple language structures in context, (“<i>Unani/phetheni What do you have?</i> and “<i>Ngine I have a</i>”)
NOTES	<ul style="list-style-type: none"> Use a Big Book story as well as songs and rhymes introduced earlier in the term to revise parts of the body and counting
RESOURCES	<ul style="list-style-type: none"> FAL DBE Workbook pages 35-36
DAILY ACTIVITIES	
GETTING STARTED	<p>Sing the Body song</p> <ul style="list-style-type: none"> Sing with the learners the Body song on page 4 of the Workbook that they learned earlier in the term. Use the song to revise the actions for different parts of the body. Watch that the learners touch the correct parts of the body.
DAILY ACTIVITY	<p>Presentation activity: Read a picture story from the Big Book</p> <ul style="list-style-type: none"> Introduce the story <i>Counting</i> by showing learners the same song in the Big Book. Point to different parts of the body in the Big Book picture to revise the vocabulary. <ul style="list-style-type: none"> Read the story to the learners. On each new page ask, “Qala. Ubonani <i>What can you see?</i>” Use the FAL, but speak slowly and clearly, using simple words. Use the vocabulary that the learners know already –<i>isigqoko, ihloko, ihlombe, izandla, ubuso, idolo hat, head, shoulder, hands, faces, knee</i>. Although there will be some new words for learners (e.g. <i>inyoni, ipende, hleka, ibhanditjhi bird, paint, smiling, band aid</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 talk about what happened in the last picture. <i>Have any of the learners fallen like this? Have any of the learners got a band aid on their knee?</i> <p>Consolidation activity</p> <ul style="list-style-type: none"> Practise using a simple dialogue using the phrase <i>Ngine/ I have a...</i> Hold a book in your hand and say “<i>Nginencwadi I have a book.</i>” Repeat the sentence with a few different objects e.g. <i>ipensela, ibhege, ikopia pencil, a bag, a cup.</i> Ask different learners the question, “<i>Uphetheni What do you have?</i> and guide them to

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respond “Ngine/ *have a ...*”. Try to give every learner a chance to respond.

- You can make the question longer by adding, esandleni, ehlokweni, eenyaweni. *in your hand, on your head, on your feet*. For example, “Unani eenyaweni zakho? *What do you have on your feet?* and the response, “Ngimbethe amanyathelo eenyaweni zami. *I have shoes on my feet.*”

CLOSING ACTIVITY

Sing a number rhyme

- In Week 2 Day 5 and Week 3 Day 1 you taught the learners a counting rhyme. Sing the same rhyme again with the learners.
- Then let different groups sing the rhyme on their own with the rest of the class doing the actions.

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WEEK 10 DAY 5	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Learners develop emerging literacy by reading as a group words/sentences they had written. Learners sing a song and do the actions.
NOTES	<ul style="list-style-type: none"> Use the eight Class Readers the learners made for “<i>group reading</i>”.
RESOURCES	<ul style="list-style-type: none"> The eight Class Readers made during the term.
DAILY ACTIVITIES	
CLOSING ACTIVITY	<p>Sing the song “<i>The wheels on the bus...</i>”</p> <ul style="list-style-type: none"> Divide learners into two groups. Let one group of learners sing and the first verse of “<i>The wheels on the bus...</i>” while the other group does the actions. Change the roles for the second verse, and continue in this way through all the verses. <ul style="list-style-type: none"> As this is the end of term you could arrange for the learners to sing the song at an assembly or to another class to show off how they can sing in this new language.
DAILY ACTIVITY	<p>Presentation activity: Explain group reading of Class Readers.</p> <ul style="list-style-type: none"> During the term, learners should have contributed to making eight Class Readers. Explain to the learners that you are going to divide them into eight groups and give each group one of the books to read. One learner in each group must hold the book while another learner must “<i>be teacher</i>” and point to the words as the group reads the book. <ul style="list-style-type: none"> Also explain to the class that you will be choosing the best group to read to the rest of the class. <p>Consolidation activity</p> <ul style="list-style-type: none"> Divide the learners into eight groups and arrange them in different areas of the classroom on outside in the playground. Give each group a book to read. As the learners read the books, walk round to ensure that the groups are reading the books. Identify a group who is reading well. Once a group has finished, they can re-read the book or swap books with another group. The responsibilities of holding the book and pointing to the words should then be given to

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other learners.

**CLOSING
ACTIVITY**

Demonstrating good group reading skills

- Call group that you felt read and behaved the best to the front of the class and let them show the rest of the class how they read their book.
- Congratulate the group and reward them. You could give them a sweet or let them start their lunch before the rest of the class.

REFLECTIONS ON THE TERM

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