

**INCREMENTAL  
INTRODUCTION OF  
AFRICAN LANGUAGES  
(IIAL) SECOND  
ADDITIONAL LANGUAGE  
(SAL)**

**GRADE 2 LESSON PLANS**

# FOREWORD BY THE DIRECTOR-GENERAL: BASIC EDUCATION

The South African Constitution and the Language in Education Policy promotes multilingualism. Multilingualism is an important tool for social cohesion, and for individual and social development. South Africa is a multilingual country with eleven official languages. It is important, therefore, that children learn additional languages as early as possible. There are many cognitive advantages of learning languages hence the provision of these lesson plans to guide you in teaching a second additional language.

In its bid to ensure that all official languages are accorded parity of esteem and that multilingualism is promoted in all schools, the Department of Basic Education has planned to implement the Incremental Introduction of African Languages (IIAL) in 2016 in Grade 1 and thereafter incrementally to the next Grades. To support the implementation of IIAL, lesson plans have been developed by the Department of Basic Education (DBE) to enable teachers to teach all the official languages at the Second Additional Language (SAL) level in the Foundation Phase as IIAL is introduced at the specific Grade. The lesson plans are a component of the SAL Toolkits for each grade. In Grade 2 the toolkit comprises a workbook of 40 worksheets, 12 conversational posters linked with the 12 themes of the workbook, an anthology of stories, Big Books and Audio Resources.

The lesson plans are:

- aligned to the Second Additional Language Curriculum and Assessment Policy Statement (CAPS) for Grades
- 1 to 3; thus covering content and assessment tasks specified in the Curriculum that enable learners to get the best possible opportunity of learning a new language at SAL level;
- sequenced and packaged according to themes developed in the workbook so as to enhance the learner's vocabulary development and the learning of formulaic and spoken language; and
- packaged according to the requirements of the Second Additional Language (SAL) Curriculum and Assessment.

Policy Statement (CAPS) for Grade 2 in two half-hour weekly lesson plans which will assist teachers with:

- what to teach in each lesson
- what, when and how to informally assess learners to meet the CAPS requirements
- how to use the resources that have been provided namely the posters, workbook, the Big Books, the audios and the Anthology.

Each week's Lesson Plan provides:

- a bi-weekly overview with the term's CAPS requirements and a summary of the activities over two weeks
- two half-hour weekly plans broken down into a starter activity, the main activity and a closing activity
- informal assessment tasks as per CAPS.

The lesson plans will also be available on the Department of Basic Education (DBE) website ([www.education.gov.za](http://www.education.gov.za)).

I trust that the lesson plans will help you deliver effective, interactive and stimulating lessons.

Please feel free to send your comments on the lesson plans to Dr JJ Joshua, the Director for Curriculum Implementation and Quality Improvement (GET) on [Joshua.j@dbe.gov.za](mailto:Joshua.j@dbe.gov.za).

**MR HM MWELI DIRECTOR-GENERAL  
DEPARTMENT OF BASIC EDUCATION**

**DATE:** \_\_\_\_\_

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# INTRODUCTION

## ABOUT THE LESSON PLANS AND THE RESOURCES

These Lesson Plans have been written to support the Incremental Implementation of African Languages in Grade 2. The Plans break down the requirements of the **Second Additional Language Curriculum and Assessment Policy Statement (CAPS)** for Grade 1 into two half-hour weekly lesson plans, helping teachers to know:

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

**Each week's Lesson Plan provides:**

- a bi weekly overview with the term's CAPS requirements and a summary of the activities over two weeks
- two half-hour weekly plans broken down into a starter activity, the main activity and a closing activity
- an informal assessment tasks as per CAPS.

**The lesson plans refer to the number of components that form the SAL toolkit. They are, the workbooks, the big books, the conversation posters and the anthology.**

Note: Although you will have received the workbooks, big books and the anthology in the targeted SAL language, we have not translated the lesson plans into the various languages – you will only receive these notes in English. This means that you will need to make a number of adjustments to fit your language. For example, if we refer to a song in English, you will need to make an effort to obtain an equivalent song or story in the SAL language you are teaching.

The following table shows how the various components fit together.

## ORGANISATION OF THE SAL THEMES AND WORKBOOK TOPICS

The *SAL toolkit* is organised as follows:

TERM 1						
	Theme	Workbook topic	Week	Anthology, Big Book or Song	Poster name	Poster number
1	At school	We Learn	1	<u>Big Book:</u> What do you like to do? <u>Song:</u> This is the way that I must write	At school	1
		We Play	2	<u>Anthology:</u> Poem – One, Two, Buckle My Shoe <u>Big Book:</u> What do you like to do? <u>Song:</u> This is the way I play outside <u>Poem:</u> One, two – What to do?		
		The School bell rings	3	<u>Big Book:</u> What do you like to do? <u>Anthology:</u> Song - The Wheels of the Bus		
2	My family	Anna's family	4	<u>Big Book:</u> My family <u>Poem –</u> Our family	My family	2
		Eating, eating	5	<u>Big Book:</u> My family <u>Anthology:</u> Story – Goldilocks and the Three Bears		
		Fun time	6	<u>Anthology:</u> Song – Head and shoulders <u>Big Book:</u> My family		
3	Transport	Going to school	7	<u>Anthology:</u> Song - The Wheels <u>Anthology:</u> Story – Chuck the Truck	Transport	3
		Travelling on holiday	8	<u>Poem –</u> The cyclist <u>Big Book:</u> We go on holiday <u>Song –</u> The red motor car		
		Getting around	9	<u>Big Book:</u> We go on holiday		
		Check yourself	10	Check yourself <u>Anthology:</u> Story – Jack and the Beanstalk		

TERM 2						
	Theme	Workbook topic	Week	Anthology, Big Book or Song	Poster name	Poster number
4	Home safety	Be safe	1		Home safety	4
		Be careful	2	<u>Big Book</u> : Don't do it		
		An accident	3	<u>Anthology</u> : Pooh Bear Gets Stuck		
5	People who help us	People who help us	4		People who help us - doctor	5
		At the doctor	5	<u>Big Book</u> : What's the matter?		
		Fire	6	Poem – Little Fireman		
6	Wild animals	The big five	7		Wild animals	6
		At the zoo	8	<u>Big Book</u> : A Visit to the Zoo		
		A night walk	9	<u>Anthology</u> : Song – The Lion Sleeps Tonight		
		Check yourself	10			

TERM 3						
	Theme	Workbook topic	Week	Anthology, Big Book or Song	Poster name	Poster number
7	At the farm	Farm animals	1	<u>Anthology</u> : Story – The Little Red Hen	At the farm	7
		The vegetable garden	2	<u>Anthology</u> : Story – Robbie Rabbit Tricks Freddie Fox		
		Animals and products	3	<u>Big Book</u> : At the farm <u>Anthology</u> : Poem – Five little chickens		
8	Shopping	Shopping for food	4	Poem – To market	Shopping	8
		Shopping for clothes	5	Poem – The shoe shop		
		Shopping in town	6	<u>Big Book</u> : At the shops		
9	Celebrations	Birthday party	7	<u>Anthology</u> : Song - Happy Birthday	Celebrations	9
		Wedding	8	<u>Anthology</u> : Story – Ugly Duckling		
		It's Heritage day	9	<u>Big Book</u> : Heritage day		
		Check yourself	10			

TERM 4						
	Theme	Workbook topic	Week	Anthology, Big Book or Song	Poster name	Poster number
10	Sport	Fun day	1		Sport	10
		The games we play	2	<u>Big Book</u> : Sports day		
		We learn to swim	3	<u>Anthology</u> : Poem – Rain Rain Go Away		
11	People who help	The jobs we do	4	Poem – Jobs people do	People who help	11
		Getting help	5	<u>Big Book</u> : House on fire		
		Jabu hurts himself	6	<u>Anthology</u> : Story – Wendy Whale to the rescue		
12	Celebrate with friends	The school market	7	Poem - Hooray for South Africa	Celebrate with friends	12
		The school concert	8	<u>Anthology</u> : Story – The Gingerbread Man		
		Thank you teacher	9	<u>Big Book</u> : It is Holiday time		
		Check yourself	10			

## COMPONENTS OF THE SAL TOOLKIT

### THE WORKBOOKS

The workbooks guide the work that you do each week with your SAL class. The workbook is available in all 10 African languages, including Afrikaans. The workbook comprises of 40 worksheets, 10 for each term, or one per week as shown below. The worksheets are also clustered thematically so that learners can recycle the vocabulary over a three week period. The worksheet for the 10th week is a Check Yourself worksheet where the learners paste in stickers as a way of revising the vocabulary taught over the term. The sticker and word provides the learner with a picture dictionary (or 'pictionary'). Learners can also write the word in their home language as a way of building their dictionary.

### BIG BOOKS

Shared Reading Shared Reading is the dominant reading methodology that will be used to develop reading skills in the SAL from Grade 1 onwards. Shared Reading is an important focus for language and literacy development. The purpose of Shared Reading in Grades 1 to 3 is to give learners exposure to their SAL in a meaningful, supportive context. It also develops learners' emergent literacy in their additional language. At the Grade 1 level, we expose learners to very simple enlarged visual texts (e.g. a Big Book and the words on the conversational posters) with plenty of clear illustrations and engage the learners in 'picture walk' activities. In these grades, learners are expected to repeat parts of the story that is told. In Grades 2 and 3 the texts for Shared Reading (Big Books) should include language chunks and short sentences. The teacher should talk about the pictures with the learners so that they understand the vocabulary and ask questions about the story, gradually involving learners in 'reading' the story. Write key words (flash cards) for the picture and display them on the word wall (they can also be used for practice, revision and games). We talk about how to develop learners' vocabulary using words on flash cards.

Using the Big Books for shared reading is an important part of developing learners' SAL.

The Big Books are important for:

- Developing listening and speaking skills.
- Developing emergent reading skills.
- Getting learners to answer questions about the story.
- Getting learners to act out a story.



The two **Grade 2 SAL Big Books (Big Book 1 and 2)** each contain 6 stories, three per term. The stories are related to the 12 themes and we indicate in the lesson plans when it is appropriate to introduce the stories. The use of Big Books with visuals is to enhance the development of auditory and visual literacy. The visuals are intended to stimulate learner discussion and to aid reading comprehension. The lesson plans provide questions for the teacher to use.

### HOW TO USE THE BIG BOOKS

You will need to plan and prepare for doing a shared reading activity with your SAL class. Usually when doing shared reading, the teacher works with the whole class, however, for your SAL class, it will be best to work with a group or part of the class so that all learners can see the book. Care must be taken to ensure that learners are able to sit around and see the Big Book so that they can read the text. You can use a ruler or a pointer to point to track words as you read.

You will read the Big Book story two or three times. Start off by focusing on the enjoyment and first 'look' at the text, with the learners giving a personal response to the text.

- Page through the story they will read. Talk about the illustrations.
- Ask learners to predict the story based on the title and the pictures.
- Introduce new or difficult words prior to the learners reading the story.
- Make word cards to introduce new vocabulary.
- Then read the story, using expression and varying your voice, speed and tone. Use gestures and facial expressions.
- Track the print as you read by pointing to words with a stick or a ruler so that learners see what you are reading.
- Let learners participate in the story by joining in on a recurring phase (e.g. "Run, run, run as fast as you can, you can't catch me – I'm the gingerbread man!").
- The same story should be read two to three times to give learners the opportunity to chorus language chunks, to role-play activities.





## THE CONVERSATIONAL POSTERS

The *SAL toolkit* has one poster per theme. Different themes are introduced through the use of essential vocabulary. Because it is important for learners to hear the words in a meaningful sentence and not in isolation, words are introduced first in the worksheets and the posters as well as through short stories in the Anthology and Big Books, and by linking the vocabulary to the learners' real life situations. Visual clues are very helpful in the early stages and we have included as many visuals as possible through all the materials. Understanding must go hand in hand with learning a new word. Children will not remember words that they do not understand – and seeing the pictures assists with understanding.

The themes that are used in the workbook are linked to the conversational posters. A vocabulary list for each poster has been provided with the poster package and it also is enclosed in **Appendix 1** in all the official languages. Teachers are encouraged to make flashcards for these key words that are linked to each theme and lesson and to use them to build up a word wall in their classes. Teachers will also need to fill in the translation of the words on the posters. Rather than writing the words on the poster, make word 'flashcards' and press stick the words on the poster.

### HOW TO USE THE POSTERS AND WORD WALL TO DEVELOP VOCABULARY

You will need to do some preparation to develop word charts and word walls for your SAL class. You will need:

#### Vocabulary Chart

- Laminate an A2 sized blank card.
- Place the empty chart in front of the class so that it can be used as your weekly Vocabulary chart.

#### Word Wall

- Print or write the alphabet letters on an A5 card or sheet of paper.
- Paste the letters in a row on the side or back wall of your classroom, so that learners will be able to paste weekly vocabulary flash cards underneath letters in alphabetical order at the end of a theme/topic.
- Flash cards
- Prepare theme/topic related flash cards. Consult DBE lesson plans.

### HOW TO USE A VOCABULARY CHART?

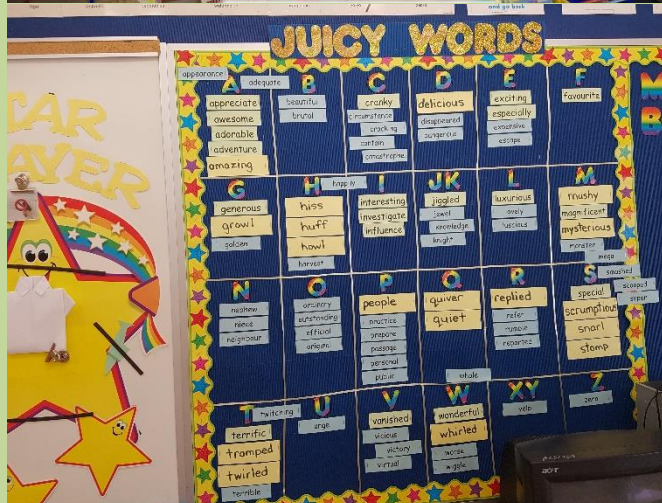
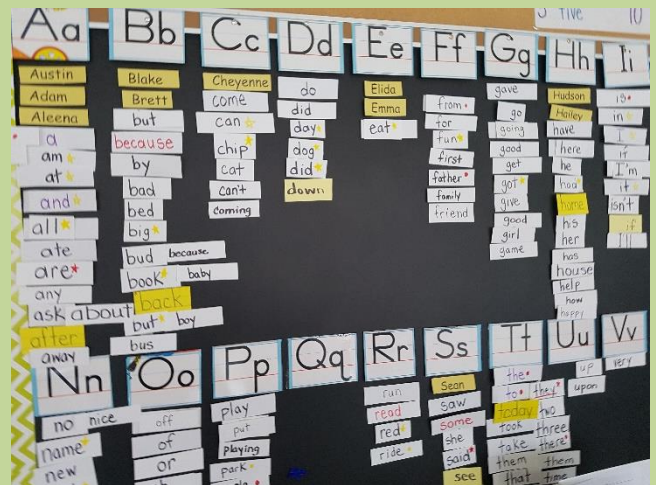
- Paste weekly theme/topic/vocabulary words on the chart with as you teach the words.
- You will need to remove the words at the end of each theme, so that you can start pasting the new words on the chart when you start with a new theme. Paste the 'old' theme's words on the Word Wall in alphabetical order.

### HOW TO INTRODUCE A THEME/TOPIC/VOCABULARY WORDS?

- Introduce the theme and topic in the learners HL first.
- Show the HL flash card with theme/topic and learners read it to the teacher.
- Teacher then pastes the flash card on the Vocabulary Chart for the week.
- Then show and say the SAL flash card with the theme/topic it to the learners.
- Let the learners repeat the SAL theme/topic a few times as the teacher paste the flash card next to the HL flash card.

## HOW TO INTRODUCE VOCABULARY WORDS?

- Teacher shows HL flash card with word and learners read it to the teacher.
- Teacher then pastes the flash card on the Vocabulary chart for the week.
- Teacher then show and say the SAL flash card with the word on it to the learners.
- The learners repeat the SAL word a few times as the teacher paste the flash card next to the HL flash card.



## HOW DO I TEACH NEW VOCABULARY USING THE WORKBOOKS?

- Each workbook lesson begins with a picture which you can use to do a picture walk in home language. The key words that will be taught in the worksheet are listed in the word box below the main picture. You can refer to all the words in the word list for that lesson in the learners' home language.
- Show the HL flash card with word and learners read it to the teacher.
- Teacher then pastes the flash card on the Vocabulary chart for the week.
- Teacher then show and say the SAL flash card with the word on it to the learners.
- The learners repeat the SAL word a few times as the teacher pastes the flash card next to the HL flash card.
- Let learners point to the pictures and words in the wordlist in their workbooks.
- Let them clap the sounds of the words e.g. saw-bo-na.

Let them sound out the beginning sounds e.g. 'saw' or the last sounds e.g. 'na'.

## THE ANTHOLOGY

The Anthology contains a collection of fairy tales, folklore, short stories, poems and songs.

Some of the stories, poems and songs that are aligned to the themes have been used in the workbooks and lesson plans have been taken from the Anthology. Teachers are encouraged to use the Anthology as a resource for story telling that means that the stories will have to be simplified and adapted to suit the language proficiency level of the learners of Second Additional language. The stories are for read aloud and you will need to code switch at times to ensure comprehension.

Storytelling and read aloud are very important activities stimulating language development and model fluent and expressive reading. It is important that you read aloud to learners at least once a week.

### HOW TO USE THE ANTHOLOGY

Teachers are encouraged to use this *Anthology* as a resource for classroom storytelling. Storytelling should be a fun and lively activity. You will need to adapt the story to the language proficiency level of the learner. While telling or reading the story you should use props, puppets or masks to support the story. Use expressions, varying your voice, speed and tone. Use gestures and facial expressions.

Let learners participate in the story by joining in on a recurring phase (e.g. “Run, run, run as fast as you can, you can’t catch me – I’m the gingerbread man!”).

The same story should be read two to three times to give learners the opportunity to chorus language chunks, to role-play activities or to retell parts of the story in their own words. Of course, the pace of storytelling and read aloud activities should be informed by the learners’ language proficiency level.

The Anthology also includes rhymes and songs. Rhymes and songs are essential components of language development, especially for second and third language development. In the lesson plans, we have included a number of songs and rhymes that you can use from the *Anthology*.

Let learners act out rhymes, poems, songs and stories. Reading aloud to children is important for developing children’s listening, speaking, reading, thinking, reasoning and writing skills as required by the CAPS.

## AUDIOS

The Lesson plans make reference to audios. The SAL toolkit includes a CD with audio clips of songs and poems in all the official languages. The lesson plans encourage the frequent use of songs and poems as routine, starter and closing activities.

## HOW WILL I KNOW HOW TO PACE MY SAL LESSON

The Lesson Plans help teachers to pace their teaching so that the requirements for the grade are covered by the end of the year. Teachers are encouraged to keep pace with the Lesson Plans to ensure that the year’s work is covered developmentally and sequentially. Teachers should avoid skipping a Week’s Lesson Plan activities because this can result in falling behind.

The activities in the Lesson Plans are designed to build on the skills and vocabulary taught each week. Missing out a section of work will result in learners having gaps in their vocabulary and skills and can result in weaker learners being unable to cope or catch up. If a teacher finds that she/he has fallen behind, they may be able to condense two days’ activities into one and, in this way, the teacher can catch up.

Remember that, although the Lesson Plans are presented as four separate terms, they represent a continuum from Week 1 of Term 1 to Week 10 of Term 4. The activities should generally be used sequentially. Weeks should not be missed out, even if the term is less than 10 weeks. For example, if the first term has only 8 weeks, begin the second term by finishing the last two weeks of the first term. Similarly, if the first term has more than 10 weeks, begin Term 2 at the end of the first term. In this way the teacher will be able to complete all 40 weeks’ activities by the end of the year. If the term has fewer than 10 weeks, you could also let the learners complete the CHECK YOURSELF activity at the end of each lesson. In this way they will revise the vocabulary continuously whilst ensuring that week 10 activities are fully completed.



## MANAGING A CLASS WITH LEARNERS AT DIFFERENT LEVELS

Many classes contain learners with different levels of proficiency in the SAL language. In some classes there will be some learners for whom the language offered at SAL level is their Home Language (mother tongue). While in some classes the learners may all be new to the SAL language, and in others all the learners may even already speak the SAL, often much better than you, the teacher. You can use these learners as an additional resource as they will know about the culture, they will know the correct pronunciation and they will also be able to assist in the Walk and Talk activities we have included in the workbooks.

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

## IDEAS FOR HELPING LEARNERS NEEDING EXTRA SUPPORT

You can help less proficient learners by:

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

## EXTENSION ACTIVITIES FOR LEARNERS WHO ALREADY SPEAK THE LANGUAGE

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

- When you ask the class questions at a SAL level make sure the HL learner responds in a full sentence and not just with one word
- Ask learners questions at a HL level; in Grades 1 and 2 the questions in SAL will be simple, literal questions requiring either Yes/No or one word answers. At a Home Language level, however, you can ask learners Why questions that require them to explain their feelings or give reasons for an action.
- Give them a SAL word and ask them to make up a sentence using the word
- Code-switch to LoLT to reinforce the new SAL vocabulary and sentences
- Work with a group of HL learners to introduce more formal reading of words, sentences and simple stories using flashcards, sentence strips or simple Grade 1 or 2 readers.

You will need to also adapt the extension activities we give you to the target SAL language you are teaching. In Grade 2 we begin to teach the word sounds, either the beginning sound or the end sound. Be aware that even if the learners speak the targeted SAL language well as their HL, many of the phonics will be different to the phonics being taught in the HL classes.

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

The focus upon exposure to Second Additional Language is on developing learners' ability to understand and speak the language and to develop learners' basic interpersonal communication skills (BICS).

In Grades 1 – 3 learners start to build their oral and literacy skills. They also apply the oral and literacy skills they have already learnt in their Home and First Additional Languages. In Grades 4 – 6, learners will continue to strengthen their Listening and Speaking while developing their Reading and Writing skills in their Second Additional Language

Becoming fluent in a new language takes a long time. The first stage is the development of listening and speaking skills. Children cannot start the formal learning of reading and writing in a second language until they can understand and speak it. Children cannot learn to read or write in a language they do not understand. Grade 1 focuses almost exclusively on developing oral skills and this is extended into Grade 2, with however, the introduction of text in the Big Books that learners must begin to read.

Our attitude towards learning a new language influences the success of our learning. It is important that the early days of learning a language are made exciting and fun. Children will want to learn when they are motivated and enjoying the lessons. If learners come to associate these lessons with anxiety and a fear of failure their learning will be inhibited. Continually encourage and praise all the efforts learners make to respond or speak the language – avoid criticizing or humiliating learners at all costs. We would never have learnt to speak our home language if our mothers had shouted at us when we said the wrong word! So have fun introducing learners to a whole new world of language and share their excitement and joy when they say those first words! The workbooks guide you in making the learner fun. Much of the focus in Grade 2 is on extending learners' vocabulary and getting learners to practise using the language.

## WHAT ACTIVITIES ARE INCLUDED IN THE SAL GRADE 2 WORKBOOK

We have introduced a number of different types of activities in the workbooks that will make your teaching fun for your SAL learners.

### Practise in Pairs

Practise in pairs

These are pair work activities that require learners to work with a friend – usually asking and answering questions like: 'What is your name?' or 'How old are you?' Learners swap roles to ask and answer questions so that they get a lot of practise in a non-threatening way.

### Walk and talk

These activities are intended to get learners to use the language as they move. They are required to walk around the class and to talk to about four or five learners, asking for and giving information. At times they are required to fill in answers to questions, such as 'What is your favourite food?' or to tick responses to questions.

### Practise with Pule and Pam

Practise with Pule and Pam

The CAPS suggest the inclusion of a puppet. We have included two cut out puppets in the workbook, Pule and Pam who are introduced on page 3 of the workbook. Learners will need to know that puppets can't speak their home language; they can only speak, the SAL target language e.g. Setswana, so they will have to speak Setswana to Pule and Pam. We have introduced a Practise with Pule and Pam activity in each workbook lesson. Learners can engage in private conversations with the puppets in a non-threatening way. They can practise asking and answering questions but letting the finger puppets talk to each other.

### Move and learn

The lesson plans refer to a number of activities that require the learners to get out of their seats and to do a song or role play activity. Sometimes the lesson plans require learners to stick words on the word chart or word wall. You will realise the workbooks encourage active learning that is intended to be fun for your SAL learners.

## EMBRACING DIVERSITY

One of the aims of the introduction of a Second Additional Language is to promote social cohesion and embrace diversity and inclusivity (language, culture and race) in the classroom and school. The learning of languages develops understanding and appreciation of diverse cultures. The SAL will open up opportunities for all learners to express themselves in languages beyond English and Afrikaans. Teachers will be encouraged to promote languages beyond English and Afrikaans to accommodate diversity and multilingualism enabling them to express their experiences and to use the SAL to expand their range of communication.

Learning of a new language should include cultural practices, customs and habits for example "lowering of eyes when speaking to an elder, cupping of hands when saying 'thank you', etc. To help you to introduce customs, we have included culture boxes that will offer teachers some guidance on the different customs and cultural practices. In addition, you can ask learners whose home language is the targeted SAL to talk about cultural practices, cultural games and celebrations.

## CULTURAL PRACTICES TO BE AWARE OF

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### Introduction

Teachers have a responsibility to embrace and build on learners' cultural backgrounds to make teaching and learning relevant and effective. For example, seeking information about learners' home cultures; accommodating learners' varied learning styles, mixing learners from different backgrounds in talking and doing activities and working on their strengths is beneficial in promoting integration. Teachers promote critical thinking when they make the rules of the classroom culture explicit and enable learners to compare and contrast them with other cultures. This section presents some guidelines for consideration by teachers responsible for teaching the second additional language.

### South African Cultures

South Africa's culture is one of the most diverse in the world. This in turn has given rise to the immortal words of Bishop Tutu in referring to our beloved country as the "Rainbow Nation" after the democratic elections of 1994. South Africa has been called the rainbow nation because it is made up of so many diverse cultures. Cultural practices are how we talk and behave, the ways in which we pray, the special things we do when we have festivals, births and deaths. We have groups with different languages, religions, race, customs and traditions, e.g. Zulu, Ndebele, Khoisan, Hindu, Muslim and Afrikaner people. All of these people are united by being South African and all of their ways of life form part of our country's identity and culture. It is important to promote and be proud of our South African culture and identity. This helps South Africans to understand and respect each other and to learn from each other's cultural practices. Culture has been called "the way of life for an entire society." As such, it includes codes of manners, dress, language, religion, rituals, and norms of behaviour such as law and morality, and systems of belief. Culture is not something you are born with. It is learnt from family, school, religion, television, media and the society or community in which we live.

A person's heritage is made up of the practices and traditions that are passed on from parents to children. Heritage is also about what has been passed on from the family, community and place where people have been raised. For example a person may have grown up in a family of medical professionals or in a proudly Zulu family where the old customs are still followed. This all informs our heritage. People also have a national heritage. A person who was born in South Africa has a South African heritage. This also means they have an African heritage because they were born on this continent. Cultural heritage is formed by those things or expressions that show the creativity of people. These can be special monuments, like a building, sculpture, painting, a cave dwelling or anything important because of its history, artistic or scientific value.

### Highlights of South African Cultures

#### KhoiKhoi and San cultures

The original and indigenous inhabitants of South Africa, known for their early ancient artistic skills – rock art. The San – "Bushmen" are extraordinary hunters and have a close relationship with nature and live sustainably off the land and pay homage to ancestors and the spirits of the animals on whom they depend for living.

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#### Shangaan culture

Shangaan culture mainly located in the area of the Kruger National Park in Mpumalanga, with beautiful traditional homesteads that include round huts with patterned thatch roofs, love for music that feature a variety of stringed, wind and percussion instruments, with mopani worm as a unique aspect of their diet and with the abundance of game in their area means they also enjoy venison and crocodile which they bake in a sumptuous groundnut (peanut) sauce.

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#### Venda culture

The home of the Venda is mainly in the Soutpansberg area of the Limpopo Province, the smallest of the cultural groups in South Africa. It is a culture built on vibrant mythical beliefs and water is an important theme in the belief that rivers and lakes are sacred places and the belief that rain is controlled by the Python God. In rural areas cattle equal wealth and their lifestyle revolves around agriculture with men doing the ploughing, caring for the livestock and building huts and women do all the harvesting and taking care of the domestic chores. Polygamy (more than one wife) is common and due to good farmland fewer men leave to work in the mines, etc., and this means more men live in the traditional areas and traditional life has not changed much over the years.

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#### Nguni culture

The group of closely related Bantu languages, including Xhosa, Zulu, Swazi, and Ndebele. Homesteads of plastered cylindrical huts or 'rondavels' (cone shaped) are typical of the dwellings found in rural areas throughout the Eastern Cape and KwaZulu-Natal. The Swazi favour ornamental reed fences to shelter the front door. Huts are arranged in a semi-circle or in a circle round the cattle kraal usually fenced with brushwood, stone, aloes or sisal plants. The meeting place of the men (inkundla) is between the main hut and the gate of the cattle kraal. The possession of cattle gives social status. Although there is a belief in a creator, the Nguni people believe that the ancestors are spirits who take a lively interest in their lives and are able to influence events. They therefore make

pacifying offerings at all the important times during the life cycle of birth, initiation marriage, death, and during specific seasons; for war or rain-making or if misfortune strikes.

- **Sotho culture**

The group of Bantu languages spoken by the Sotho peoples, of which the most important are Sepedi (also called *Northern Sotho*) and Sesotho (also called Southern Sotho). The term Western Sotho is sometimes used of the related language Setswana. Sepedi and Sesotho are official languages of South Africa. Sotho has a rich tradition of folktales and praise poems. Praise poems traditionally describe the heroic real-life adventures of ancestors or political leaders. The words for father and mother are used commonly as address forms of respect for one's elders. Words for brother and sister are used when one talks to people of the same age. Politeness, good manners, and willingness to serve are values very strongly encouraged in children.

- **European cultures brought by the settlers**

European settlers arrived in 1652 and they came from a variety of people from Europe with the vast majority coming from Holland as Dutch descendants. They were later joined by the French, British and German Settlers and each group brought their own culture. Dutch became the official language and over time with the influence of local languages and languages spoken by slaves (from Indonesia, Malays, etc.) Afrikaans developed as an indigenous South African language spoken nowhere else but in South Africa. Most school pupils were taught in Afrikaans for many years and it is one of the most spoken languages in South Africa. Afrikaans music is also very popular. The French Huguenots brought with them the art of wine making and the Western Cape is ideal for wine making and South Africa is now one of the top wine producing countries in the world. British settlers in the 1820s brought with them Victorian culture and this can be seen in the architecture in Cape Town, Kimberley, Johannesburg, Port Elizabeth, Durban etc.

- **Indian and Chinese cultures in South Africa**

KZN has the biggest population of Indians with a sizable population in Fordsburg Johannesburg. Indians still preserve their cultural heritage, languages and religious beliefs such as Christianity, Hindu, Muslim and many are English speaking whilst some have Hindi, Telugu, Tamil or Gujarati as their second language. The first Chinese to settle in South Africa were prisoners, usually debtors, exiled from Batavia by the Dutch and sent to their then newly founded colony at Cape Town in 1660. Originally the Dutch wanted to recruit Chinese settlers to settle in the colony as farmers, thereby helping establish the colony and create a tax base so the colony would be less of a drain on Dutch coffers. There were also some free Chinese in the Dutch Cape Colony. They made a living through fishing and farming and traded their produce for other required goods. Following the end of apartheid in 1994, mainland Chinese began immigrating to South Africa in large numbers, increasing the Chinese population in South Africa to an estimated 300,000-400,000 in 2015. In Johannesburg, in particular, a new Chinatown has emerged in the eastern suburbs of Cyrildene and Bruma Lake, replacing the declining one in the city centre. A Chinese housing development has also been established in the small town of Bronkhorstspuit, east of Pretoria.

## **Culture today**

Today many of the younger generation from all cultures have moved to the cities where they lead a Westernised lifestyles and most of them now speak English as their second language with a growth in the use of Afrikaans as another language. Over time the townships have developed a vibrant culture with a unique fusion of culture finding expression in music, art, food and many crafts. We have many world renowned artists, musicians, actors, and have won some Oscar awards. Our culture is flourishing in our Rainbow Nation.

## **Ubuntu**

In light of the varied South African cultures presented, teachers are urged to consider and frame all teaching and learning activities on the philosophy of Ubuntu. Simply put Ubuntu is a culture to express compassion, reciprocity, dignity, harmony and humanity in the interests of building and teaching communities such as schools justice and mutual caring. It is a Nguni word and refers to the interconnectedness, common humanity and the responsibility of caring for each other. Ubuntu is based on the desire to affirm other fellow human beings and to work and act towards each other for communal good. It sees community rather than self-determination as the essential aspect of personhood and is based on the belief and feeling that "I am because we are, and since we are, therefore I am"; "your pain is my pain, my wealth is your wealth, your salvation is my salvation".

The focus of ubuntu is more on the community than on self-determined individuals. The decision to include the Die Stem as part of the national anthem Nkosi sikelel' iAfrica reflects ubuntu consciousness and sends a powerful message to the world. Some of the examples of applying Ubuntu principles in school and in class are as follows:

- A simple interpersonal process such as greet someone in the morning "Morning, how are you?"
- A teacher's commitment to take time to listen for shared understanding
- Patience
- Donating a book to another learner
- Telling the truth and apologising
- Listening to and affirming others



- Respecting others
- Showing compassion
- Sharing, for example food

The spirit of Ubuntu from teachers and learners can make learners become world leaders.

### **Note for teachers about changing cultural issues**

Please note that in the Lesson Plans you are required to also focus on cultural issues. You are asked to deal with cultural questions when you teach each lesson. In all the lesson you will find posters, a picture at the start of a lesson and a Big Book. In each of these three aspects you are also asked to discuss a set of cultural related questions with the learners. Please make sure that you cover these questions in the sections. In each section you will find at least two questions, but please take the initiative to add to the questions or ask questions you think would be more suitable. We must help learners understand that culture is not static but that it changes over time and each day we could honour existing culture, add to the culture or adopt new cultural practices. Think for a while how cellular phones have changed our lives; how we communicate with people today, and how we use them to make our lives easier.

## **ADAPTION OF LESSON PLANS TO SUIT TIMETABLING OPTIONS**

Although the lesson plans are for half hour lessons, they can be adapted to suit the various timetabling options namely:

3x 20 minute lesson ( 1x 20 minute lesson on 3 days of the week (Monday to Wednesday) or 4x 15 minute lesson ( 1 x15 minute lesson on 4 days of the week(Monday to Thursday)).

## **TRACKING PROGRESS ACROSS THE TERMS**

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

**IIAL GRADE 2  
SECOND  
ADDITIONAL LANGUAGE  
(SAL)  
LESSON PLANS  
TERM 1**

## GRADE 2 SECOND ADDITIONAL LANGUAGE

<b>REQUIREMENTS</b> <b>TERM 1</b>
<b>LISTENING AND SPEAKING</b>
<p><b>Weekly activities</b></p> <p><b>Two or more of the following activities in a lesson in the week</b></p> <p>Begin to develop an oral (listening and speaking) vocabulary using themes or topics</p> <p>Respond to simple greetings and farewells, using phrases, for example, 'Good morning.' 'How are you?' 'I'm fine' in pairs and small groups</p> <p>Role play greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, how are you? Good morning Nikiwe, I am fine)</p> <p>Point to and name objects in the classroom or in a picture in response to teacher's instructions, for example, 'Show me the girl in the red dress.'</p> <p>Use some formulaic language (e.g. please and thank you)</p> <p>Sing simple songs and does actions with guidance as a class, for example, 'This is the way I put on my shirt, put on my shirt, put on my shirt.'</p> <p>Join in action poems and songs, doing the actions as a class for example, 'Here are Gogo's glasses, Here is Gogo's hat.'</p> <p>Play language games, for example, "Simon says" in pairs and small groups.</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures</b></p> <p>Listens to short stories told or read with enjoyment and join in chorusing at the appropriate time and repeat patterned language (language chunks) where appropriate as a class</p> <p>Name some of the things in the picture in response to questions from the teacher, What? Who?</p>
<p><b>Development of concepts, vocabulary and language structures</b></p> <p><b>Through taking part in the above activities:</b></p> <p>Continue to build oral vocabulary</p> <p>Repeat some language chunks confidently</p> <p>Respond to instructions and commands</p> <p>Use formulaic language</p>
<b>EMERGENT LITERACY</b>
<p><b>Phonological Awareness</b></p> <p>Clap hands/ click fingers/ jump/ stamp feet on syllables in words in spoken sentences</p> <p>Segment spoken words into syllables</p> <p>Segment oral sentences into individual words by clapping on each word, for example, sentences from the story</p> <p>Identify the sounds at the beginning of spoken words</p>
<p><b>Shared Reading (at least 15 minutes once per week)</b></p> <p>Listen to the story read while following the teacher and looking at the pictures</p> <p>Talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary</p> <p>Identify objects in the pictures, for example, 'Show me the old man.' 'Point to the dog.'</p> <p>Answer some simple oral questions with the support of the pictures, for example, 'Who? What? Where?'</p> <p>Begins to recognise some written words in SAL in the Shared Reading activity</p> <p>Learn some oral vocabulary from the story</p> <p>After repeated readings, join in chorusing and repeat language chunks where appropriate in pairs and in small groups</p>

**Gr. 2 SAL TERM 1 PACE SETTER**

	CAPS CONTENT/CONCEPTS/SKILLS	WEEK									
		1	2	3	4	5	6	7	8	9	10
LISTENING AND SPEAKING	<b>Weekly activities</b>										
	Begin to develop an oral (listening and speaking) vocabulary using themes or topics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Respond to simple greetings and farewells, using phrases, for example, 'Good morning.' 'How are you?' 'I'm fine' in pairs and small groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Role play greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, how are you? Good morning Nikiwe, I am fine)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Point to and name objects in the classroom or in a picture in response to the teacher's instructions, for example, 'Show me the girl in the red dress.'	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use some formulaic language (e.g. please and thank you)		✓			✓				✓	✓
	Sing simple songs and does actions with guidance as a class, for example, 'This is the way I put on my	✓	✓	✓		✓	✓	✓	✓	✓	✓
	Join in action poems and songs, doing the actions as a class for example, 'Here are Gogo's glasses, Here is Gogo's hat.'		✓		✓				✓		✓
	Play language games, for example, "Simon says" in pairs and small groups.	✓		✓	✓	✓	✓	✓		✓	✓
	Listen to short stories told or read with enjoyment and joins in chorusing at the appropriate time and repeat patterned language (language chunks) where appropriate as a class		✓	✓	✓	✓	✓	✓	✓	✓	✓
	Name some of the things in the picture in response to questions from the teacher, What? Who?	✓	✓		✓	✓	✓	✓	✓	✓	✓
	<b>Development of concepts, vocabulary and language structures</b>										
	Continue to build oral vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Repeat some language chunks confidently	✓		✓	✓		✓	✓	✓	✓	
	Respond to instructions and commands	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use formulaic language		✓			✓				✓	✓
EMERGENT LITERACY	<b>Phonological Awareness</b>										
	Clap hands/ clicks fingers/ jumps/ stamp feet on syllables in words in spoken sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Segment spoken words into syllables				✓	✓	✓	✓	✓	✓	
	Segments oral sentences into individual words by clapping on each word, for example, sentences from the story			✓			✓			✓	
	Identify the sounds at the beginning of spoken words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>Shared Reading (at least 15 minutes once per week)</b>										
	Listen to the story read while following the teacher and looking at the pictures	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary		✓		✓	✓	✓	✓	✓	✓	
	Identify objects in the pictures, for example, 'Show me the old man.' 'Point to the dog.'				✓	✓	✓	✓	✓	✓	
	Answer some simple oral questions with the support of the pictures, for example, 'Who? What? Where?'		✓		✓	✓	✓	✓	✓	✓	
	Begin to recognise some written words in SAL in the Shared Reading activity		✓	✓	✓	✓	✓	✓	✓	✓	
	Learn some oral vocabulary from the story		✓	✓	✓	✓	✓	✓	✓	✓	
	After repeated readings, join in chorusing and repeat language chunks where appropriate in pairs and in small groups		✓	✓	✓	✓	✓	✓	✓	✓	

## Gr. 2 SAL TERM 1

### SUMMARY OF ACTIVITIES

WEEKS 1 – 3 THEME: AT SCHOOL				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
1	1	Class discussion about classroom.	Identify and name objects and actions in class.	Sing an action song, This is the way ...
	2	Act out instructions.	Practice formulaic language.	Play charades.
2	1	Things to do during break on the playground.	Practise dialogues.	Recite a poem: One, Two Buckle My Shoe
	2	Act out actions.	Read story: What do you like to do?	Sing an action song, This is the way ...
3	1	Picture discussion.	Role play greetings.	Guessing game.
	2	Sing and act out song: The Wheels of the Bus	Written activity.	Beach ball activity: Asking questions.
WEEKS 4 – 6 THEME: MY FAMILY				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
4	1	Class discussion about family members.	Point to and identify family members.	Language game to reinforce vocabulary.
	2	Identify family members in the poster.	Read story: My family	Poem: Our family
5	1	Talk about favourite food.	Practise dialogues.	Answer simple questions about a story.
	2	Class quiz – names of food.	Read story: Goldilocks and the Three Bears	Language game to reinforce vocabulary.
6	1	Song: Head and shoulders	Dialogues, asking questions and answer them.	Own dialogues.
	2	Follows simple instructions.	Read story: My family and answer questions.	Beach ball activity: Building own sentences.
WEEKS 7 – 9 THEME: TRANSPORT				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
7	1	Class discussion - how learners get to school.	Dialogues about how learners get to school.	Hand puppet dialogues.
	2	Introduce poster	Tell story for enjoyment – Chuck the Truck	Play charades
8	1	Class discussion – travelling on holiday	Practise dialogues.	Poem: The cyclist
	2	Recite poem and build oral sentences.	Read story – We go on holiday	Song: The red motor car
9	1	Discuss pictures and answer questions.	Complete written activity.	Beach ball activity – ask and answer questions
	2	Tell a friend what you would like to be and why.	Re-read story – We go on holiday	Memory game
WEEKS 10 THEME: CHECK YOURSELF				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
10	1	Sing songs learnt this term.	Match sticker with word.	Beach ball activity – reinforcement of vocabulary
	2	Recite poems learnt this term.	Questions and answers using pictures.	Tell story for enjoyment – Jack and the Beanstalk

## Gr. 2 SAL TERM 1

### • SUGGESTED INFORMAL ASSESSMENT ACTIVITIES

SKILL	CONTENT	WEEKS	ASSESSMENT ACTIVITY
<b>LISTENING AND SPEAKING</b>	<b>Oral and/or practical /Observation</b> Sing action songs and poems with confidence	Week 1 Lesson 1	Closing activity: Sing an appropriate action song.
	<b>Oral and/or practical /Observation</b> Follow simple instructions (e.g. touch your head, touch your toes.)	Week 6 Lesson 2	Getting start activity: Teacher names body parts and learners must follow instructions.
	<b>Oral and/or practical /Observation</b> Role play greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, how are you? Good morning Nikiwe, I am fine)	Week 3 Lesson 1	Main activity: Role play greetings, using puppets.
<b>EMERGENT LITERACY</b>	<b>Oral and/or practical /Observation</b> Clap words in spoken sentences	Week 3 Lesson 2	Main activity: Learners clap words in spoken sentences.
	<b>Oral and/or practical /Observation</b> Segment spoken words into syllables	Week 7 Lesson 1	Main activity: Learners segment vocabulary words into syllables.
	<b>Oral and/or practical /Observation</b> Identify some people, animals and objects in the illustrations in the Big Book (or other form of enlarged illustrated text)	Week 4 Lesson 1	Main activity: Learners point to activity and say: "This is my ____."
	<b>Oral and/or practical /Observation</b> Answer some simple oral questions about the story	Week 5 Lesson 1	Closing activity: Teacher asks simple questions about story.
	<b>Oral and/or practical /Observation</b> Begin to recognise some written words in SAL in the Shared Reading activity.	Week 8 Lesson 2	Main activity: Learners recognise words in the story.

WEEK 1 LESSON 1	
THEME: AT SCHOOL – IN CLASS	
<b>LEARNING OBJECTIVES</b>	Learners develop topic related vocabulary orally. Learners will be able to point to and name objects in the classroom or in a picture in response to the teacher's instructions, e.g. "What is this?" "What is he/she doing?" Learners will be able to sing simple songs and do actions with guidance as a class, e.g. "This is the way that I must write ..."
<b>NOTES</b>	Prepare topic related flash cards (HL & SAL). Remember to keep the language simple, speak slowly but naturally during lessons. Reinforce new content learned through modelling and supportive strategies.
<b>RESOURCES</b>	DBE Workbook p. 2 & 3; Vocabulary chart; Vocabulary flash cards; Objects related to the theme; Audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

#### GETTING STARTED: (± 5 minutes)

- Begin a class discussion in the HL (to activate thinking and reasoning skills) about what the learners see in the class, e.g. blackboard, tables, chairs, pen, pencil, etc.
- Continue discussion on what they can do in the class, e.g. read, write, count, cut, sing, etc.

#### MAIN ACTIVITY: (± 15 minutes)

- Introduce the Theme: **At school** for the next three weeks to the learners in HL and then in SAL. (See foreword).
- Introduce the week's Topic: **In class** to the learners in HL and then in SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 2.
- Encourage learners to tell a friend what the children are doing in the picture on page 2, using HL.
- Allow a few children to tell the class what the children are doing in the picture.
- Introduce new vocabulary to learners: (See the introduction)

singing, painting, counting, cutting, reading, writing, pen, pencil, eraser, ruler, computer, school bag, exercise book, glue, paint brush, crayons, scissors, paint

- After all the words are introduced learners must clap the words according to their sounds.
- Teacher points to a word, says the word and learners must say the beginning sound of each word.
- Teacher points to a picture in the word box on p. 2 and learners must say the SAL word.
- Learners practise "I am ..." sentences on p.3 in pairs.
  - Learner 1: "What are you doing?"
  - Learner 2: Point to a picture in column one on p 2, e.g. girl singing, and says: "I am singing.", etc.
- Group activity:
  - One learner in the group shows a stationary item e.g. ruler, pen, pencil, eraser, glue, crayons, etc.
  - The rest of the group must give the answer in HL e.g. That is a pencil.
  - The learner showing the item must then confirm in SAL, e.g. *This is my pencil.*
- Culturally related questions:** 1. What different cultural groups can you identify in the picture? 2. Which cultural groups are not in this picture? 3. Did your grandparents go to school? If Yes, say where and when, if No, say why not. Please note learners would have to get this information from an elderly person and perhaps report back in the next lesson. (See Weekly Activities)

#### CLOSING ACTIVITY: (± 7 minutes)

- Sing an appropriate action song, e.g. This is the way that I must write in my book.

#### SUGGESTIONS FOR EXTENSION:

##### Matching game/worksheet:

- Provide learners with topic related pictures and flash cards. Learners must match the word with the picture.
- Compile a worksheet where learners must match topic related pictures with words.

#### INFORMAL ASSESSMENT:

- Use the activity in which the learners sing an action song to assess learners for:

##### LISTENING AND SPEAKING:

- Sing action songs and poems with confidence

WEEK 1 LESSON 2
THEME: AT SCHOOL – WE LEARN



<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to role play greetings (2 sentences) in pairs (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you."). Learners will listen to a story read and follow the teacher while looking at the pictures. Learners will be able to play language games.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL). Prepare flash card for DBE Poster 1, <b>At school</b>
<b>RESOURCES:</b>	DBE Workbook p. 2 & 3 DBE Poster no. 1: <b>At school</b> DBE Big Book 1 p 1 – 8: <b>What do you like to do?</b> Hand puppets and other props to act out stories for role-play Vocabulary flash cards and flash cards for poster Objects related to the theme Audio resources, e.g. CD's, DVD's

#### **ROUTINES: (± 3 minutes)**

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine, thank you.")

#### **GETTING STARTED: (± 5 minutes)**

- Teacher introduces class hand puppets e.g. Pule and Pam to the class and explains that they can only understand SAL.
- Teacher notifies the class that she is going to show an item/picture and that the class must then tell Pule what the name of the item is in SAL. Teacher shows the items/pictures of previous lesson's vocabulary.
- Teacher instructs learners in HL to act out the following instructions. As the learners act out the instructions they must tell Pule in SAL what they are doing,  
e.g. Teacher: HL: sing  
Learners: SAL: I am singing.

#### **MAIN ACTIVITY: (± 15 minutes)**

- Introduce DBE poster 1: **At school**
- Encourage learners to tell a friend in SAL *what they can see* in the poster.
- Allow a few children to tell the class *what they can see* in the poster.
- Culturally related questions:** 1. Who teaches you at home? 2. If there is someone, who is this person and what role does he/she play in your life? 3. What do you like to learn at home? – **Note for the teacher:** Please relate this back to the cultural (traditional roles played by men, women, grandparents, or carers) values.
- Introduce new vocabulary: teacher, book, suitcase, paper, lunchbox
- Move and Learn activity:
  - Teacher points at picture no. 1 (teacher) on the poster.
  - Learners read the English word on the poster and must say the SAL word.
  - Teacher requests one of the learners to paste the SAL flash card next to the English word on the poster.
  - Repeat above steps until all the words have been addressed.
- Shared Reading:** Big Book 1 p. 1 – 8: **What do you like to do?**
- Teacher reads the story to learners for enjoyment; learners follow the teacher and look at the pictures.
- Cultural aspects: Big Book questions: 1. Who likes dancing? 2. What is your brother/sister good at? 3. What does your friend like doing? 4. Can you play a drum? 5. Can you tell us about what you like doing? 6. Can anyone blow a cow's horn?
- Learners make their own hand puppets, DBE Workbook p. 3.
- Teacher uses hand puppets to have a SAL dialogue with "Pule and Pam". e.g.
  - Teacher: Hello, what is your name? Pule: Good morning, my name is Pule
  - Pule: May I leave the room? Teacher: Yes, you may.
  - Pule: May I borrow your pen? Pam: Yes, you may.
- Learners use their own hand puppets and mimic the teacher.

**CLOSING ACTIVITY: (± 7 minutes)****Play Charades in groups of 4-5.**

- One learner acts (singing, writing, painting, counting, cutting, and reading) what he/she is doing for the group.
- The rest of the group must give the answer in HL e.g. *He/She is singing*.
- The acting learner must then confirm his/her action in SAL, e.g. *I am singing*.
- Repeat the game until all group members had a chance to mime out an action.
- Paste the stickers of the relevant vocabulary theme words on page 20 and 21 in the workbook. Stickers are found in the back of the workbook.

**SUGGESTIONS FOR EXTENSION:****Beach ball activity:**

- Learners throw a beach ball to each other in their groups.
- The learner who throws the ball must ask: *What is your name?*
- The learner who catches the ball must say: *My name is \_\_\_\_?*

**Notes:**

Handwriting practice lines with a large diagonal watermark reading 'DRAFT'.

WEEK 2 LESSON 1	
THEME: AT SCHOOL – WE PLAY	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to point to and name objects in a picture in response to teacher's instructions. What? Who? Where? Learners will be able to sing simple songs and do actions as a class. Learners will be able to respond to instructions and commands.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 4 & 5 DBE Anthology p 123, Poem: <b>One, Two, Buckle My Shoe</b> Hand puppets and other props to act out stories for role-play Vocabulary chart with flash cards Objects related to the theme Audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

#### GETTING STARTED: (± 5 minutes)

- Teacher encourages learners to tell a friend what he/she likes to do during break on the playground, using HL.
- Allow feedback from some learners to tell the class what they like to do during break, using HL. Teacher reply in SAL e.g. Learner (HL): I like to play. Teacher (SAL): He/She likes to play.

#### MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic **We play** to the learners in HL and then in SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 4 & 5.
- Encourage learners to tell a friend *what the children are doing* in the picture on page 4 & 5, using HL.
- Introduce new vocabulary to learners: (See foreword)  

swimming, playing, skipping, running, swinging, climbing, kicking, eating, catching
- After all the words are introduced learners must clap the words according to their sounds.
- Teacher points to a word and asks learners to say the word. Learners must say the first sound of each word.
- Practise in pairs: Use learnt vocabulary to complete these activities.
  - Learner 1: Points to an object in the picture and ask a friend a question, using SAL? What is this?  
Learner 2: Answer the question using SAL. This is my \_\_\_\_.
  - Learner 1 asks: What are you doing?  
Learner 2 mimes an action and says what he/she is doing. E.g. I am \_\_\_\_.
- Let's Talk:  
Teacher uses hand puppets to have a SAL dialogue. e.g.
  - Pule: What is your name? Pam: My name is Pam.
  - Pule: Let's play soccer? Pam: Ok
- Learners use their own hand puppets and mimic the teacher.
- Learners practise the dialogue in pairs with a friend.
  - Learner 1: What is your name? Learner 2: My name is \_\_\_\_.
  - Learner 1: Let's play \_\_\_\_? Learner 2: Ok
- Culturally related questions:** 1. Name any traditional games that you play .2 What is your favourite game your parents or grandparents played? (to answer this question learners would have to speak to their parents and if possible their grandparents or any older person)

#### CLOSING ACTIVITY: (± 7 minutes)

- Teacher reads the poem: "One, Two, Buckle My Shoe", to learners – DBE Anthology p. 123
- Learners join in reciting the poem.

#### SUGGESTIONS FOR EXTENSION:

- Draw a picture of what you like to do on the playground during break and write a caption for your picture using SAL.

WEEK 2 LESSON 2	
THEME: AT SCHOOL – WE PLAY	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to sing simple songs and do actions as a class.</p> <p>Learners will be able to listen to the story read while following the teacher and looking at the pictures.</p> <p>Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary.</p> <p>Learners will begin to recognise some written words in SAL in the Shared Reading activity.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Big Book 1 p 1 - 8: <b>What do you like to do?</b></p> <p>DBE Anthology p 123, Poem: <b>One, Two, Buckle My Shoe</b></p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p> <p>Objects related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

### ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you.")
- Sing an appropriate action song, e.g. This is the way I play outside ... on the playground.

### GETTING STARTED: (± 5 minutes)

- Learners recite "One, Two, Buckle My Shoe" as a class
- Acting out actions:
  - Teacher points to an action word on Vocabulary chart and learners must act out the action.
  - Teacher then asks using SAL: What are you doing?
  - Learners must answer using SAL e.g. I am \_\_\_\_\_.
  - Repeat exercise until at least 5 words are addressed.

### MAIN ACTIVITY: (± 15 minutes)

Shared Reading: Big Book 1 p. 1 – 8: **What do you like to do?**

- Teacher guides learners to talk about the pictures in the story using SAL as much as possible.
- Teacher introduces vocabulary words: sing, read, draw, count, write, paint
- Teacher models how to read a story to learners, using a pointer, while learners follow.
- Teacher re-reads the story and encourages learners to join her in reading the story.
- Re-reads the story a third time, allowing learners to read "I like to" on their own.
- Teacher asks simple questions from the story using SAL. What is he/she doing?
- Learners answer using SAL. e.g. He/She is \_\_\_\_\_.
- Big Book questions: Do you often go to the playground? Is there a playground near your home? Who do you go with to the playground? Do you see animals in the playground? Are there swings on the playground? What do you like doing at the playground?

### CLOSING ACTIVITY: (± 7 minutes)

- Sing an appropriate action song, e.g. This is the way that I must read, in my book.
- Paste the stickers of the relevant vocabulary theme words on page 20 and 21 in the workbook. Stickers are found in the back of the workbook.

### SUGGESTIONS FOR EXTENSION:

- Learn and act out the poem:
  - One, two – What to do?
  - One, two, three – I am climbing a tree.
  - One, two, three, four – I am playing till four.
  - One, two, three, four, five – I am eating to stay alive.

**Notes:**

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WEEK 3 LESSON 1	
THEME: AT SCHOOL – THE SCHOOL BELL RINGS	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to play language games. Learners will be able to repeat some language chunks confidently. Learners will be able to answer some simple oral questions with the support of the pictures. Who? What? Where?
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 6 & 7; Hand puppets and other props to act out stories for role-play; Vocabulary chart with flash cards; Audio resources, e.g. CD's, DVD's

**ROUTINES: (± 3 minutes)**

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

**GETTING STARTED: (± 5 minutes)**

- Teacher encourages learners to tell a friend what they see in the pictures on p. 6 & 7, using HL or SAL.
- Allow feedback from some learners to tell the class what they see in the pictures, using HL or SAL.

**MAIN ACTIVITY: (± 15 minutes)**

- Introduce the week's Topic '**The school bell rings**' to the learners in HL and then in SAL.
- Introduce new vocabulary to learners: (See foreword)  

teacher, principal, friends, cleaner, gardener, bus driver, bus, bike, taxi, bicycle, car
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- After all the words are introduced, learners must clap the words according to the sounds.
- Teacher points to a word, says the word and learners must say the beginning sound of each word.
- Have a class discussion on what a teacher, principal, cleaner, gardener and bus driver do after the school bell rings in the afternoon, using HL.
- Practise with Pule and Pam
- Learners use their puppets and walk around and ask 5 friends what their names are using SAL. "What is your name?"
- Friends answer using SAL. "My name is \_\_\_\_."
- Let's Talk:
- Teacher uses hand puppets to have a SAL dialogue. e.g.
 

○ Teacher:	Good morning, Pam.	Pam:	Good morning, teacher.
○ Teacher:	How are you?	Pam:	I am fine.
- Learners use their own hand puppets and mimic the teacher.
- Learners practice the dialogue in pairs with a friend.
 

○ Learner 1:	Good morning, ____.	Learner 2:	Good morning, ____.
○ Learner 1:	How are you?	Learner 2:	I am fine.
- Culturally related questions:** Today we use clocks and watches to tell us the time to arrive at a place on time. 1 Before we had had watches how did people tell the time? 2. What kind of pets do you like and why or why not?

**CLOSING ACTIVITY: (± 7 minutes)**

- Play a game in your group: **Guess who I am?**
  - One learner in the group act out actions of a teacher, principal, friend, cleaner, gardener or bus driver.
  - The group members must guess who he/she is and answer using SAL. "He is a \_\_\_\_." or "She is a \_\_\_\_."
  - Every group member must get a chance to act out an occupation.

**SUGGESTIONS FOR EXTENSION:**

**Matching game/worksheet:**

- Provide learners with topic related pictures and word flash cards. Learners must match the word with the picture.
- Compile a worksheet where learners must match topic related pictures with words.

**INFORMAL ASSESSMENT:**

Use the activity in which the learners role play greetings to assess learners for:

**LISTENING AND SPEAKING:**

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

WEEK 3 LESSON 2	
THEME: AT SCHOOL – THE SCHOOL BELL RINGS	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to repeat some language chunks confidently. Learners will be able to sing simple songs and do actions as a class. Learners will be able to segment oral sentences into individual words.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL). Prepare flash card for DBE Poster 1, <b>At school</b>
<b>RESOURCES:</b>	DBE Workbook p. 7 DBE Big Book 1 p 1 – 8: <b>What do you like to do?</b> DBE Anthology p 127 Song: <b>The Wheels of the Bus</b> Hand puppets and other props to act out stories for role-play Vocabulary chart with flash cards Audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine, thank you.")

#### GETTING STARTED: (± 5 minutes)

- Sing and act out the song: "The Wheels of the Bus"

#### MAIN ACTIVITY: (± 15 minutes)

- Teacher points to pictures of a teacher, principal, cleaner, gardener or bus driver. Learners must answer using SAL e.g. "That is a \_\_\_\_\_."
- Teacher points to pictures of a car, bicycle, taxi, bike or bus and asks the following question after every picture, using SAL. "How do you come to school?" Learners answer using SAL e.g. "I come to school by \_\_\_\_\_."
- Learners complete "Let's write" activity in Workbooks.
- Shared Reading:
  - Teacher reads Big Book story p 1 - 8, **What do you like to do?** Read sentence by sentence to the learners.
  - Learners repeat sentences orally and clap words in spoken sentences.
  - Big book questions: What kind of things do you like to do? What else do you enjoy doing? Do you like helping others? Are you good at singing or running or dancing or acting or selling?

#### CLOSING ACTIVITY: (± 7 minutes)

##### Beach ball activity:

- Learner who throws the ball asks any of the questions learned during the theme just before throwing.
- Learner who catches the ball must answer the thrower's question and must then ask a new question.
- All the learners in the group must get a chance to catch and throw.

Questions asked during the theme:	Answers learned during the theme:
What are you doing?	I am _____.
What is this?	This is my _____.
What is your name?	My name is _____.
Who is this?	This is the _____.
How do you come to school?	I come to school by _____.

- Paste the stickers of the relevant vocabulary theme words on page 20 and 21 in the workbook. Stickers are found in the back of the workbook.

#### SUGGESTIONS FOR EXTENSION:

- Learners compile their own Big Book using learnt vocabulary.

#### INFORMAL ASSESSMENT:

Use the activity in which the learners clap words in spoken sentences to assess learners for:

#### EMERGENT LITERACY:

Phonological Awareness

- Claps words in spoken sentences.



WEEK 4 LESSON 1	
THEME: MY FAMILY – ANNA’S FAMILY	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to play language games. Learners will be able to identify the sounds at the end of spoken words. Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 8 & 9 DBE Poster no. 1: <b>My family</b> Hand puppets and other props to act out stories for role-play Vocabulary chart with flash cards Audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: “Good morning class.” Class: “Good morning teacher and friends.”)

#### GETTING STARTED: (± 5 minutes)

- Begin a class discussion using HL (to activate thinking and reasoning skills) about families.
- Ask questions like: How many members in your family? How many brothers/sisters do you have? etc.
- Work in pairs: Learners tell a friend about their family, e.g. names of members and what they like to do together as a family.

#### MAIN ACTIVITY: (± 15 minutes)

- Introduce the Theme: **My family** for the next three weeks to the learners in HL and then in SAL. (See foreword).
- Introduce the week’s Topic: **Anna’s family** to the learners in HL and then in SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 8, and to look at the picture of the family.
- Learners must identify the family members and tell a friend, using HL, who they think is the: father, mother, grandmother, brother, sister, baby, aunt.
- Introduce new vocabulary to learners: (See introduction)

mother, father, brother, sister, baby, grandmother, grandfather, uncle, aunt, cousin, helper, friend, cake, present, chair, coffee, Brenda

- After all the words are introduced learners must clap the words according to their sounds.
- Learners must clap the words according to their syllables.
- Teacher points to a word, says the word and learners must say the end sound of each word.
- Teacher points to a picture in column 1 – 3 on p. 8 and learners must say the SAL word.
- Let’s talk: Teacher asks the questions of the class. Learners must then answer using SAL.
- Practise in pairs:  
Learners take turns to pretend they are Anna (girls) or Adam (boys). “Anna/Adam” point to a family member in the picture and then tells their friend: This is my \_\_\_\_\_.
- Practise with Pule & Pam:
  - Learners use their hand puppets to practise the sentences.
  - Learner 1: “How old are you?” Learner 2: “I am \_\_\_\_\_.”
- Let’s draw:  
Learners draw their family and tell a friend who their family members are, using SAL.
- Culturally related questions:** 1. If you were to visit your grandparents or any other older person, how would you greet them? 2. What are the traditional ways in your culture you would use to greet a visiting man/woman or an elderly person?

#### CLOSING ACTIVITY: (± 7 minutes)

##### Beach Ball activity:

- Learner throwing the ball calls out the name of a family member, using HL.
- Learner catching the ball must repeat the family member, using SAL and call out another name of a family member, using HL.
- Repeat until all learners have had a chance.

#### SUGGESTIONS FOR EXTENSION:

- Learners draw a tree to make a family tree. They can paste in photos of their family members or draw them.



**INFORMAL ASSESSMENT:**

Use the activity in which the learners points to a family member on the picture and tell a friend who it is to assess learners for:

**EMERGENT LITERACY:**

- Identify some people, animals and objects in the illustrations in the Big Book (or other form of enlarged illustrated text)

**WEEK 4 LESSON 2****THEME: MY FAMILY – ANNA'S FAMILY**

<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to listen to short stories told or read with enjoyment and joins in chorusing at the appropriate time and repeat patterned language as a class. Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary. Learners will be able to answer some simple oral questions with the support of the pictures. Who? What? Where? After repeated readings, learners will be able to join in chorusing and repeat language chunks where appropriate in pairs and in small groups.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL). Prepare flash card for DBE Poster 2, <b>My family</b>
<b>RESOURCES:</b>	DBE Big Book 1, p 9 – 16, DBE Poster no. 2, <b>My family</b> Vocabulary chart with flash cards Audio resources, e.g. CD's, DVD's

**ROUTINES: (± 3 minutes)**

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.)

**GETTING STARTED: (± 5 minutes)**

- Introduce DBE poster 2: **My family**
- Encourage learners to tell a friend in SAL *who the family members are* in the poster.
- Allow a few children to tell the class *who the family members are* in the poster.
- Move and Learn activity:
  - Teacher points at picture no. 1 (mother) on the poster.
  - Learners read the English word in the poster and must say the SAL word.
  - Teacher requests one of the learners to paste the SAL flash card next to the English word in the poster.
  - Repeat above steps until all the words have been addressed.
  - Poster questions: What work does you mom/carer do at home? What work does your dad or the male head of the home do? Why in your opinion do they do this kind of work? What is your favourite food at home? In pairs name some of the national dishes of people in other countries?

**MAIN ACTIVITY: (± 15 minutes)**

Shared Reading: Big Book 1 p. 9 – 16: **My family**

- Teacher guides learners to talk about the pictures in the story using SAL as much as possible.
- Teacher introduces vocabulary words:  

this is my mother, father, grandmother, uncle, aunt, baby sister, big, these are cousins, best friends
- Teacher models how to read a story to learners, using a pointer, while learners follow.
- Teacher re-reads the story and encourages learners to join her in reading the story.
- Re-read the story a third time, allowing learners to read "This is my" on their own.
- Teacher asks simple questions from the story using SAL. Who is this?
- Learners answer using SAL. E.g. This is my \_\_\_\_.
- Big Book questions: How many members are in your family? Who is your most favourite family member? Do you have a dog or a cat? What activities do family members do? What do you like about your grandmother/grandfather/cousin/brother/sister?

**CLOSING ACTIVITY: (± 7 minutes)**

- Teach the learners the following poem:  
**Our family**  
 I love my dad with all my heart  
 And Mommy says I'm smart  
 But Granny says: My, how she grows

- Paste the stickers of the relevant vocabulary theme words on page 20 and 21 in the workbook. Stickers are found in the back of the workbook.

- SUGGESTIONS FOR EXTENSION:**

- Notes:**

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WEEK 5 LESSON 1	
THEME: MY FAMILY – EATING EATING	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to respond to simple greetings and farewells, using phrases. Learners will be able to use some formulaic language (e.g. please and thank you). Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary. Learners will be able to answer some simple oral questions with the support of the pictures. Who? What? Where?
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL). Have old magazines and paper plates/cardboard available for extended activity.
<b>RESOURCES:</b>	DBE Workbook p. 10 & 11 DBE Big Book 1, p 9 -16 <b>My family</b> Hand puppets and other props to act out stories for role-play Vocabulary chart with flash cards Pictures/objects related to the theme Audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")
- Practise with Pule and Pam:
  - Learners practice the following dialogue. Learners may use their hand puppets.
  - Learner 1: "What is your name?" Learner 2: "My name is \_\_\_\_\_."

#### GETTING STARTED: (± 5 minutes)

- Teacher encourages learners to tell a friend what their favourite food is, using HL.
- Class discussion: Teacher guides learners to talk about whose responsibility it is to prepare a meal and to clean-up. It is important that learners must realise that all family members have a responsibility to help where possible.

#### MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic **Eating, eating** to the learners in HL and then in SAL. (See introduction).
- Request learners to open their DBE Workbooks on page 10 & 11.
- Encourage learners to tell a friend *what they think the family is doing* in the picture on page 10 & 11, using HL.

Introduce new vocabulary to learners: (See introduction)

eat, porridge, eggs, juice, bread, jam, tea, clock, table, table cloth, stove, mop, cupboard, knife, fork, spoon, glass, cup, saucer, bottle, bucket, plate, frying pan, kettle, milk
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- After all the words are introduced learners must clap the words according to their sounds.
- Learners must clap the words according to their syllables.
- Teacher points to a word, says the word and learners must say the beginning sound of each word.
- Practise in pairs: Use learnt vocabulary to complete these activities. Learners may use their hand puppets.
  1. Learner 1: Tell a friend to point to an object in the picture: Point to the \_\_\_\_\_, using SAL?  
Learner 2: Points to the requested object and answer, using SAL. "Here is it."
  2. Learner 1: Request ingredients/food from a friend. e.g. "Pass me the sugar please."  
Learner 2: Reply with: "Thank you."
  3. Learner 1: Ask a friend if they would like something. e.g. "Would you like some tea?"  
Learner 2: Answer: "Yes please." or "No thanks."
- Let's write:  
Learners complete written activity in workbook.
- **Culturally related questions**: 2. Name some of the traditional food eaten in your family. 2. Who does the cooking in your family and why? 3. Do you think a man should do the cooking? Give reasons for your answer please.

#### CLOSING ACTIVITY: (± 7 minutes)

- Teacher pages through Big Book 1, p 9 -16: *My family*, and ask simple questions or gives instructions.
- Learners answer questions using SAL as much as possible but the HL where necessary. e.g.

Page:	Teacher:	Learners:
10	What does mother cook?	She cooks porridge.
11	Who is does the braai?	Father is doing the braai.
12	Who sits on a chair?	Grandmother sits on the chair.
13	Point to the table.	Here is the table.
14	What do they do?	They eat.
15	How many children do you see?	Four children.
16	Who lies on the grass?	The dog.

### SUGGESTIONS FOR EXTENSION:

Learners “prepare” their own breakfast.

- Have a paper plate available for learners or let them draw a plate in their class exercise/art book.
- Use old magazines. Learners cut out pictures of porridge, eggs, juice, bread, jam, etc. and paste them on their “plate” or draw their breakfast on their plate.
- Learners tell a friend what they are having for breakfast, using SAL.

### INFORMAL ASSESSMENT:

Use the activity in which the learners answer simple questions to assess learners for:

### EMERGENT LITERACY:

- Answers some simple oral questions about the story.

WEEK 5 LESSON 2	
THEME: MY FAMILY – EATING EATING	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to role play greetings (2 sentences) in pairs.</p> <p>Learners will be able to play language games.</p> <p>Learners will be able to listen to the story told while following and looking at the pictures.</p> <p>Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary.</p> <p>Learners will be able to answer some simple oral questions with the support of the pictures. Who? What? Where?</p> <p>Learners will learn some oral vocabulary from the story.</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Prepare pictures (vocabulary learnt in previous lesson e.g. eggs, bread, juice, etc.) to use for Getting started section in lesson plan.</p> <p>Prepare Goldilocks and the Three Bears from Anthology to re-tell to learners for enjoyment.</p> <p>Bring food e.g. boiled egg, slice of bread, box with porridge, etc. to class for I guessing game – extension activity. Ensure vocabulary of the objects addressed.</p>
<b>RESOURCES:</b>	<p>DBE Anthology p 36 - 39, <b>Goldilocks and the Three Bears</b></p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p> <p>Objects related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

### ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. “Good morning Anita. How are you” “Good morning Nomsa. I am fine thank you.”) Learners may use their hand puppets.
- Sing a familiar greeting song.

### GETTING STARTED: (± 5 minutes)

- Start the lesson with a **CLASS QUIZ** between boys and girls.  
Keep record of correct answers on the blackboard to determine the winner.  
Teacher shows a picture (vocabulary words). Boys and girls take turns to identify the picture.  
If correct they score 1 point, if incorrect they lose a point.
  - Round 1: Teacher holds up a picture. Girls must give the SAL name for the picture.
  - Round 2: Teacher holds up a picture. Boys must give the SAL name for the picture.
  - Repeat until all vocabulary words have been addressed.

### MAIN ACTIVITY: (± 15 minutes)

Shared Reading: Anthology p. 36: **Goldilocks and the Three Bears**

- Teacher guides learners to talk about the pictures on pages 36 & 37, using SAL as much as possible but the HL where necessary.
- Teacher asks learners to predict what is going to happen in the story.
- Learners predict what is going to happen, using SAL as much as possible but the HL where necessary.
- Teacher tells a story to learners.
- Teacher re-tells the story and encourages learners to help her to re-tell the story.
- Teacher asks simple questions from the story using SAL. "What is this?" "Who is this?" "Where is/are she/they?"
- Learners answer using SAL. e.g. "That is \_\_\_\_."

**CLOSING ACTIVITY: (± 7 minutes)**

**Pictionary game: (Class/group/pair activity)**

- One learner must draw a picture of food and the other learners must guess what it is, using SAL to answer.
- The learner who answers correctly is the next one to draw.
- Paste the stickers of the relevant vocabulary theme words on page 20 and 21 in the workbook. Stickers are found in the back of the workbook.

### SUGGESTIONS FOR EXTENSION:

I guess ...

- Teacher provides a closed basket/box with food to a group of learners.
- One learner gets blind folded.
- One of the other learners in the group hands the blind folded learner an object from the closed basket/box.
- Blind folded learner must guess what it is. He/she may touch and/or smell to guess. He/she answers in SAL.

**Notes:**

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WEEK 6 LESSON 1	
THEME: MY FAMILY – FUN TIME	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to sing simple songs and do actions as a class. Learners will be able to respond to instructions and commands. Learners will be able to segment spoken words into syllables. Learners will be able to identify the sounds at the end of spoken words. Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary. Learners will be able to answer some simple oral questions with the support of the pictures. Who? What? Where?
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p.12 & 13 DBE Anthology p 119, Song: <b>Head and shoulders</b> Hand puppets and other props to act out stories for role-play Vocabulary chart with flash cards Audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

#### GETTING STARTED: (± 5 minutes)

- Sing: Anthology p. 119, **Head and Shoulders**
- Teacher encourages learners to tell a friend what the members in their family like to do for relaxation, using HL.

#### MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic **Fun time** to the learners in HL and then in SAL. (See foreword).
- Introduce new vocabulary to learners: (See foreword)  

window, curtains, cushion, sofa, telephone, computer, TV, coffee table, newspaper, magazine, book, carpet, blocks, lamp, plug
- After all the words are introduced learners must clap the words according to their sounds and syllables.
- Teacher points to a word, says the word and learners must say the last sound of each word.
- Have a class discussion on what every family member is doing in the picture, using SAL as much as possible and HL where necessary.
- Practise with Pule:
  - Learners use their hand puppets to walk around and ask 5 friends what they are doing using SAL. "What are you doing?"
  - Friends answer using SAL. "I am speaking \_\_\_\_\_."
- Let's Talk:
  - Models and support learners to ask the 9 questions from a friend; see questions in the block on p. 13. e.g.
  - Learner 1: Who is doing homework?
  - Learner 2: Point to the family member in the picture who is doing homework and answer using SAL
  - Brother is doing homework.

**Note:** This can also be done as a class activity where the teacher ask the questions and allow learners to answer.

- Let's Talk:  
Teacher uses hand puppets to have a SAL dialogue. e.g.
  - Pam: Good morning, Pule. Pule: Good morning, teacher.
  - Pam: What do you like to do? Pule: I like to work on the computer.
- Learners use their own hand puppets and mimic the teacher.
- Culturally related questions:** If you don't do any of the fun activities as shown on page 12, what do you do for fun? What is the father doing in the picture? Do you think this is the kind of work a man should to? If you say yes give reasons and if you say no also give reasons.

**CLOSING ACTIVITY: (± 7 minutes)**

- Let's Talk:  
Learners practise dialogues in pairs with a friend.
  - Learner 1: Good morning, \_\_\_\_\_. Learner 2: Good morning, \_\_\_\_\_.
    - Learner 1: What do you like to do? Learner 2: I like to \_\_\_\_\_.

**SUGGESTIONS FOR EXTENSION:**

- Play Charades** in groups of 4-5.
  - One learner acts (talking on cell phone, doing homework, watching television, using the computer, playing with blocks and reading a newspaper) what he/she is doing to the group.
  - The rest of the group must give the answer in HL e.g. "You are working on the computer."
  - The acting learner must then confirm his action in SAL, e.g. "I am working on the computer"
  - Repeat game until all group members had a chance to mime out an action.

WEEK 6 LESSON 2	
THEME: MY FAMILY – FUN TIME	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to role play greetings (2 sentences) in pairs. Learners will be able to play language games. Learners will be able to repeat some language chunks confidently. Learners will be able to respond to instructions and commands. Learners will be able to segment oral sentences into individual words. Learners will be able to answer some simple oral questions with the support of the pictures. Who? What? Where? Learners will recognise some written words in SAL in the Shared Reading activity. Learners will learn some oral vocabulary from the story. After repeated readings, learners will be able to join in chorusing and repeat language chunks where appropriate in pairs and small groups.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Big Book 1 p 9 – 16: <b>My family</b> DBE Anthology p. 119, Song: <b>Head and shoulders</b> Vocabulary chart with flash cards Audio resources, e.g. CD's, DVD's

**ROUTINES: (± 3 minutes)**

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.)

**GETTING STARTED: (± 5 minutes)**

- Sing and act out the song: Head and Shoulders
- Teacher names a body part and learners must touch it and say: "This is my \_\_\_\_\_." e.g.
  - Teacher: Touch your head. Learner: This is my head.

**MAIN ACTIVITY: (± 15 minutes)**

- Shared Reading: Big Book 1 p. 9 – 16
  - Teacher reads **My family**, sentence by sentence to learners.
  - Learners repeat sentences orally and clap words in spoken sentences.
  - Re-read the story and encourage learners to join in reading the story.
- Teacher points to family members in Big book and ask questions.  
Learners must answer using SAL.
  - Teacher: Who is this? Learners: That is the mother.
  - Teacher: What is she doing? Learners: She is cooking.
  - Big Book Questions: 1. Do you watch TV when you eat? Say why you do and say why you don't or why one shouldn't. 2. Do you eat with a knife and fork when you eat? Give reasons for your answer 3. When do you eat without a knife and a fork?



**CLOSING ACTIVITY: (± 7 minutes)**

### Beach ball activity:

- Learner who catches the ball must tell the class what he/she likes to do. e.g. "I like to read a book."
- The group must repeat the catcher's sentence.
- The catcher throws the ball to the next person who must then tell the group what he/she likes and the group must repeat the sentence.
- Paste the stickers of the relevant vocabulary theme words on page 20 and 21 in the workbook. Stickers are found in the back of the workbook.

### SUGGESTIONS FOR EXTENSION:

- Learners compile their own Big Book about their family using learnt vocabulary.

### INFORMAL ASSESSMENT:

Use the activity in which the learners touch their body parts to assess learners for:

## LISTENING AND SPEAKING:

- Sings action songs and poems with confidence.

**Notes:**

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WEEK 7 LESSON 1	
THEME: TRANSPORT – GOING TO SCHOOL	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to point to and name objects in a picture in response to the teacher's instructions. Learners will be able to sing simple songs and do actions as a class. Learners will be able to repeat some language chunks confidently. Learners will be able to segment spoken words into syllables. Learners will be able to identify the sounds at the beginning of spoken words.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p.14 & 15 DBE Anthology p. 127 <b>The Wheels of the Bus</b> Hand puppets and other props to act out stories for role-play Vocabulary chart with flash cards Pictures related to the theme Audio resources, e.g. CD's, DVD's

•  
**ROUTINES: (± 3 minutes)**

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

**GETTING STARTED: (± 5 minutes)**

- Begin a class discussion in the HL (to activate thinking and reasoning skills) about what transport the learners use to get to school in the mornings.

**MAIN ACTIVITY: (± 15 minutes)**

- Introduce the Theme: **Transport** for the next three weeks to the learners in HL and then in SAL. (See foreword).
- Introduce the week's Topic: **Going to school** to the learners in HL and then in SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 14.
- Encourage learners to tell a friend *how the children get to school* in the picture on page 14, using HL.
- Allow a few children to tell the class *how the children get to school* in the picture.
- Introduce new vocabulary to learners: (See foreword)

bicycle, motorbike, taxi, bus, car, train, scholar patrol, traffic police, road
---

- After all the words are introduced learners must clap the words according to their sounds.
- Learners must segment vocabulary words into syllables.
- Teacher points to a word, says the word and learners must say the beginning sound of each word.
- Teacher points to a picture in column 1 – 3 on p. 14 and learners must say the SAL word.
- Practise in pairs:
  - Learners practise "I go to school by ..." sentences on p.15 in pairs.
- Practise with Pule and Pam:

Teacher uses hand puppets to have a SAL dialogue with "Pule and Pam". e.g.

  - Pam: Hello, what is your name? Pule: Good morning, my name is Pule
  - Pam: How do you go to school? Pule: I go to school by bus.

Learners use their own hand puppets and mimic the teacher.
- Let's write:

Learners complete activity in workbooks.
- **Culturally related questions:** Before schools were built how did children learn? What is the best way of learning for you?

•  
**CLOSING ACTIVITY: (± 7 minutes)**

- Let's Talk:

Learners use their hand puppets to walk around and ask 5 friends how they get to school using SAL.  
"How do you go to school?"  
Friends answer using SAL. "I go to school by \_\_\_\_."
- Sing an appropriate action song, e.g. The Wheels of the Bus.

**SUGGESTIONS FOR EXTENSION:**

**Matching game/worksheet:**

- Provide learners with topic related pictures and flash cards. Learners must match the word with the picture.
- Compile a worksheet where learners must match topic related pictures with words.

**INFORMAL ASSESSMENT:**

Use the activity in which the learners segment words into syllables to assess learners for:

**EMERGENT LITERACY:**

- Segment spoken words into syllables

WEEK 7 LESSON 2	
THEME: TRANSPORT – GOING TO SCHOOL	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to role play greetings (2 sentences) in pairs.</p> <p>Learners will be able to play language games.</p> <p>Learners will be able to listen to the story being read while following the teacher and looking at the pictures.</p> <p>Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary.</p> <p>Learners will be able to answer some simple oral questions with the support of the pictures. Who? What? Where?</p> <p>Learners will learn some oral vocabulary from the story.</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Prepare flash card for DBE Poster 3, <b>Transport</b></p> <p>Prepare <b>Chuck the Truck</b> from Anthology to re-tell to learners for enjoyment.</p>
<b>RESOURCES:</b>	<p>DBE Poster no. 3, <b>Transport</b></p> <p>DBE Anthology p. 60, <b>Chuck the Truck</b></p> <p>Vocabulary chart with flash cards</p> <p>Objects/pictures related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

**ROUTINES: (± 3 minutes)**

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. “Good morning Anita. How are you?” “Good morning Nomsa. I am fine, thank you.”)

**GETTING STARTED: (± 5 minutes)**

- Introduce DBE poster 2: **Transport**
- Encourage learners to tell a friend using SAL *what transport is illustrated* in the poster.
- Allow a few children to tell the class *what transport is illustrated* in the poster.

**MAIN ACTIVITY: (± 15 minutes)**

- Teacher introduce vocabulary words:

bicycle, taxi, hot air balloon, donkey cart, aeroplane, helicopter, ship, sail boat, bus, train, truck, car, motorbike

- Move and Learn activity:
  - Teacher points at picture no. 1 (bicycle) on the poster.
  - Learners read the English word in the poster and must say the SAL word.
  - Teacher requests one of the learners to paste the SAL flash card next to the English word on the poster.
  - Repeat above steps until all the words have been addressed.
  - Poster questions: What transport is used where you live? What did the people, where you live use transport in the olden days? How are they different from the transport we use today? What is your favourite form of transport and why?
- **Shared Reading:** Anthology p 60 **Chuck the Truck**
  - Teacher guides learners to talk about the pictures on pages 60 - 60, using SAL as much as possible but the HL where necessary.
  - Teacher asks learners to predict what is going to happen in the story.
  - Learners predict what is going to happen, using SAL as much as possible but the HL where necessary.
  - Teacher tells story to learners.
  - Teacher re-tells the story and encourages learners to help her to re-tell the story.
  - Teacher asks simple questions from the story using SAL. “What is this?” “Who is this?” “What happened to the boy?” “Who saved the boy?”
  - Learners answer using SAL. e.g. “That is \_\_\_\_.” Or “Chuck the truck saved the boy.”

### CLOSING ACTIVITY: (± 7 minutes)

- **Play Charades** in groups of 4-5.
  - One learner acts out how he drives/flies to school in a vehicle/boat/plane/etc.
  - The rest of the group must give the answer in HL e.g. *He/She goes to school by*\_\_\_\_\_.
  - The acting learner must then confirm his action in SAL, e.g. *I go to school by*\_\_\_\_\_.
  - Repeat game until all group members had a chance to mime out an action.
- Paste the stickers of the relevant vocabulary theme words on page 20 and 21 in the workbook. Stickers are found in the back of the workbook.

### SUGGESTIONS FOR EXTENSION:

#### Beach ball activity:

- Learners throw a beach ball to each other in their groups.
  - The learner that throws the ball must name a mode of transport using HL.
  - The learner who catches the ball must say the mode mentioned by thrower using SAL, and then name another mode of transport using HL.

#### Notes:

Handwriting practice lines with a large diagonal watermark reading "DRAFT".

WEEK 8 LESSON 1	
THEME: TRANSPORT – TRAVELLING ON HOLIDAY	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to respond to simple greetings and farewells, using phrases. Learners will be able to point to and name objects in a picture in response to teacher's instructions. What? Who? Where? Learners will be able to repeat some language chunks confidently. Learners will be able to segment spoken words into syllables. Learners will be able to identify the sounds at the end of spoken words. Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 16 & 17 Hand puppets and other props to act out stories for role-play Vocabulary chart with flash cards Pictures related to the theme and audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

#### GETTING STARTED: (± 5 minutes)

- Teacher begins a class discussion by asking: "How does your family travel when you go on holiday?"
- Allow feedback from some learners to tell the class how they travel for holidays, using HL. Teacher repeat sentence using SAL. Class then repeat teacher's sentence. e.g.  
Learner (HL): We travel by car. Teacher (SAL): We travel by car. Class (SAL): We travel by car.

#### MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic **Travelling on holiday** to the learners in HL and then in SAL. (See foreword).
  - Request learners to open their DBE Workbooks on page 16 & 17.
  - Encourage learners to tell a friend *how the children are travelling* in the picture on page 16 & 17, using SAL and HL where necessary.
  - Introduce new vocabulary to learners: (See introduction)
- |  |
|--|
| train, taxi, aeroplane, beach, farm, picnic, car, stop |
|--|
- After all the words are introduced learners must clap the words according to their sounds.
  - Learners segment spoken words into syllables.
  - Teacher points to a word, say the word and learners must say the end sound of each word.
  - Practise in pairs:** Use learned vocabulary to complete these activities.  
Teacher uses hand puppets to have a SAL dialogue. e.g.
    - Pule: Where do you live? Pam: I live in Middelburg.
    - Pule: Where are you going for holiday? Pam: I am going to Cape Town by train.
Learners use their own hand puppets and mimic the teacher.  
Teacher continues to model dialogues until learners are confident to practice their own dialogues.
  - Learners practise the dialogue in pairs with a friend.
    - Learner 1: Where do you live? Learner 2: I live in \_\_\_\_\_.
    - Learner 1: Where are you going for holiday? Learner 2: I am going to \_\_\_\_\_ by \_\_\_\_\_.
  - Culturally related questions:** What is a traditional holiday for you? Why do you like going on this type of holiday?

#### CLOSING ACTIVITY: (± 7 minutes)

- Teacher teaches the poem to learners.  
**The cyclist**  
This little light says, "I am red.  
Stop and look and use your head."  
This little light says, "I am yellow.  
I'm here to warn you, little fellow."  
The green light says, "Now you may go,  
Not too fast and not too slow."

#### SUGGESTIONS FOR EXTENSION:

- Draw a picture of modes of transport and write a caption for each picture using SAL words from the vocabulary chart.

WEEK 8 LESSON 2	
THEME: TRANSPORT – TRAVELLING ON HOLIDAY	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to answer some simple oral questions with the support of the pictures. Who? What? Where?</p> <p>Learners will begin to recognise some written words in SAL in the Shared Reading activity.</p> <p>Learners will learn some oral vocabulary from the story.</p> <p>After repeated readings, learners will be able to join in chorusing and repeat language chunks where appropriate in pairs and in small groups.</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Prepare flash card for DBE Poster 1, <b>At school</b></p>
<b>RESOURCES:</b>	<p>DBE Big Book 1 p 17 – 24 <b>We go on holiday</b></p> <p>DBE Poster no. 3, <b>Transport</b></p> <p>Vocabulary chart with flash cards</p> <p>Objects/pictures related to the theme and audio resources, e.g. CD's, DVD's</p>

•  
**ROUTINES: (± 3 minutes)**

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. “Good morning Anita. How are you”  
“Good morning Nomsa. I am fine thank you.”)

**GETTING STARTED: (± 5 minutes)**

- Learners recite “**The cyclist**” as a class.
- Teacher points to a mode of transport on DBE poster 3: **Transport**.
- Learners name the mode of transport and use it in sentence, using SAL. e.g.
  - “car” “I am going to the beach by car.”
  - Teacher repeats learner’s sentence, and correct if necessary.
  - Whole class repeats the sentence.
- Repeat exercise until at least 5 words where addressed.

•  
**MAIN ACTIVITY: (± 15 minutes)**

Shared Reading: Big Book 1 p. 17 - 24: **We go on holiday?**

- Teacher guides learners to talk about the pictures in the story using SAL as much as possible but HL when necessary.
- Teacher introduces vocabulary words:

hooray, holidays, ready, drive, pack,  
pyjamas, shorts, jeans, takkies, socks, swimming costume, track suit, pants, flip flops, T-shirt  
pink, green, blue, white, purple, brown, yellow, black, orange

- Teacher models how to read a story to learners, using a pointer, while learners follow.
- Teacher re-reads the story 2 or 3 times and encourages learners to join her in reading the story.
- Learners recognise words in the story.
- Teacher asks simple questions from the story using SAL. e.g.
  - “Where are they going for the holiday?”
  - “How will they get there?”
  - “What colour is her pyjamas?” etc.
- Learners answer using SAL as much as possible but HL where necessary.
- Big Book questions: Which place do you like traveling to? How do you travel to the place you like? Do you like traveling with family or friends? What are some of the things you see when you travel? What are the things you need when you travel?

•  
**CLOSING ACTIVITY: (± 7 minutes)**

- Sing an appropriate action song, e.g.

**The red motor car**

I drive in my red motor car,  
right down the busy street.  
And if I reach the red light,  
I know that I must stop.  
Stop says the red light.  
Go says the green light.  
Careful says the yellow light.  
Careful what you do!



- ### SUGGESTIONS FOR EXTENSION:

- | Road and rail transport | Water transport | Air transport |
|-------------------------|-----------------|---------------|
|                         |                 |               |

Use the activity in which the learners re-read the Big book with the teacher to assess learners for:

- Begins to recognise some written words in SAL in the Shared Reading activity.

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WEEK 9 LESSON 1	
THEME: TRANSPORT – GETTING AROUND	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to role play greetings (2 sentences) in pairs. Learners will be able to use some formulaic language (e.g. please and thank you). Learners will be able to play language games. Learners will be able to repeat some language chunks confidently. Learners will be able to segment spoken words into syllables. Learners will be able to identify the sounds at the beginning of spoken words. Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary. Learners will be able to answer some simple oral questions with the support of the pictures. Who? What? Where?
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 18 &19 Hand puppets and other props to act out stories for role-play; vocabulary chart with flash cards; objects/pictures related to the theme and audio resources, e.g. DVD's

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")
- Sing a familiar song about the theme, e.g. **The red motor car**

#### GETTING STARTED: (± 5 minutes)

- Teacher encourages learners to tell a friend what they see in the pictures on p. 18 & 19, using SAL as much as possible, but HL if necessary.
- Teacher asks learners:
  - What form of transport will you use to travel short distances?
  - What form of transport will you use to travel long distances?
Learners answer above questions using SAL as much as possible, but HL if necessary.

#### MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic **Getting around** to the learners in HL and then in SAL. (See foreword).
- Introduce new vocabulary to learners: (See foreword)  

train, plane, ambulance, fire engine, police car, helicopter, truck, ship, sailboat
- After all the words are introduced learners must clap the words according to their sounds.
- Learners segment spoken words into syllables.
- Teacher points to a word, say the word and learners must say the beginning sound of each word.
- Practise with Pule and Pam  
Learners use their hand puppets to walk around and ask and answer 5 friends, using SAL:
  - Learner 1: "How are you?"                      Learner 2: "I am fine thank you."
- Practise in pairs:
  - Learner 1 points to a mode of transport in Workbook picture on p. 18 and ask: "What is this?, using the SAL.
  - Learner 2 answer with: "It is a \_\_\_\_\_", using the SAL.
- Let's write:
  - Complete written activity in DBE Workbook p. 19.
- Culturally related questions:** Look at all the different modes of transport. What other means of transport can you mention that that your mother, father or grandparents might have used to get to school or to visit other people. What do you use for transport where you live?

#### CLOSING ACTIVITY: (± 7 minutes)

##### Beach ball activity:

- Learner who throws the ball asks any of the questions learnt during the theme just before throwing.
- Learner who catches the ball must answer the throwers' question and must then ask a new question.
- All the learners in the group must get a chance to catch and throw.

Questions asked during the theme:	Answers learned during the theme:
How do you go to school?	I go to school by _____.
Where do you live?	I live in _____.
Where are you going?	I am going to _____.
How are you?	I am fine thank you.

**SUGGESTIONS FOR EXTENSION:**

- Play snap:
  - Learners make their one playing cards by writing the names of modes of transport on cards. One name on a card. Make 2 sets of cards.
  - Learners shuffle the cards and play “snap”.

WEEK 9 LESSON 2	
THEME: TRANSPORT – GETTING AROUND	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to role play greetings (2 sentences) in pairs.</p> <p>Learners will be able to segment oral sentences into individual words.</p> <p>Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary.</p> <p>Learners will be able to answer some simple oral questions with the support of the pictures. Who? What? Where?</p> <p>Learners will begin to recognise some written words in SAL in the Shared Reading activity.</p> <p>Learners will learn some oral vocabulary from the story.</p> <p>After repeated readings, learners will be able to join in chorusing and repeat language chunks where appropriate in pairs and in small groups.</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Prepare flash card for DBE Poster 1, <b>At school</b></p>
<b>RESOURCES:</b>	<p>DBE Workbook p. 18 &amp;19</p> <p>DBE Big Book 17 – 24 <b>We go on holiday</b></p> <p>DBE Poster no.</p> <p>DBE Anthology p ??</p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards, objects related to the theme and audio resources.</p>

**ROUTINES: (± 3 minutes)**

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. “Good morning Anita. How are you” “Good morning Nomsa. I am fine thank you.”)

**GETTING STARTED: (± 5 minutes)**

- Encourage learners to tell a friend if they could be a car/truck/motorbike/bicycle/boat/plane what would they like to be and why, using HL.

**MAIN ACTIVITY: (± 15 minutes)**

- Shared Reading:
  - Teacher reads Big Book story p 17 - 24, **We go on holiday**. Read one at a time to learners.
  - Learners repeat sentences orally and clap words in spoken sentences.
  - Re-read the story and encourage learners to join in reading the story.
  - Big Book questions: What type of food do you enjoy when you are on holiday? What are the new things you learn? Do you enjoy meeting new people?

**CLOSING ACTIVITY: (± 7 minutes)**

- **Memory game:** Boys against Girls
  - Keep record of correct answers on the blackboard to determine the winner.
  - Teacher asks question from the Big Book story p 17 – 24, **We go on holiday**.  
Where did the family go for holiday?  
With what did they travel?  
What was the colour of her pyjamas? etc.
  - Boys and girls take turns to answers the questions, using SAL as much as possible, but HL when necessary.
  - If correct they score 1 point, if incorrect they lose a point.
- Paste the stickers of the relevant vocabulary theme words on page 20 and 21 in the workbook. Stickers are found in the back of the workbook.

**SUGGESTIONS FOR EXTENSION:**

- Learners compile their own Big Book using learnt vocabulary.

WEEK 10 LESSON 1	
CHECK YOURSELF Across all three themes learnt this term	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to respond to simple greetings and farewells, using phrases.</p> <p>Learners will be able to point to and name objects in a picture in response to the teacher's instructions.</p> <p>Learners will be able to sing simple songs and do actions as a class.</p> <p>Learners will be able to play language games.</p>
<b>NOTES:</b>	Prepare flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 20</p> <p>Vocabulary chart with flash cards</p> <p>Audio resources, e.g. CD's, DVD's</p>

**ROUTINES: ( $\pm 3$  minutes)**

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

**GETTING STARTED: (± 5 minutes)**

- Sing songs learnt this term.

**MAIN ACTIVITY: ( $\pm$  15 minutes)**

- Introduce words that have not been addressed during this term.
- Read the words on p 20 in the DBE Workbook aloud as a class.
- Learners paste stickers in the correct places on p. 20
- Build oral sentences with these words.

**CLOSING ACTIVITY: (± 7 minutes)**


**Beach ball activity:**

- Learner throwing the ball says one of the words on p. 20, using SAL.
- Learner catching the ball must translate the word, using HL and then say another word from p. 40, using SAL as he/she throws the ball to another group member.
- Repeat until all learners had a chance.

**SUGGESTIONS FOR EXTENSION:**

- Play with a friend:  
Round 1:
  - Learner 1: Say 3 words randomly from page 20.
  - Learner 2: Repeat the words in the correct order.
  - Learner 2: Say 3 words randomly from page 20.
  - Learner 1: Repeat the words in the correct order.
  - If learners are able to remember 3 words, they increase the number of words they say in the following rounds.
  - Who can remember the most words at a time?

**Notes:**



WEEK 10 LESSON 2	
CHECK YOURSELF Across all three themes learnt this term	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to role play greetings (2 sentences) in pairs. Learners will be able to point to and name objects in a picture in response to a friend's questions. What? Learners will be able to listen to short stories told with enjoyment.
<b>NOTES:</b>	Prepare topic flash cards (HL & SAL). Prepare to re-tell the story <b>Jack and the Beanstalk</b> .
<b>RESOURCES:</b>	DBE Workbook p. 21 DBE Anthology p 40 <b>Jack and the Beanstalk</b> Vocabulary chart with flash cards Audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.)

#### GETTING STARTED: (± 5 minutes)

- Recite Poems learnt this term.

#### MAIN ACTIVITY: (± 15 minutes)

- Introduce words that have not been addressed during this term.
- Read the words on p 21 in the DBE Workbook aloud as a class.
- Practise in pairs:
  - Learner 1: Point to picture and ask his/her friend: "What is this?" using SAL.
  - Learner 2: Answer question: "It is a \_\_\_\_\_", using SAL.
- Build oral sentences with these words.

#### CLOSING ACTIVITY: (± 7 minutes)

Anthology p. 40 Jack and the Beanstalk

- Tell the story of Jack **and the Beanstalk** to the learners for enjoyment.

#### SUGGESTIONS FOR EXTENSION:

##### Beach ball activity:

- Learner who throws the ball asks any of the questions learnt during the term just before throwing.
- Learner who catches the ball must answer the throwers' question and must then ask a new question.
- All the learners in the group must get a chance to catch and throw.

Questions asked during the term:	Answers learnt during the theme:
How do you go to school?	I go to school by _____.
Where do you live?	I live in _____.
Where are you going?	I am going to _____.
How are you?	I am fine thank you.
What are you doing?	I am _____.
What is this? (point to something)	That is a _____.
What is your name?	My name is _____.
Who is this? (point to someone)	That is the _____.
How do you come to school?	I come to school by _____.

#### Notes:

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**IIAL GRADE 2  
SECOND  
ADDITIONAL LANGUAGE  
(SAL)  
LESSON PLANS  
TERM 2**



## GRADE 2 SECOND ADDITIONAL LANGUAGE

<b>REQUIREMENTS</b> <b>TERM 2</b>
<b>LISTENING AND SPEAKING</b>
<p><b>Weekly activities</b></p> <p><b>Two or more of the following activities in a lesson in the week</b></p> <p>Learners begin to develop an oral (listening and speaking) vocabulary using themes or topics</p> <p>Learners respond to and models simple greetings and farewells, using language chunks, in pairs and in small groups for example, Good morning. How are you? I'm fine.</p> <p>Learners role play short dialogues e.g. "Hello my name is _____. What is your name? What do you like?"</p> <p>Learners make simple requests, for example, 'May I go to the toilet please?'</p> <p>Learners use some formulaic language (e.g. please and thank you)</p> <p>Learners point to and name objects in the classroom or in a picture in response to the teacher's instructions</p> <p>Learners respond physically to simple oral instructions in pairs and in small groups, for example, 'Stand in a line.'</p> <p>Learners sing songs and join in action poems in pairs and in small groups</p> <p>Play language games as a class</p> <p><b>Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props, to support meaning. Stories that are read should be from a Big Book or the illustrated poster where all the children are able to see the pictures</b></p> <p>Learners listen to short stories with enjoyment and join in chorusing at the appropriate time and repeat patterned language where appropriate in pairs and in small groups</p> <p>Learners name some of the things in the picture in response to questions from the teacher</p>
<p><b>Development of concepts, vocabulary and language structures through taking part in the above activities:</b></p> <p>Learners continue to build oral vocabulary</p> <p>Learners repeat some language chunks confidently</p> <p>Learners role play short dialogues e.g. "Hello my name is _____. What is your name? What do you like?"</p> <p>Learners make simple requests, for example, 'May I go to the toilet?'</p>
<b>EMERGENT LITERACY</b>
<p><b>Phonological and Phonemic Awareness</b></p> <p>Learners clap hands/ clicks fingers/ jump/ stamp feet on syllables in familiar words</p> <p>Learners segment and blend syllables in oral words, e.g. u-ma-ma, umama</p> <p>Learners segment and blend sounds in oral words, e.g. u-ba-ba, ubaba.</p>
<p><b>Shared Reading (at least 15 minutes once per week)</b></p> <p>Learners listen to the story or non-fiction text while following the teacher and looking at the pictures</p> <p>Learners talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary</p> <p>Learners identify objects in the pictures</p> <p>Learners answer some simple questions with the support of the pictures, What, Who, Where</p> <p>Learners learn some oral vocabulary</p> <p>After repeated readings, learners join in chorusing and repeat language chunks where appropriate, in pairs and small groups</p> <p>Learners act out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets</p>

**Gr. 2 SAL TERM 2 PACE SETTER**

	CAPS CONTENT/CONCEPTS/SKILLS	WEEK									
		11	12	13	14	15	16	17	18	19	20
LISTENING AND SPEAKING	<b>Weekly activities</b>										
	Learners begin to develop an oral (listening and speaking) vocabulary using themes or topics.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners respond to and model simple greetings and farewells, using language chunks, in pairs and in small groups for example, Good morning. How are you? I'm fine.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners role play short dialogues e.g. "Hello my name is _____. What is your name?" "What do you like?"	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners make simple requests, for example, "May I go to the toilet please?"						✓	✓	✓	✓	✓
	Learners use some formulaic language (e.g. please and thank you).			✓		✓	✓	✓	✓	✓	✓
	Learners point to and name objects in the classroom or in a picture in response to the teacher's instructions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners respond physically to simple oral instructions in pairs and in small groups, for example, "Stand in a line."	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners sing songs and join in action poems in pairs and in small groups.		✓	✓	✓	✓	✓	✓	✓	✓	✓
	Play language games as a class.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>Development of concepts, vocabulary and language structures</b>										
	Learners continue to build oral vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners repeat some language chunks confidently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners role play short dialogues e.g. "Hello my name is _____. What is your name?" "What do you like?"	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners make simple requests, for example, "May I go to the toilet please?"					✓	✓	✓	✓	✓	✓
EMERGENT LITERACY	<b>Phonological and Phonemic Awareness</b>										
	Learners clap hands/ click fingers/ jump/ stamp feet on syllables in familiar words.		✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners segment and blend syllables in oral words, e.g. u-ma-ma, umama.		✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners segment and blend sounds in oral words, e.g. u-ba-ba, ubaba.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>Shared Reading (at least 15 minutes once per week)</b>										
	Learners listen to the story or non-fiction text while following the teacher and looking at the pictures.		✓	✓		✓	✓	✓	✓	✓	
	Learners talk about the pictures in the story using the SAL as much as possible, but the Home Language where necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Learners identify objects in the pictures.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners answer some simple questions with the support of the pictures, What? Who? Where?	✓	✓	✓	✓	✓		✓	✓	✓	
	Learners learn some oral vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	After repeated readings, learners join in choruses and repeats language chunks where appropriate in pairs and small		✓	✓		✓	✓	✓	✓	✓	

	groups.										
	Learners act out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets.								✓	✓	

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## Gr. 2 SAL TERM 2

### SUMMARY OF ACTIVITIES

WEEKS 11 – 13 THEME: HOME SAFETY				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
11	1	Class discussion about safety	Practise to ask questions and give answers.	Play Charades
	2	Recap vocabulary.	Dialogues between learners, using puppets.	Drawing activity.
12	1	Learners tell a friend what they see in the picture.	Complete sentences using vocabulary words.	Ask and answer questions.
	2	Point to picture and tell a friend how to stay safe.	Read a story – Don't do it!	Poem – Don't play with fire
13	1	Learners tell a friend what is happening in the picture.	Use formulaic language.	Song – Five Little Monkeys
	2	Tell a friend why you think Jabu is in hospital.	Re-tell the story – Don't do it!	Beach ball activity – questions and answers.
WEEKS 14 – 16 THEME: PEOPLE WHO HELP US				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
14	1	Answer questions.	Practise dialogues and complete written activity.	Learners respond physically to simple oral instructions.
	2	Tell a friend what you see in the poster.	Play Charades	Rap song: Policeman, policeman
15	1	Class quiz – vocabulary words	Clap sounds and syllables. Practise dialogues.	Ask and answer questions.
	2	Rap poem – Policeman, Policeman	Read story – What's the matter	Answer questions from the story.
16	1	Interpret a picture.	Give instructions e.g. "Call the fire brigade."	Song – I'm a little fireman
	2	Class quiz – vocabulary words	Poem – What do you do?	Dialogue between doctor and patient.
WEEKS 17 – 19 THEME: WILD ANIMALS				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
17	1	Learners act on basic instructions.	Answer questions with confidence.	Count animals.
	2	Introduce poster – Wild animals	Tells a story for enjoyment – The Lion and the Mouse	Let's write activity.
18	1	Picture discussion.	Practise dialogues	Song – The animals went in two by two
	2	Song – The animals went in two by two	Read Big Book story – Wild animals	Act out story
19	1	Talk about camping.	Practise sentences.	Song - Twinkle, twinkle, little star
	2	Learners tell a friend why they would like to/or not like to go camping.	Big Book memory game.	Song – The lion sleeps tonight.
WEEKS 20 THEME: CHECK YOURSELF				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
20	1	Sing songs learnt this term.	Match sticker with word.	Sings songs learnt this term.
	2	Recite poems learnt this term.	Questions and answers using pictures.	Recite poems learnt this term.

## Gr. 2 SAL TERM 2

### SUGGESTED INFORMAL ASSESSMENT ACTIVITIES

SKILL	CONTENT	WEEKS	ASSESSMENT ACTIVITY
<b>LISTENING AND SPEAKING</b>	<b>Oral and/or practical /Observation</b> Respond to and role play simple greetings and farewells, using language chunks, in pairs and in small groups for example, Good morning Pule. How are you? I'm fine Palesa and how are you?	Week 12 Lesson 2	<b>Routine:</b> Greet your friend. Role plays greetings (2 sentences) in pairs.
	<b>Oral and/or practical /Observation</b> Demonstrate understanding of some basic oral vocabulary by pointing to objects in the classroom or in a picture in response to instructions from the teacher.	Week 11 Lesson 2	<b>Main activity:</b> Let's Talk: Learners look at the poster/picture in Workbook on p 22 and tell a friend what unsafe things the children are doing in the poster/picture
	<b>Oral and/or practical /Observation</b> Recites action songs and poems with confidence and enthusiasm in pairs and small groups	Week 13 Lesson 1	<b>Closing activity:</b> Sing a familiar song.
<b>EMERGENT LITERACY</b>	<b>Oral and/or practical /Observation</b> Clap hands/ click fingers/ jump/ stamp feet on syllables in familiar words	Week 14 Lesson 1	<b>Main activity:</b> Learners must clap the words according to their syllables.
	<b>Oral and/or practical /Observation</b> Segment and blend syllables in oral words, e.g. u-ma-ma, umama	Week 15 Lesson 1	<b>Main activity:</b> Learners must say and clap the words according to their syllables.
	<b>Oral and/or practical /Observation</b> Segment and blend sounds in oral words, e.g. u-ba-ba, ubaba.	Week 15 Lesson 1	<b>Main activity:</b> Segment and blend sounds in oral words.
	<b>Oral and/or practical /Observation</b> Talks about the pictures in the Big Book/poster	Week 18 Lesson 2	<b>Main activity:</b> Segment and blend sounds in oral words.
	<b>Oral and/or practical /Observation</b> Answers some simple oral questions about the story or non-fiction text	Week 18 Lesson 2	<b>Main activity:</b> Segment and blend sounds in oral words.
	<b>Oral and/or practical /Observation</b> After repeated readings, joins in choring and repeat language chunks where appropriate in pairs and in small groups	Week 16 Lesson 2	<b>Main activity:</b> Recite the poem, What do you do?

WEEK 11 LESSON 1	
THEME: HOME SAFETY – BEING SAFE	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Learners will be able to point to and name objects in the classroom or in a picture in response to the teacher's instructions.</p> <p>Learners will be able to name some of the things in the picture in response to questions from the teacher, What? Who?</p> <p>Learners will be able to repeat some language chunks confidently.</p> <p>Learners will be able to clap hands on syllables in words and in spoken sentences.</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Remember to keep the language simple, speak slowly but naturally during lessons.</p> <p>Reinforce new content learnt through modelling and supportive strategies.</p>
<b>RESOURCES:</b>	<p>DBE Workbook p. 22</p> <p>Vocabulary chart with flash cards</p> <p>Objects/pictures related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

#### GETTING STARTED: (± 5 minutes)

- Introduce the Theme: **Home safety** for the next three weeks to the learners in HL and then in SAL. (See foreword).
- Introduce the week's Topic: **Being safe** to the learners in HL and then in SAL. (See foreword).
- Begin a class discussion in the HL (to activate thinking and reasoning skills) about safety in and around the house. Ask learners questions e.g. "May children play with matches?" etc.

#### MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their DBE Workbooks on page 22.
- Encourage learners to tell a friend *what is happening* in the picture on page 22, using HL.
- Allow a few children to tell the class what *is happening* in the picture, using HL.
- Introduce new vocabulary to learners: (See foreword)  

plug, candle, glass, poison, matches, knife, paraffin, fire, medicine
- After all the words are introduced learners must clap the words according to their sounds.
- Teacher points to a word, say the word and learners must say the beginning sound of the word.
- Teacher *can* use objects to illustrate what the objects look like. (Be extremely careful when using these items. No child should be near any of these items. Teacher asks the learners, "What is this?" Learners respond by saying: "That is \_\_\_\_\_"
- Practise in pairs:  
Learner 1 points to a pictures in the book and ask his/her friend: "What is this?"  
Learner 2 responds by saying: "That is a \_\_\_\_\_."
- Culturally related questions:** In this picture we can see many things that could cause harm to children in a modern home. If you didn't or don't live in a modern home like this, what could harm you or other children? If a home does not have electricity what kitchen appliances (things we use in a kitchen to help us work) would you not be able to use? What do people use in a kitchen without electricity? Name the appliances please.

#### CLOSING ACTIVITY: (± 7 minutes)

- Play Charades** as a class.
  - One learner describes a dangerous items (one of vocabulary words) to the class, e.g. burning candle, hot plate, broken glass, etc., using HL
  - The first learner with the correct answer, using SAL goes next.

#### SUGGESTIONS FOR EXTENSION:

- Learners design their own poster on a blank A3 page, drawing pictures of dangerous items at their homes.



WEEK 11 LESSON 2	
THEME: HOME SAFETY – BEING SAFE	
<b>LEARNING OBJECTIVES:</b>	Learners continue develop topic related vocabulary orally. Learners will be able to respond to and model simple greetings and farewells, using phrases, 'Good morning.' 'How are you?' 'I'm fine' in pairs and in small groups Learners will be able to identify, point to and name objects in the classroom or in a picture in response to the teacher's instructions and questions. Learners will be able to repeat some language chunks confidently.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL). Prepare flash card for DBE Poster 4, <b>Home Safety</b>
<b>RESOURCES:</b>	DBE Workbook p.23 DBE Poster 4, <b>Home Safety</b> Vocabulary chart with flash cards and objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

### ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine, thank you.)

### GETTING STARTED: (± 5 minutes)

- Teacher recaps the words that were introduced to the learners in the first lesson on "Being safe".
- Learners clap the sounds of the words.

### MAIN ACTIVITY: (15 minutes)

- Introduce DBE poster 4: **Home safety**
- Encourage learners to tell a friend in SAL *what they can see* in the poster.
- Allow a few children to tell the class *what they can see* in the poster.
- Poster questions: Can you name some things in nature where you live that are poisonous? What are the dangerous things you could do where you live?
- Introduce new vocabulary:  
fire, iron, stove, broken glass, knife, medicine, poison, paraffin, hot water, electric plug, water spill
- Move and Learn activity:
  - Teacher points at picture no. 1 (electric plug) on the poster.
  - Learners read the English word in the poster and must say the SAL word.
  - Teacher requests one of the learners to paste the SAL flash card next to the English word on the poster.
  - Repeat above steps until all the words have been addressed.
- Let's talk:  
Learners look at the poster/picture in Workbook on p 22 and tell a friend what unsafe things the children in the poster/picture are doing. e.g.: "The boy is \_\_\_\_\_.", "The girl is \_\_\_\_\_."
- Practice with Pule and Pam:  
Teacher uses hand puppets to have a SAL dialogue (using vocabulary words) with "Pule and Pam". e.g.
  - Pam: I don't play with knives. Pule: I don't play with fire.
  - Pam: I don't play with an iron. Pule: I don't play with medicine.
  - Pam: I don't play with broken glass. Pule: I don't play with stoves.
- Learners use their own hand puppets and mimic the teacher.

### CLOSING ACTIVITY: (± 7 minutes)

- Let's draw activity:  
Learners complete the maze on p. 23 in their workbooks.
- Paste the stickers of the relevant vocabulary theme words on page 40 and 41 in the workbook. Stickers are found in the back of the workbook.

### SUGGESTIONS FOR EXTENSION:

- Learners talk about safety hazards in the class, on the playground and outside the school grounds

### INFORMAL ASSESSMENT:

Use the activity in which the learners tell a friend what unsafe things the children in the poster/picture are doing to assess learners for:

### LISTENING AND SPEAKING:

Demonstrate understanding of some basic oral vocabulary by pointing to objects in the classroom/a picture in response to instructions from the teacher.

WEEK 12 LESSON 1	
THEME: HOME SAFETY – BEING CAREFUL	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to identify and name some of the things in the picture in response to questions and instructions from the teacher, What? Who? Learners will be able to repeat some language chunks confidently. Learners will be able to clap hands on sounds in spoken words. Learners will be able to segment and blend sounds in oral words.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 24 and 25 Vocabulary chart with flash cards Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

#### GETTING STARTED:

- Introduce the week's Topic **Being careful** to the learners in HL and then in SAL. (See foreword).
- Teacher encourages learners to tell a friend what they see in the pictures on p. 24 & 25, using HL or SAL.
- Allow feedback from some learners to tell the class what they see in the pictures, using HL or SAL.

#### MAIN ACTIVITY:

- Introduce new vocabulary to learners: (See foreword)  
fire, pool, roof, street, tree, ball, throw, stones, dog
- After all the words are introduced learners must clap the words according to their sounds.
- Learners segment and blend sounds in oral words.
- Teacher points to a word, says the word and learners must say the last sound of each word. .
- Teacher says the sentence. Learners must choose a word from the vocabulary chart to complete the sentence.

Don't play in the _____.	street
Don't climb on the _____.	roof
Don't swim in a _____ without supervision.	pool
Don't throw _____.	stones
Don't chase the _____.	dog
Don't play with a _____ in the street.	ball

- Practise in pairs:  
Learners point to the picture and tell a friend how to stay safe. See activity in Workbook on p. 24 & 25  
Point to different children in the picture and ask your friend what he/she is doing?
- Culturally related questions:** How is this picture different from a rural village? Mention all the differences. What way of life do you prefer? If you wanted to be safe where you live, what are the things you should not do if you wanted to be safe?

#### CLOSING ACTIVITY:

- Practise with Pule and Pam:  

Pule: Do you have a pet?	Pam: I have a dog.
Pule: Do you have a ball?	Pam: I have a ball.
Pule: Can you swim?	Pam: I can swim.
Pule: Can you kick a ball?	Pam: I can kick a ball.
- Let the learners come up with a few more questions and answers of their own.

#### SUGGESTIONS FOR EXTENSION:

- Beach ball activity:
  - Learners throw a beach ball to each other in their groups.
  - The learner that throws the ball must ask a topic related question.
  - The learner that catches the ball must answer the question, and then ask a new question before throwing the ball to a new group member.

WEEK 12 LESSON 2	
THEME: HOME SAFETY – BE CAREFUL	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to respond to and model simple greetings and farewells, using phrases, for example, 'Good morning.' 'How are you?' 'I'm fine' in pairs and small groups</p> <p>Learners will be able to listen to the story being read while following the teacher and looking at the pictures.</p> <p>Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary.</p> <p>Learners will be able to answer some simple oral questions with the support of the pictures, for example, 'Who? What? Where?'</p> <p>Learners will recognise some written words in SAL in the Shared Reading activity.</p> <p>Learners will learn some oral vocabulary from the story.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 24 and 25</p> <p>DBE Big Book p 25 – 32, <b>Don't do it!</b></p> <p>Vocabulary chart with flash cards</p> <p>Hand puppets and other props to act out stories for role-play and audio resources.</p>

### ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you.)

### GETTING STARTED: (± 5 minutes)

- Teacher recaps the new words learnt in the previous lesson.
- Learners must point to the pictures in the workbook and then tell their friends how to stay safe, using SAL as much as possible, but HL when necessary.
  - Don't play with fire                      Don't play in the street                      Don't \_\_\_\_\_

### MAIN ACTIVITY: (15 minutes)

- Shared Reading: Big Book p. 25 – 32: **Don't do it!**
  - Teacher guides learners to talk about the pictures in the story using SAL as much as possible.
  - Teacher introduces vocabulary words:
 

climb, throw, play, roof, stones, medicines, fire, street, water, please, with, near
  - Teacher models how to read a story to learners, using a pointer, while learners follow.
  - Teacher re-reads the story and encourages learners to join her in reading the story.
  - Re-read the story a third time, allowing learners to read "Don't \_\_\_\_ "on their own.
  - Teacher asks simple questions from the story using SAL. What is he/she not do?
  - Learners answer using SAL. e.g. He/She must not \_\_\_\_.
- Big Book questions: What is one of the common dangers in our homes? What do you do to be safe?

### CLOSING ACTIVITY: (± 7 minutes)

- Teach the poem to the learners.
 

**Don't play with fire**  
 One day a naughty boy.  
 Thought that matches are a nice toy.  
 He lit some paper and sticks.  
 Then he began to do tricks.  
 Around the flames he sang.  
 Over the fire he tried to sprang.  
 That was the end of the naughty boy.  
 A fire, my child, is not a toy!
- Paste the stickers of the relevant vocabulary theme words on page 40 and 41 in the workbook. Stickers are found in the back of the workbook.

### SUGGESTIONS FOR EXTENSION:

- Draw a picture of things you should not do and write captions using words from the vocabulary chart.

### INFORMAL ASSESSMENT:

Use the activity in which the learners greet a friend to assess learners for:

### LISTENING AND SPEAKING:

Greet your friend. Role play greetings (2 sentences) in pairs.

WEEK 13 LESSON 1	
THEME: HOME SAFETY – AN ACCIDENT	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to identify and name some of the things in the picture in response to questions and instructions from the teacher, What? Who?</p> <p>Learners will be able to repeat some language chunks confidently.</p> <p>Learners will be able to use some formulaic language (e.g. sorry, please and thank you).</p> <p>Learners will be able to clap hands on sounds and syllables in spoken words.</p> <p>Learners will be able to segment and blend sounds in oral words.</p> <p>Learners will be able to sing songs and joins in action poems in pairs and small groups.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 26 and 27</p> <p>DBE Anthology p. 122 <b>Five Little Monkeys</b></p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p> <p>Objects/pictures related to the theme and audio resources, e.g. CD's, DVD's</p>

- 
- **ROUTINES: (± 3 minutes)**
- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")
- 
- **GETTING STARTED: (± 5 minutes)**
- Introduce the week's Topic **Accident** to the learners in HL and then in SAL. (See foreword).
- Teacher encourages learners to tell a friend what is happening in the pictures on p. 26, using HL or SAL.
- Allow feedback from some learners to tell the class what is happening in the pictures, using HL or SAL.
- 
- **MAIN ACTIVITY: (± 15 minutes)**
- Introduce new vocabulary to learners: (See foreword) Use flash cards  

kick, accident, bed, street, ambulance, nurse, ball, hospital, doctor, car, broken leg, pillow
- After all the words are introduced learners must clap the words according to their sounds.
- Then learners must clap the words according to their syllables.
- Teacher points to a word, says the word and learners must say the beginning sound of each word.
- Teacher points to a picture in the workbook p. 26 and the learners must say the word.
- Practice with Pule and Pam:  
Teacher uses hand puppets to have a SAL dialogue. e.g.
  - Pule: Good morning, Pam. Pam: Good morning, Pule.
  - Pule: I am sorry you fell. Pam: Thank you for caring.
  - Pule: I hope you get better soon. Pam: Thank you, I trust I will.
- Learners use their own hand puppets and mimic the teacher.
- Learners practice the above dialogue with a friend until they can role play it with confidence.
- Lets write:  
Learners complete activity on p. 27.
- **Culturally related questions:** What is the word for accident in your language? If you hear the word ingozi, or kotsi, or khombo or ongeluk, what picture comes to your mind?
- 
- **CLOSING ACTIVITY:**  
Anthology p 122, **Five Little Monkeys**
- Learners sing a familiar song.
- 
- **SUGGESTIONS FOR EXTENSION:**
- Matching game/worksheet:
  - Provide learners with topic related pictures and flash cards. Learners must match the word with the picture.
  - Compile a worksheet and learners must match topic related pictures with words.
- 

#### INFORMAL ASSESSMENT:

Use the activity in which the learners listen to a familiar song to assess learners for.

#### LISTENING AND SPEAKING:

Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom/a picture in response to instructions from the teacher.

WEEK 13 LESSON 2	
THEME: HOME SAFETY – AN ACCIDENT	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary. Learners will be able to segment oral sentences into individual words. Learners will be able to answer some simple questions with the support of the pictures, What?, Who?, Where? Learners will be able to join in chorusing and repeat language chunks where appropriate.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 27 DBE Big Book 1 p 25 – 32 <b>Don't do it!</b> Vocabulary chart with flash cards Audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine, thank you.)

#### GETTING STARTED: (± 5 minutes)

- Learners look at the picture on p. 27 in their DBE Workbooks.
- Teacher encourages learners to tell a friend why they think Jabu is in hospital, using HL or SAL.
- Allow feedback from some learners to tell the class why they think Jabu is in hospital, using HL or SAL.

#### MAIN ACTIVITY: (± 15 minutes)

- Shared Reading: Big Book p. 25 – 32: **Don't do it!**
  - Teacher pages through the story and give learners opportunity to re-tell the story, using SAL as much as possible, but HL when necessary.
  - Teacher reads story sentence by sentence to the learners.
  - Learners repeat sentences orally and clap words in spoken sentences.
  - Teacher re-reads the story and encourages learners to join her in reading the story.
  - Re-reads the story a third time, allowing learners to read "Don't \_\_\_\_" on their own.
  - Teacher asks simple questions based on the story using SAL. What is he/she not do?
  - Learners answer using SAL. E.g. He/She must not \_\_\_\_.
  - Big Book question: Study all the don'ts and then mention all the things you should not do in a rural village or on a farm.

#### CLOSING ACTIVITY:

- Beach ball activity:**
  - Learner who throws the ball asks any of the questions learnt during the theme just before throwing.
  - Learner who catches the ball must answer the throwers' question and must then ask a new question.
  - All the learners in the group must get a chance to catch and throw.

Questions asked during the theme:	Used learnt vocabulary to answer the questions.
Do you have a pet?	I have a ____.
What is this?	It is a ____.
What is she doing?	She is ____.
What is he doing?	He is ____.

- Paste the stickers of the relevant vocabulary theme words on page 40 and 41 in the workbook. Stickers are found in the back of the workbook.

#### SUGGESTIONS FOR EXTENSION:

- Learners compile their own Big Book using learnt vocabulary.

WEEK 14 LESSON 1	
THEME: PEOPLE WHO HELP US – PEOPLE WHO HELP	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to role play short dialogues.</p> <p>Learners will be able to respond physically to simple oral instructions and commands in pairs and in small groups, for example, “Stand in a line.”</p> <p>Learners will be able to clap hands on syllables in words and in spoken sentences.</p> <p>Learners will be able to identify the sounds at the end of spoken words.</p> <p>Learners will be able to identify objects in the pictures.</p> <p>Learners will answers some simple oral questions with the support of the pictures.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 28 - 29</p> <p>Hand puppets and other props to act out stories for a role-play</p> <p>Vocabulary chart with flash cards</p> <p>Objects/pictures related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: “Good morning class.” Class: “Good morning teacher and friends.”)

#### GETTING STARTED: (± 5 minutes)

- Introduce the Theme and topic: **People who help us** for the next three weeks to the learners in HL and then in SAL. (See foreword).
- Begin a class discussion using HL (to activate thinking and reasoning skills) about people who help us.
- Ask questions like: Who can help you to fix your car? Who can help you when you are ill? Etc.

#### MAIN ACTIVITY:

- Request learners to open their DBE Workbooks on page 28
- Encourage learners to tell a friend what and who they see in the picture on page 28, using HL.
- Allow a few children to tell the class what and who they see in the picture.
- Introduce new vocabulary to learners: (See foreword)  

doctor, nurse, builder, plumber, vet, cook, pilot, mechanic, road worker, teacher, gardener
- After all the words are introduced learners must clap the words according to their sounds.
- Then learners must clap the words according to their syllables.
- Teacher points to a word, says the word and learners must say the last sound of each word.
- Practise in pairs:  
Learner 1: Points to a picture in the workbook and asks a friend, using SAL: “Who is this?”  
Learner 2: Answers using SAL. e.g. He/She is a doctor.
- Let's Talk:  
Walk to a friend in the class and tell the friend what job your mother and/or father do, using SAL as much as possible, but HL where necessary.  
e.g. “My mother is a nurse.” “My father is a doctor.” “My mother is a teacher.” etc.
- Practise with Pule and Pam:  
Learners use their hand puppets to practise the 2 sentences. See DBE Workbook p. 29
- Let's write:  
Complete activity on p. 29 in DBE Workbook.
- Culturally related questions:** In a traditional society, who are the people who would help those in trouble? What are the words in your language for the following: nurse, teacher, builder, road worker and plumber? Which words are almost the same as in English? Why is this so?

#### CLOSING ACTIVITY:

- Teacher gives learners basic instructions in SAL, e.g.: Stand up, Sit down, Clean your table, Take out your lunch, etc.

#### SUGGESTIONS FOR EXTENSION:

- Play Charades** in groups of 4-5.
  - One learner acts out what he/she wants to become one day; for the group.
  - The rest of the group must give the answer in HL, e.g. He is a doctor.
  - The acting learner must then confirm his/her action in SAL, e.g. I am a doctor.
  - Repeat game until all group members had a chance to mime out an action.



**INFORMAL ASSESSMENT:**

Use the activity in which the learners clap the words according to their syllables to assess learners.

•

**EMERGENT LITERACY:**

Clap hands/ click fingers/ jump/ stamp feet on syllables in familiar words

**WEEK 14 LESSON 2****THEME: PEOPLE WHO HELP US – PEOPLE WHO HELP**

<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to respond to and model simple greetings. Learners will be able to identify names in a picture in response to the teacher's instructions. Learners will be able to repeat some language chunks confidently. Learners will be able to join in action poems.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL). Prepare flash card for DBE Poster 5, <b>Going to the doctor</b>
<b>RESOURCES:</b>	DBE Workbook p. 28 - 29 DBE Poster no.5 <b>Going to the doctor</b> Vocabulary chart with flash cards Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

**ROUTINES:** (± 3 minutes)

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.")

**GETTING STARTED:** (± 5 minutes)

- Introduce DBE poster 5: **Going to the doctor**
- Encourage learners to tell a friend in SAL who the people are in the poster.
- Allow a few children to tell the class who the people are in the poster.

**MAIN ACTIVITY:** (± 15 minutes)

- Introduce new vocabulary:  
doctor, nurse, poster, medicine, thermometer, chart, bed, plaster, stethoscope
- Move and Learn activity:
- Teacher points at picture no. 1 (doctor) on the poster.
- Learners read the English word on the poster and must say the SAL word.
- Teacher requests one of the learners to paste the SAL flash card next to the English word on the poster.
- Repeat above steps until all the words have been addressed.
- Poster questions: What are some of the traditional ways that people could be treated when they are sick? Do you have traditional healers where you live? What are these traditional healers called in your area?
- Play Charades in groups of 4-5.
  - One learner acts out what he/she wants to become one day; to the group.
  - The rest of the group must give the answer in HL e.g. He is a doctor.
  - The acting learner must then confirm his/her action in SAL, e.g. I am a doctor.
  - Repeat the game until all group members had a chance to mime out an action.

**CLOSING ACTIVITY:** (± 7 minutes)

- Rap song:  
Policeman, policeman  
Policeman, policeman what is your job?  
To comfort kiddies when they sob  
Policeman, policeman is that all?  
No, to rush to people when they call.
- Paste the stickers of the relevant vocabulary theme words on page 40 and 41 in the workbook. Stickers are found in the back of the workbook.

**SUGGESTIONS FOR EXTENSION:**

- Learners explain to each other what they want to become one day and what type of work he/she will do, using: SAL as much as possible, but use HL where necessary.  
e.g. "I want to be a doctor. A doctor helps sick people."  
"I want to be a teacher. A teacher helps children to learn."

WEEK 15 LESSON 1	
THEME: PEOPLE WHO HELP US – AT THE DOCTOR	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary. Learners will be able to say and clap sounds and syllables. Learners will be able to answer some simple oral questions with the support of the pictures. Who? What? Where?
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 30 - 31 DBE Poster no 5 <b>Going to the doctor</b> Vocabulary chart with flash cards Beach ball Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

**Routines:** (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.) Learners may use their hand puppets.
- Learners rap the poem Policeman, Policeman.

**GETTING STARTED:** (± 5 minutes)

- Start the lesson with a **class quiz** between boys and girls.  
Keep record of correct answers on the blackboard to determine the winner.  
Teacher shows a picture (vocabulary words). Boys and girls take turns to identify the picture.  
If correct they score 1 point, if incorrect they lose a point.
  - Round 1: Teacher points to a picture in the poster. Girls must give the SAL name for the picture.
  - Round 2: Teacher points to another picture in the poster. Boys must give the SAL name for the picture.
  - Repeat until all vocabulary words have been addressed.

**MAIN ACTIVITY:** (± 15 minutes)

- Introduce the week's Topic **At the doctor** to the learners in HL and then in SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 30 & 31.
- Encourage learners to tell a friend what they think is happening in the picture on page 30, using SAL as much as possible and HL where necessary.
- Introduce new vocabulary to learners: (See foreword)

face, neck, stomach, finger, knee, ankle, toe, head, shoulder, back, arm, hand, leg, foot, eye, ear, nose, mouth
--

- After all the words are introduced learners must clap the words according to their sounds.
- Learners must say and clap the words according to their syllables.
- Segments and blends sounds in oral words.
- Teacher points to a word, say the word and learners must say the beginning sound of each word.
- Practice in pairs:  
Teacher uses hand puppets to have a SAL dialogue. e.g.
  - Teacher: Good morning, Pam. Pam: Good morning, teacher.
  - Teacher: What's the matter? Pam: I have a stomach ache.
- Learners use their own hand puppets and mimic the teacher.
- Practice with Pule and Pam:  
Learners use their hand puppets to ask 5 friends: "What's the matter?" using SAL.  
The friend must answer using SAL. "I have a \_\_\_\_\_."
- **Culturally related questions:** What kind of 'doctors' or 'healers' do some people consult if they do not see a "medical doctor"? Why do some people consult people called Sangomas? What do Samgomas believe?

**CLOSING ACTIVITY:**

- Work with a friend:
  - Learner 1 points to a body part on the picture in the DBE Workbook, p. 31.
  - He/she asks the question, using SAL: What is this?
  - Learner 2 answers using HL e.g. That is a face.
  - Learner 1 then confirm in SAL, e.g. This is a face.

Learners must take turns to point and ask.  
Repeat activity until learners can answer with confidence.

### SUGGESTIONS FOR EXTENSION:

- **Beach ball activity:**
  - Learner who throws the ball asks "What's the matter?" just before throwing.
  - Learner who catches the ball must answer the throwers' question and must then ask a new question.
  - All the learners in the group must get a chance to catch and throw.

### INFORMAL ASSESSMENT:

Use the activity in which the learners say and clap the words according to their syllables and segment and blend sounds in oral words to assess learners.

### EMERGENT LITERACY:

Segments and blends syllables in oral words, e.g. u-ma-ma, umama  
Segments and blends sounds in oral words, e.g. u-ba-ba, ubaba.

WEEK 15 LESSON 2	
THEME: PEOPLE WHO HELP US – AT THE DOCTOR	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to join in action poems and sing songs.</p> <p>Learners will be able to listen to the story read while following the teacher and looking at the pictures.</p> <p>Learners will be able to answers some simple oral questions with the support of the pictures, for example, 'Who? What? Where?'</p> <p>Learners will be able to recognise some written words in SAL in the Shared Reading activity.</p> <p>After repeated readings, learners join in chorusing and repeat language chunks where appropriate in pairs and small groups.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Big Book 1 p. 33 – 40 <b>What's the matter</b></p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p> <p>Pictures/objects related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

### ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.) Learners may use their hand puppets.

### GETTING STARTED: (± 5 minutes)

- Learners rap the poem, Policeman, Policeman

### MAIN ACTIVITY: (± 15 minutes)

- Shared Reading: Big Book 1 p. 33 –40: **What's the matter?**
- Teacher guides learners to talk about the pictures in the story using SAL as much as possible.
- Teacher introduces vocabulary words: help, cough, cold, headache, back pain, ear ache, medicine, horrible
- Teacher models how to read a story to learners, using a pointer, while the learners follow.
- Teacher re-reads the story and encourages learners to join her in reading the story.
- Re-read the story a third time, allowing learners to read "What's the matter "on their own.
- Teacher asks simple questions from the story using SAL. What is wrong?
- Learners answer using SAL. E.g. He/She is \_\_\_\_\_.
- Big Book questions: People go to a doctor with a complaint about some pain they have. If you didn't live where there is doctor what do you think one would do if one were to feel ill.

### CLOSING ACTIVITY: (± 7 minutes)

- Teacher pages through Big Book 1, p 33 –40: **What's the matter?**, and ask simple questions or gives instructions.
- Learners answer questions using SAL as much as possible but the HL where necessary.



WEEK 16 LESSON 1	
THEME: PEOPLE WHO HELP US – FIRE	
<b>LEARNING OBJECTIVES:</b>	Learners will be able to respond to instructions and commands. Learners will be able to segment spoken words into sounds and syllables. Learners will be able to identify the sounds at the end of spoken words.. Learners will be able to talk about the pictures using SAL as much as possible but the Home Language where necessary. Learners will be able to act out parts of the story using some gestures and simple language chunks.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 32 & 33 Hand puppets and other props to act out stories for role-play Vocabulary chart with flash cards Pictures/objects related to the theme Audio resources, e.g. CD's, DVD's

**ROUTINES:** (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

**GETTING STARTED:** (± 5 minutes)

- Introduce the week's Topic **Fire** to the learners in HL and then in SAL. (See foreword).
- Teacher encourages learners to tell a friend what they see in the pictures on p. 32 & 33, using HL or SAL.
- Allow feedback from some learners to tell the class what they see in the pictures, using HL or SAL

**MAIN ACTIVITY:** (± 15 minutes)

- Introduce new vocabulary to learners: (See foreword)  

hose, house, water, ladder, girl, boy, phone, bucket, fire brigade, fire fighter, fire engine, fire
- Learners must say and clap the words according to their syllables.
- Segment and blend sounds in oral words.
- Teacher points to a word, say the word and learners must say the end sound of each word.
- Group activity: Learners work in pairs
  - One learner points to a picture in the workbook. He/she asks the question: What is this?
  - The rest of the group must give the answer in HL e.g. That is a bucket.
  - The learner showing the item must then confirm in SAL, e.g. This is a bucket.
  - Repeat the activity with all the vocabulary pictures on p. 32 in DBE Workbook.
- Practise in pairs:

Learner 1: There is a fire	Learner 2: Call the fire brigade.
Learner 1: There is an accident	Learner 2: Call for an ambulance
Learner 1: I have a tooth ache	Learner 2: Go to the dentist
- Culturally related questions:** How do the San (Bushman) people make a fire without matches? Can you name all the ways of starting a fire without matches? What causes most of the fires in homes where there isn't electricity?

**CLOSING ACTIVITY:** (± 7 minutes)

- Introduce a new song to the learners. On the tune of "I'm a little teapot".

**I'm a little fireman**  
I'm a little fireman on the go.  
Here is my helmet  
Here is my hose  
When I see a fire, hear my shout:  
Turn on the water  
and put the fire out!  
Shhhhhh

(Point to self)  
(Point to head)  
(Outstretch arm with finger pointed)  
  
(Outstretch arm with finger pointed)

**SUGGESTIONS FOR EXTENSION:**

- Beach ball activity:**
  - Learners throw a beach ball to each other in their groups.
  - The learner who throws the ball must make a request: "May I leave the room please?"
  - The learner who catches the ball must say reply with a yes or a no. "Yes, you may leave the room."

WEEK 16 LESSON 2	
THEME: PEOPLE WHO HELP US – FIRE	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to role play short dialogues.</p> <p>Learners will be able to join in action poems and sing songs, doing the actions in pairs and small groups.</p> <p>Learners answers some simple oral questions with the support of the pictures, “Who?”</p> <p>Learners will be able to join in chorusing after repeated readings and repeat language chunks where appropriate in pairs and in small groups.</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Write the poem - <b>What do you do?</b> on cardboard or on the blackboard.</p>
<b>RESOURCES:</b>	<p>DBE Workbook p. 33</p> <p>Vocabulary chart with flash cards</p> <p>Pictures/objects related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

**ROUTINES:** (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. “Good morning Anita. How are you” “Good morning Nomsa. I am fine thank you.)
- Recite the poem **I’m a little fireman**

**GETTING STARTED:** (± 5 minutes)

- Start the lesson with a **CLASS QUIZ** between boys and girls.  
Keep record of correct answers on the blackboard to determine the winner.  
Teacher shows a picture (vocabulary words). Boys and girls take turns to identify the picture.  
If correct they score 1 point, if incorrect they lose a point.
  - Round 1: Teacher holds up a picture. Girls must give the SAL name for the picture.
  - Round 2: Teacher holds up a picture. Boys must give the SAL name for the picture.
  - Repeat until all vocabulary words have been addressed.

**MAIN ACTIVITY:** (± 15 minutes)

- **Shared Reading:**
  - Display the following poem on the board in front of the class.
  - Read the poem for the learners and let them repeat as a class.
  - Re-read until all learners are confident to recite the poem to a friend.

**What do you do?**

Teacher, teacher what do you do?  
I teach reading and writing too.  
Doctor, doctor what do you do?  
I help when you're sick with a cold or the flu.  
Fire fighter, fire fighter what do you do?  
I help fires that might hurt you.  
Officer, officer what do you do?  
I help you stay safe in all that you do!

**CLOSING ACTIVITY:** (± 7 minutes)

- **Practise with Pule and Pam:** DBE Workbook p. 33  
Learners use their hand puppets to do their own dialogues.  
One learner is the doctor; the other learner is the patient. e.g.
  - Doctor: Good morning Pam. What's the matter?
  - Pam: Good morning doctor. My stomach aches.
- Paste the stickers of the relevant vocabulary theme words on page 40 and 41 in the workbook. Stickers are found in the back of the workbook.

**SUGGESTIONS FOR EXTENSION:**

- Learners compile their own Big Book about people who help us, using learned vocabulary.

**INFORMAL ASSESSMENT:**

Use the activity in which the learners recite the poem to assess learners.

**EMERGENT LITERACY:**

After repeated readings, joins in chorusing and repeats language chunks where appropriate in pairs and in small groups



WEEK 17 LESSON 1	
THEME: WILD ANIMALS – THE BIG FIVE	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to segment spoken words into sounds and syllables. Learners will be able to repeat some language chunks confidently. Learners will be able to identify the sounds at the beginning of spoken words. Learners will be able to identify objects in the pictures, for example. Learners will be able to answers some simple oral questions with the support of the pictures.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p.34 & 35 Hand puppets and other props to act out stories for role-play Vocabulary chart with flash cards, pictures/objects about the theme, audio resources

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: “Good morning class.” Class: “Good morning teacher and friends.”)
- Teacher then gives basic instructions, i.e.: Please stand. Sit down. Learners react to the instructions.

#### GETTING STARTED: (± 5 minutes)

- Introduce the Theme: **Wild animals** for the next three weeks to the learners in HL and then in SAL.
- Introduce the week’s Topic: **The big five** to the learners in HL and then in SAL. (See foreword).

#### MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their DBE Workbooks on page 34
  - Encourage learners to tell a friend *what they see* in the picture on page 34, using HL.
  - Allow a few children to tell the class *what is happening* in the picture.
  - Introduce new vocabulary to learners: (See foreword)
- |  |
|--|
| elephant, rhino, lion leopard, buffalo, horns, teeth, spots, trunk, stripes, one, two, three, four, five |
|--|
- Learners must say and clap the words according to their syllables.
  - Segment and blend sounds in oral words.
  - Teacher points to a word, say the word and learners must say the beginning sound of each word.
  - Group activity:
    - One learner points to a vocabulary picture in the Workbook. He/she asks: “What is this?”
    - The rest of the group must give the answer in HL e.g. “That is a lion.”
    - The learner showing the item must then confirm in SAL, e.g. “This is a lion.”
    - Repeat activity with all the vocabulary words.
  - Practise with Pule and Pam: Workbook p. 35 (Use hand puppets)  
Teacher reads the sentences and learners repeat the sentences.
    - The cheetah is the fastest animal
    - The tortoise is the slowest
    - The elephant is the biggest
    - The lion is the most dangerous
  - Practise in pairs
    - Teacher reads the sentences in the DBE Workbook p 35.
    - Learners repeat the sentences, again and again until they can read the sentences with confidence.
    - Learners now read the sentences to a friend.
  - **Culturally related questions:** In African societies, the African elephant is seen as the wise chief who sorts out battles among the other animals. Why do you think the elephant is regarded as the wise chief? The lion is seen as the king of all the animals. Why do you think this is so? What animals appear on the coat of arms (a shield that represents the people or an area in a country or a country) of the different provinces? How do these animals represent the people of an area?

#### CLOSING ACTIVITY: (± 7 minutes)

- Complete the “Let’s write” activity in DBE Workbook p, 35 orally.

#### SUGGESTIONS FOR EXTENSION:

- **Matching game/worksheet:**
  - Give learners topic related pictures and flash cards and they must match the word with the picture.
  - Compile a worksheet where learners must match topic related pictures with words.



WEEK 17 LESSON 2	
THEME: WILD ANIMALS – THE BIG FIVE	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to point to and name objects in the classroom or in a picture in response to the teacher's instructions.</p> <p>Learners will be able to name some of the things in the picture in response to questions from the teacher, "What?" "Who?" "Where?"</p> <p>Learners will be able to talk about the pictures in the story using the SAL as much as possible but the Home Language where necessary.</p> <p>Learners will be able to answer some simple oral questions with the support of the pictures, about the story.</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Prepare <b>The lion and the mouse</b> from Anthology to re-tell to learners for enjoyment.</p>
<b>RESOURCES:</b>	<p>DBE Workbook p.34 &amp; 35</p> <p>DBE Anthology p10 <b>The lion and the mouse</b></p> <p>DBE Poster 6 <b>Wild animals</b></p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards, pictures/objects about the theme, audio resources</p>

#### ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine, thank you.)

#### GETTING STARTED: (± 5 minutes)

- Introduce DBE Poster 6 **Wild animals**
- Teacher introduce vocabulary words:  
lion, elephant, rhino, buffalo, leopard, hippo, zebra, hyena, springbuck, gorilla, monkey
- Move and Learn activity:
  - Teacher points at picture no. 1 (monkey) on the poster.
  - Learners read the English word on the poster and must say the SAL word.
  - Teacher requests one of the learners to paste the SAL flash card next to the English word on the poster.
- Repeat above steps until all the words have been addressed.
- Poster questions: What wild animals can be found where you live? What parts of the wild animals did people use in the past? Why don't we do this any longer today? Why have we stopped doing this?

#### MAIN ACTIVITY: (± 15 minutes)

- Shared Reading: Anthology p. 10: **The lion and the mouse**
  - Teacher guides learners to talk about the pictures on pages 10, using SAL as much as possible but the HL where necessary.
  - Teacher asks learners to predict what is going to happen in the story.
  - Learners predict what is going to happen, using SAL as much as possible but the HL where necessary.
  - Teacher tells story to learners.
  - Teacher re-tells the story and encourages learners to help her to re-tell the story.
  - Teacher asks simple questions from the story using SAL. "What is this?" "Who is this?" "Where is/are she/they?"
  - Learners answer using SAL. e.g. "That is \_\_\_\_\_."

#### CLOSING ACTIVITY: (± 7 minutes)

- Let's write: DBE Workbook p.35
  - Complete the activity.
- Paste the stickers of the relevant vocabulary theme words on page 40 and 41 in the workbook. Stickers are found in the back of the workbook.

#### SUGGESTIONS FOR EXTENSION:

- Play Charades** in groups of 4-5.
  - One learner pretends to be a wild animal..
  - The rest of the group must give the answer in HL e.g. He/She is a \_\_\_\_\_.
  - The acting learner must then confirm his action in SAL, e.g. I am a \_\_\_\_\_.
  - Repeat game until all group members had a chance to mime out an action.

WEEK 18 LESSON 1	
THEME: WILD ANIMALS – AT THE ZOO	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to segment spoken words into sounds and syllables. Learners will be able to repeat some language chunks confidently. Learners will be able to identify the sounds at the beginning of spoken words. Learners will be able to identify objects in the pictures. Learners will be able to answer some simple oral questions with the support of the pictures.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 36 & 37 DBE Anthology p 124 <b>The animals went in two by two</b> Hand puppets and other props to act out stories for role-play Vocabulary chart with flash cards Pictures/objects related to the theme Audio resources, e.g. CD's, DVD's

### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")
- Learners walk to a friend and make a simple request, using SAL. They may use their hand puppets.  
E.g. Learner 1: "May I use your \_\_\_\_ please?"      Learner 2: "Yes you may \_\_\_\_."

### GETTING STARTED: (± 5 minutes)

- Introduce the week's Topic **At the zoo** to the learners in HL and then in SAL. (See foreword).
- Teacher encourages learners to tell a friend what they see in the pictures on p. 36 & 37, using HL or SAL.
- Allow feedback from some learners to tell the class what they see in the pictures, using HL or SAL

### MAIN ACTIVITY: (± 15 minutes)

- Introduce new vocabulary to learners: (See foreword)  
buck, hyena, monkey, flamingo, tortoise, zoo, snake, hippo, zebra, penguin, six, seven, eight, nine, ten
- After all the words are introduced learners must clap the words according to their sounds.
- Teacher points to a word, says the word and learners must say the last sound of each word.
- Group activity: Learners work in pairs
  - One learner points to a picture in the workbook. He/she asks the question: What is this?
  - The rest of the group must give the answer in HL e.g. That is a buck
  - The learner showing the item must then confirm in SAL, e.g. Yes this is a buck
  - Repeat activity with all the vocabulary words.
- Practise with Pule and Pam: Workbook p 37 (Use hand puppets)  
Teacher reads the sentences and learners repeat the sentences.
  - I am not scared of \_\_\_\_\_.
  - I am scared of \_\_\_\_\_ and \_\_\_\_\_.
- Practise in pairs  
Teacher reads the sentences in the DBE Workbook p 37.
  - Learners repeat the sentences, again and again until they can read the sentences with confidence.
  - Learners now read the sentences to a friend.
- Let's write:
  - Count the animals in the table
  - Complete the table
- Culturally related questions:** A Zoo is modern idea started by the Europeans in Europe and in the USA in the 1880s. Why do you think it is so important to have Zoos? What animals in the Zoo come from the area where your parents were born? What role do wild animals play in your culture?

### CLOSING ACTIVITY: (± 7 minutes)

- Sing the song: The animal went in two by two
  - Anthology p. 124

### SUGGESTIONS FOR EXTENSION:

- Draw a picture of modes of transport and write a caption for each picture using SAL words from the vocabulary chart.

WEEK 18 LESSON 2	
THEME: WILD ANIMALS – AT THE ZOO	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to join in action poems and sing songs.</p> <p>Learners will be able to listen to the story being read while following the teacher and looking at the pictures.</p> <p>Learners will be able to answers some simple oral questions with the support of the pictures, for example, 'Who? What? Where?'</p> <p>Learners will be able to recognise some written words in SAL in the Shared Reading activity.</p> <p>After repeated readings, learners join in chorusing and repeat language chunks where appropriate in pairs and small groups.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 36 &amp; 37</p> <p>Big Book 1 p. 41 – 48: <b>Wild animals</b></p> <p>DBE Anthology p 124 <b>The animals went in two by two</b></p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p> <p>Pictures/objects related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

#### ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.)
- Learners walk to a friend and make a simple request, using SAL. They may use their hand puppets.  
E.g. Learner 1: "May I use your \_\_\_\_ please?"  
Learner 2: "Yes you may \_\_\_\_."

#### GETTING STARTED: (± 5 minutes)

- Sing a song: The animals went in two by two

#### MAIN ACTIVITY: (± 15 minutes)

- Shared Reading:** Big Book 1 p. 41–48: **Wild animals**
  - Teacher guides learners to talk about the pictures in the story using SAL as much as possible, but HL where necessary.
  - Teacher introduces vocabulary words: big, small, long, lazy, hungry, run, tall, baby, away
  - Teacher models how to read a story to learners, using a pointer, while learners follow.
  - Teacher re-reads the story and encourages learners to join her in reading the story.
  - Re-read the story a third time, allowing learners to read "I see a \_\_\_\_" on their own.
  - Teacher asks simple questions from the story using SAL. e.g. "What is this?"
  - Learners answer using SAL. e.g. "That is a \_\_\_\_."
  - Big Book questions: Look at all the pictures from page 41 to 48. We see many elephants in a Zoo. Is it a good or bad idea to have a Zoo? Give reasons for your answer. Where else can one see wild animals if not in a Zoo?

#### CLOSING ACTIVITY: (± 7 minutes)

- Learners act out the story in there groups.
- Paste the stickers of the relevant vocabulary theme words on page 40 and 41 in the workbook. Stickers are found in the back of the workbook.

#### SUGGESTIONS FOR EXTENSION:

- Play snap:**
  - Learners make their one playing cards by writing the names of wild animals on cards. One name on a card. Make 2 sets of cards.
  - Learners shuffle the cards and play "snap".

#### INFORMAL ASSESSMENT:

Use the activities in which the learners talk about the Big Book and answer the questions about the story to assess learners.

#### EMERGENT LITERACY:

Talks about the pictures in the Answers some simple oral questions about the story or non-fiction text Big Book/poster.

WEEK 19 LESSON 1	
THEME: WILD ANIMALS – A NIGHT WALK	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to segment spoken words into sounds and syllables. Learners will be able to repeat some language chunks confidently. Learners will be able to identify the sounds at the beginning of spoken words. Learners will be able to identify objects in the pictures, for example. Learners will be able to answers some simple oral questions with the support of the pictures.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 38 & 39 Hand puppets and other props to act out stories for role-play Vocabulary chart with flash cards Pictures/objects related to the theme Audio resources, e.g. CD's, DVD's

### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")
- Learners walk to a friend and make a simple request, using SAL. They may use their hand puppets.  
E.g. Learner 1: "May I use your \_\_\_\_ please?"      Learner 2: "Yes you may \_\_\_\_."

### GETTING STARTED: (± 5 minutes)

- Introduce the week's Topic **A night walk** to the learners in HL and then in SAL. (See foreword).
- Teacher encourages learners to tell a friend what they see in the pictures on p. 38 & 39, using HL or SAL.
- Teacher asks: "Who of you have been on a camping trip?" using HL.
- Teacher encourages learners to tell the class about their experiences, using HL.
- Culturally related questions:** In the lesson you will see an illustration of an owl. What do many people believe about owls? Why is this wrong? What important role do owls play in our lives and why should we not kill them?

### MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their DBE Workbooks on p. 38 & 39.
- Introduce new vocabulary to learners: (See foreword)  
owl, mouse, rabbit, torch, star, moon, tree, walk, tent
- After all the words are introduced learners must clap the words according to their sounds.
- Learners must say and clap the words according to their syllables.
- Segment and blend sounds in oral words.
- Teacher points to a word, say the word and learners must say the beginning sound of each word.
- Practise in pairs:
  - Practise the following phrases with the learners. Once they can say the phrases fluently they can do it in pairs.
- Practise with Pule and Pam:
  - Teacher models the phrases.
  - Practise the phrases with the learners. Once they can say the phrases fluently they can then practise them in pairs:  

It is dark.	It is dark.	It is dark.
I am scared	I can't see.	Use a torch.

### CLOSING ACTIVITY: (± 7 minutes)

- Sing the song on p, 39 – Twinkle, twinkle, little star

### SUGGESTIONS FOR EXTENSION:

- Play Charades:**
  - Individual learners act out an animal that is nocturnal (animals that can only be seen at night)
  - Friends guess what kind of animal the learner is acting out.
  - The learner who answers correctly goes next.
  - Draw items you will need to go camping, e.g. tent, torch, food, etc. and write a caption for the items. Use the Vocabulary chart to help you.

WEEK 19 LESSON 2	
THEME: WILD ANIMALS – A NIGHT WALK	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to join in action poems and sing songs.</p> <p>Learners will be able to listen to the story being read while following the teacher and looking at the pictures.</p> <p>Learners will be able to answers some simple oral questions with the support of the pictures, for example, 'Who? What? Where?'</p> <p>Learners will be able to recognise some written words in SAL in the Shared Reading activity.</p> <p>After repeated readings, learners join in chorusing and repeat language chunks where appropriate in pairs and small groups.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 38 &amp; 39</p> <p>DBE Big Book 1 p. 41 –48: <b>Wild animals</b></p> <p>DBE Anthology p 131 <b>The Lion sleeps tonight</b></p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p> <p>Pictures/objects related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

#### ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you"
- "Good morning Nomsa. I am fine thank you.)
- Learners walk to a friend and make a simple request, using SAL. They may use their hand puppets.  
E.g. Learner 1: "May I use your \_\_\_\_ please?"      Learner 2: "Yes you may \_\_\_\_."

#### GETTING STARTED: (± 5 minutes)

- Teacher encourages learners to tell a friend if they would like to go camping or not, using HL.
- Learners must also give a reason for their answer.

#### MAIN ACTIVITY: (± 15 minutes)

- Shared Reading:
  - Teacher reads Big Book story p 41 - 48, **Wild animals**, sentence by sentence to learners.
  - Learners repeat sentences orally and clap words in spoken sentences.
  - Re-read the story and encourage learners to join in reading the story.
  - Big Book questions. Discuss this question with your parents, grandparents or other older people. The question is: Why don't we find as much night life (insects, frogs moths, etc.) as we did many years ago? What do you think are the reasons for this?
- **Memory game:** Boys against Girls
  - Keep record of correct answers on the blackboard to determine the winner.
  - Teacher asks question from the Big Book story p 41 - 48, **Wild animals**
  - Boys and girls take turns to answers the questions, using SAL as much as possible, but HL when necessary.
  - If correct they score 1 point, if incorrect they lose a point.
  - Big Book questions: What are your favourite animals? What animal do you like the least? How different are zoo animals from pets? What do the animals eat? How do the animals move?

#### CLOSING ACTIVITY:

- Sing the song: The lion sleeps tonight
  - Anthology p131
- Paste the stickers of the relevant vocabulary theme words on page 40 and 41 in the workbook. Stickers are found in the back of the workbook.

#### SUGGESTIONS FOR EXTENSION:

- Learners compile their own Wild animal Big Book using learnt vocabulary.

#### Notes:

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WEEK 20 LESSON 1	
THEME: WILD ANIMALS – CHECK YOURSELF	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to respond to simple greetings and farewells, using phrases.</p> <p>Learners will be able to point to and name objects in a picture in response to the teacher's instructions.</p> <p>Learners will be able to sing simple songs and do actions as a class.</p> <p>Learners will be able to play language games.</p>
<b>NOTES:</b>	Prepare flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 40</p> <p>Vocabulary chart with flash cards</p> <p>Audio resources, e.g. CD's, DVD's</p>

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

- Sing songs learnt this term.

- Introduce words that have not been addressed during this term.
- Read the words on p 20 in the DBE Workbook aloud as a class.
- Learners paste stickers in the correct places on p. 20
- Build oral sentences with these words.

- **Beach ball activity:**
  - Learner throwing the ball says one of the words on p. 20, using SAL.
  - Learner catching the ball must translate the word, using HL and then say another word from p. 20, using SAL as he/she throws the ball to another group member.
  - Repeat until all learners had a chance.

- Play with a friend:  
Round 1:
  - Learner 1: Say 3 words randomly from page 20.
  - Learner 2: Repeat the words in the correct order.
  - Learner 2: Say 3 words randomly from page 20.
  - Learner 1: Repeat the words in the correct order.
  - If learners are able to remember 3 words, they increase the amount of words they say in the following rounds.
- Who can remember the most words at a time?





## WEEK 20 LESSON 2

**THEME: WILD ANIMALS – CHECK YOURSELF**

<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to role play greetings (2 sentences) in pairs.</p> <p>Learners will be able to point to and names objects in a picture in response to friend's questions. What?</p> <p>Learners will be able to listen to short stories told with enjoyment.</p>
<b>NOTES:</b>	<p>Prepare topic flash cards (HL &amp; SAL).</p> <p>Prepare to re-tell the story <b>The Great Escape</b></p>
<b>RESOURCES:</b>	<p>DBE Workbook p. 41</p> <p>DBE Anthology p 94 <b>The Great Escape</b></p> <p>Vocabulary chart with flash cards</p> <p>Audio resources, e.g. CD's, DVD's</p>

**ROUTINES: ( $\pm 3$  minutes)**

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. “Good morning Anita. How are you”  
“Good morning Nomsa. I am fine thank you.”)

**GETTING STARTED:** ( $\pm$  5 minutes)

- Recite Poems learnt this term.


**MAIN ACTIVITY:** ( $\pm 15$  minutes)

- Introduce words that have not been addressed during this term.
- Read the words on p 41 in the DBE Workbook aloud as a class.
- Practise in pairs:
  - Learner 1: Point to picture and ask his/her friend: "What is this?" using SAL.
  - Learner 2: Answer question: "It is a \_\_\_\_\_", using SAL.
- Build oral sentences with these words.

**CLOSING ACTIVITY:** ( $\pm 7$  minutes)

- Anthology p. 94, **The Great Escape**
- Tell the story **The Great Escape** to the learners for enjoyment.

**Notes:**





**IIAL GRADE 2  
SECOND  
ADDITIONAL LANGUAGE  
(SAL)**

**LESSON PLANS  
TERM 3**

## GRADE 2 SECOND ADDITIONAL LANGUAGE

<p style="text-align: center;"><b>REQUIREMENTS</b> <b>TERM 3</b></p>
<p><b>LISTENING AND SPEAKING</b></p>
<p><b>Weekly activities</b> <b>Two or more of the following activities in a lesson in the week</b></p> <p><b>Learners:</b> Continue to develop an oral (listening and speaking) vocabulary using themes or topics Respond to and model simple greetings and farewells, using language chunks, in pairs and in small groups for example, Good morning. How are you? I'm fine. Participates in dialogues with support of the teacher, modelling greetings and farewells in pairs and groups Make simple requests, for example, 'May I have a pencil, please?' Use some formulaic language (e.g. 'Excuse me; I'm sorry') Point to and name objects in the classroom or in a picture in response to the teacher's instructions Respond physically to simple oral instructions given by the teacher individually and in pairs Respond to simple questions asked by the teacher and peers who take the role of the teacher, for example, 'What is your name? Where do you live?' Sing songs and participate in action poems with confidence in pairs and in small groups Play language games as a class,</p> <ul style="list-style-type: none"> <li>• <b>Once a week, the teacher reads or tells a story. Stories told should be dramatized using gestures and props to support the meaning. Stories should be from a Big Book or an illustrated poster and all the children should be able to see the pictures</b> Listen to short stories with enjoyment and join in chorusing at the appropriate time and repeat patterned language where appropriate, in pairs and in small groups Answer simple literal questions about a story giving short answers (Who, What, Where) Name some of the things in the picture in response to questions from the teacher and peers</li> </ul>
<p><b>Development of concepts, vocabulary and language structures by participating in the above activities:</b> <b>Learners:</b> Continue to build oral vocabulary Respond to simple requests, commands and instructions and to simple questions related to the story Participate in simple dialogues with support from the teacher Begin to develop understanding and ability to use simple language structures in a meaningful context of the spoken language e.g. personal pronouns (I, my, we etc.)</p>
<p><b>EMERGENT LITERACY</b></p>
<p><b>Phonological and Phonemic Awareness</b> <b>Learners:</b> Segment oral sentences into individual words by clapping on each word from sentences derived from the story Clap out the syllables of familiar words Identify the sounds at the beginning of spoken words and identify the sounds at the end of spoken words Clap out the sounds in words, e.g. i-s-o, and blend them again, e.g. iso</p>
<p><b>Shared Reading (at least 15 minutes once per week)</b> <b>Learners:</b> Listen to the story or non-fiction text whilst listening to the teacher and looking at the pictures Talk about the pictures in the story using the SAL Identify and name objects in the pictures using the SAL Read the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher Answer some simple questions with support from the pictures, for example, Who, What, Where Respond to some simple literal questions related to the story Learn some oral vocabulary After repeated readings, join in chorusing using repeated language chunks and where appropriate in pairs and in small groups enact parts of the story using gestures and simple dialogue in pairs and in small groups using simple props, masks and puppets in pairs and in small groups.</p>

**Gr. 2 SAL TERM 3 PACE SETTER**

	CAPS CONTENT/CONCEPTS/SKILLS	WEEK									
		21	22	23	24	25	26	27	28	29	30
LISTENING AND SPEAKING	<b>Weekly activities</b>										
	<b>Learners:</b>										
	Continue to develop an oral (listening and speaking) vocabulary using themes or topics.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Respond to and model simple greetings and farewells, using language chunks, in pairs and in small groups for example, "Good morning. How are you?" "I'm fine, thanks, and you?."	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Participate in simple dialogues with support of the teacher, who models greetings and farewells and in pairs and in small groups the learners do the same.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Make simple requests, for example, "May I have a pencil, please?"						✓				✓
	Use formulaic language, e.g. "Excuse me ..." "I'm sorry"						✓				✓
	Point to and name objects in the classroom or in a picture in response to the teacher's instructions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Respond physically to simple oral instructions given by the teacher individually and in pairs.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Respond to simple questions asked by the teacher and learners assume the role of the teacher, for example, "What is your name?" "Where do you live?"	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sing songs and participate in action poems confidently in pairs and in small groups.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Play language games as a class.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>Development of concepts, vocabulary and language structures</b>										
	<b>Learners:</b>										
	Continue to build oral vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Respond to simple requests, commands and instructions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Respond to simple questions related to the story.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Participate in simple dialogues with support of the teacher.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Begin to develop understanding and ability to use simple language structures in the context of meaningful spoken language e.g. personal pronouns (I, my, we etc.).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners continue to build oral vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EMERGENT LITERACY	<b>Phonological and Phonemic Awareness</b>										
	<b>Learners:</b>										
	Segment oral sentences into individual words by clapping on each word, for example from , sentences drawn from the story.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Clap out the syllables in familiar words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identify the sounds at the beginning of spoken words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identify the sounds at the end of spoken words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Clap out the sounds in words, e.g. i-s-o, and blend them again, e.g. iso	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>Shared Reading (at least 15 minutes once per week)</b>										
	<b>Learners:</b>										
	Listen to the story or non-fiction text whilst following the teacher and looking at the pictures.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Talk about the pictures in the story using the SAL.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identify and name objects in the pictures using the SAL.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Read the text aloud with the teacher. The	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	whole class reads the same story or non-fiction text with the teacher.										
	Answer some simple questions with the support of the pictures, for example, Who, What, Where.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learn some oral vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	After repeated readings, learners join in chorusing and repeat language chunks where appropriate in pairs and in small groups.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Act out parts of the story using some gestures and simple dialogue in pairs and in small groups using simple props, masks and puppets in pairs and in small groups.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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## GR. 2 SAL TERM 3

### SUMMARY OF ACTIVITIES

WEEKS 21 – 23 THEME: AT THE FARM				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
21	1	Class discussion about farm animals.	Identify and name objects and actions in class.	Sing an action song, Five Little Chickens
	2	Name pictures.	Big Book story – At the Farm	Sing song – Old Mc Donald
22	1	Talk about vegetables	Practice dialogues.	Riddles
	2	Act out actions.	Read story: Robbie Rabbit tricks Freddie Fox	Sing an action song, Healthiness from Soil
23	1	Picture discussion.	Practice dialogues.	Guessing game.
	2	Recite the poem: <b>Five Little Chickens</b>	Ask and answer questions.	Language games: Charades & Beach Ball
WEEKS 24 – 26 THEME: SHOPPING				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
24	1	Class discussion about shopping.	Point to and identify pictures and a written activity.	Language game to reinforce vocabulary.
	2	Identify food on poster.	Ask and answer questions	Poem: To Market
25	1	Class discussion on caring for clothes.	Practise dialogues.	Complete sentences.
	2	Class quiz – names of clothing	Read story: The Wolf and the Seven Little Goats	Language game to reinforce vocabulary.
6	1	Picture discussion	Dialogues, ask questions and answer them.	Beach ball activity: popular shops
	2	Learners tell a friend about their favourite shop	Big Book story – At the Shops	Beach ball activity: Building own sentences.
WEEKS 27 – 29 THEME: WILD ANIMALS				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
27	1	Picture discussion.	Practise formulaic language.	Hand puppet dialogues.
	2	Introduce poster	Identify objects in picture.	Song – Happy Birthday
28	1	Class discussion – Weddings	Practise dialogues.	Design a wedding invitation.
	2	Class quiz	Read story – Ugly Duckling	Song: Mama Thembu's Wedding
29	1	Sing Nkosi Sikelel' iAfrica	Ask and answer questions	Play snap – 11 languages
	2	Tell a friend why you are proud of your heritage.	Big Book story – It's Africa Day	Memory game
WEEKS 30 THEME: CHECK YOURSELF				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
30	1	Sings songs learnt this term.	Match sticker with word.	Beach ball activity – reinforcement of vocabulary
	2	Recite poems learnt this term.	Questions and answers using pictures.	Tell story for enjoyment – The Gingerbread Man

## GR. 2 SAL TERM 3

### SUGGESTED INFORMAL ASSESSMENT ACTIVITIES

SKILL	CONTENT	WEEKS	ASSESSMENT ACTIVITY
<b>LISTENING AND SPEAKING</b>	<b>Oral and/or practical /observation</b> Responds physically to simple oral instructions, individually and in pairs, as given by the teacher	Week 23 Lesson 1	<b>Main activity:</b> Practise with Pule and Pam
	<b>Oral and/or practical /observation</b> Participate in simple dialogues in pairs and in small groups, with support of the teacher's, modelling greetings and farewells and learners do this in pairs and in small groups	Week 21 Lesson 1	<b>Main activity:</b> Learners practise "What is this ..." sentences on p.43 in pairs.
	<b>Oral and/or practical /observation</b> Names some objects related to the theme in a picture or in the classroom	Week 24 Lesson 1	<b>Main activity:</b> Teacher points to a picture and learners say SAL words
	<b>Oral and/or practical /observation</b> Plays language games in pairs and in small groups.	Week 23 Lesson 2	<b>Closing activity:</b> Beach ball activity
<b>EMERGENT LITERACY</b>	<b>Oral and/or practical /observation</b> Clap out the sounds of familiar words	Week 23 Lesson 1	<b>Main activity:</b> Learners clap the words according to their sounds.
	<b>Oral and/or practical /observation</b> Identifies the sound at the beginning of spoken words	Week 25 Lesson 1	<b>Main activity:</b> Learners must say the beginning sound of each word.
	<b>Oral and/or practical /observation</b> Segment oral sentences into individual words by clapping on each word, based on sentences from the story	Week 28 Lesson 2	<b>Main activity:</b> Shared reading activity.
	<b>Oral and/or practical /Observation</b> Identify and name objects in the pictures using the SAL	Week 24 Lesson 1	<b>Main activity:</b> Teacher points to a picture and learners say the SAL word
	<b>Oral and/or practical /observation</b> Answers some simple oral questions about the story or non-fiction text	Week 28 Lesson 2	<b>Main activity:</b> Shared reading activity.
	<b>Oral and/or practical /observation</b> After repeated readings, join in choring and repeat language chunks where appropriate in pairs and in small groups	Week 28 Lesson 2	<b>Main activity:</b> Shared reading activity.
	<b>Oral and/or practical /observation</b> Act out parts of the story in pairs and in small groups by using gestures and simple language chunks.	Week 28 Lesson 2	<b>Main activity:</b> Shared reading activity.

WEEK 21 LESSON 1	
THEME: AT THE FARM – FARM ANIMALS	
<b>LEARNING OBJECTIVES:</b>	Learners: Develop topic related vocabulary orally. Point to and name objects in the classroom or in a picture in response to the teacher's instructions, e.g. "What is this?" "What is he/she doing?" Sing simple songs and do actions with guidance as a class, e.g. "This is the way that I must write ..."
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL). Remember to keep the language simple, speak slowly but naturally during lessons. Reinforce new content learnt through modelling and supportive strategies.
<b>RESOURCES:</b>	DBE Workbook p. 42 & 43 DBE Anthology p121, <b>Five Little Chickens</b> Vocabulary Chart Vocabulary flash cards Objects related to the theme Audio resources, e.g. CD's, DVD's

### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

### GETTING STARTED: (± 5 minutes)

- Begin a class discussion in the HL (to activate thinking and reasoning skills) about what the learners know about farm animals.
- Continue discussion on the kind of farm animals they have seen before.

### MAIN ACTIVITY: (± 15 minutes)

- Introduce the theme **At The Farm** for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week's topic: **Farm Animals** to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 42.
- Encourage learners to tell a friend *what the children are doing* in the picture on page 42, using the HL.
- Allow a few children to tell the class *what the children are doing* in the picture.
- Introduce new vocabulary to learners: (See foreword)  

cow, duck, pig, hen, chicken, turkey, bees, sheep, goat
- After all the words are introduced learners must clap the words according to their sounds.
- The teacher points to a word, say the word and learners must say the beginning sound of each word.
- The teacher points to a picture on p. 42 and learners must say the SAL word.
- Practise in pairs.
  - Learners practise "What is this ..." sentences on p.43 in pairs.
  - Learner 1: "What are you doing?"
  - Learner 2: Point to a picture in column 1 on p. 42, e.g. It's a pig." etc. Learners do the same with the other pictures.
  - Learner 1: Good morning grandmother. How are you?
  - Learner 2: Good morning ..... How are you?
- Group activity:
  - One learner in the group shows a stationary item e.g. ruler, pen, pencil, eraser, glue, crayons, etc.
  - The rest of the group must give the answer in the HL e.g. That is a pencil.
  - The learner showing the item must then confirm in the SAL, e.g. *This is my pencil.*
- Culturally related questions:** What animal is regarded as a symbol of wealth in African societies? What is lobola?

### CLOSING ACTIVITY: (± 7 minutes)

- Anthology p121
- Sing an appropriate action song, e.g. Five Little Chickens

### SUGGESTIONS FOR EXTENSION:

- Matching game/worksheet:**
  - Provide learners with topic related pictures and flash cards. Learners must match the word with the picture.
  - Compile a worksheet where learners must match topic related pictures with words.



**INFORMAL ASSESSMENT:**

Use the activity in which the learners practise sentences in pairs to assess learners.

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**LISTENING AND SPEAKING:**

Participates in simple dialogues by modelling greetings and farewells in pairs and in small groups supported by the teacher.

WEEK 21 LESSON 2	
THEME: AT THE FARM – FARM ANIMALS	
<b>LEARNING OBJECTIVES:</b>	<p>Learners:</p> <p>Continue to develop topic related vocabulary orally.</p> <p>Role play greetings (2 sentences) in pairs (e.g. “Good morning Anita. How are you” “Good morning Nomsa. I am fine thank you.”).</p> <p>Listen to a story being read and follow the teacher while looking at the pictures.</p> <p>Play language games.</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Prepare flash card for DBE Poster 7, <b>At the Farm</b></p>
<b>RESOURCES:</b>	<p>DBE Workbook p. 42 &amp; 43</p> <p>DBE Poster no.. 7: <b>At the Farm</b></p> <p>DBE Big Book 1 p. 1 – 8: <b>At the Farm</b></p> <p>DBE Anthology p121, <b>Five Little Chickens</b></p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary flash cards and flash cards for poster</p> <p>Objects related to the theme</p> <p>Audio resources, e.g. CD’s, DVD’s</p>

**ROUTINES: (± 3 minutes)**

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. “Good morning Anita. How are you?” “Good morning Nomsa. I am fine, thank you.”)

**GETTING STARTED: (± 5 minutes)**

- Teacher re-introduces class hand puppets e.g. Pule and Pam to the class and explains that they can only understand the SAL.
- Teacher notifies the class that she is going to show a picture and that the class must then tell Pule the name in the picture in the SAL.
- Teacher shows the pictures of previous lesson’s vocabulary.
- Learners name the pictures.

**MAIN ACTIVITY: (± 15 minutes)**

- Introduce DBE poster 7: **At the Farm**
- Encourage learners to tell a friend in the SAL *what they can see* in the poster.
- Allow a few children to tell the class *what they can see* in the poster.
- Introduce existing and new vocabulary: cow, goat, sheep, pig, chicken, bee, duck, turkey, dog
- Move and Learn activity:
  - Teacher points at picture no. 1 (cow) on the poster.
  - Learners read the English word on the poster and must say the SAL word.
  - Teacher requests one of the learners to paste the SAL flash card next to the English word on the poster.
  - Repeat above steps until all the words have been addressed.
  - Poster questions: How do people plough a field where you live? Can you tell what kind of traditional ploughing methods were used a long time ago? Who is responsible for harvesting the crop (food grown in a field)? Why? Who does the ploughing? Why? Who does the planting? Why? Name some of the traditional plants we eat?
- Shared Reading: Big Book 2 p. 1 – 8: **At the Farm**  
Teacher reads the story to learners for enjoyment; learners follow the teacher and look at the pictures.
- Big Book questions: What sounds do animals on the farm make? Who takes care of farm animals? What food do animals on the farm produce? What do you think was used before the invention of the wheelbarrow to move heavy loads by people long ago? Here are some tips to help you with this last question – think of an ox, and some strong poles ( wood). How could you use an ox and some heavy poles to move heavy stuff?

- Learners use their own hand puppets.
- Teacher uses hand puppets to have a SAL dialogue with “Pule and Pam”. e.g.
  - Pule: Hello, what are you? Pam: Good morning, I am a chicken
  - Pule: What do you eat? Pam: I eat mealies
  - Pule: Do you want some? Pam: Yes, I do
- Learners use their own hand puppets and mimic the teacher.

**CLOSING ACTIVITY:** ( $\pm$  7 minutes)

- Let's sing:
  - Sing an appropriate song: Old Macdonald Had a Farm.
  - DBE Workbook p 43
- Paste the stickers of the relevant vocabulary theme words on page 60 and 61 in the workbook. Stickers are found in the back of the workbook.

### SUGGESTIONS FOR EXTENSION:

- **Beach ball activity:**
  - Learners throw a beach ball to each other in their groups.
  - The learner throws the ball and must ask: *What is your name?*
  - The learner catches the ball and must say? My name is \_\_\_\_?

**Notes:**

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WEEK 22 LESSON 1	
THEME: AT THE FARM – THE VEGETABLE GARDEN	
<b>LEARNING OBJECTIVES:</b>	Learner: Continue to develop topic related vocabulary orally. Point to and name objects in a picture in response to the teacher's instructions. What? Who? Where? Sing simple songs and do actions as a class. Respond to instructions and commands.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p.44 & 45 DBE Anthology p 6, <b>Robbie Rabbit Tricks Freddie Fox</b> Hand puppets and other props to act out stories for role-play Vocabulary Chart with flash cards Objects related to the theme Audio resources, e.g. CD's, DVD's

### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

### GETTING STARTED: (± 5 minutes)

- Teacher encourages learners to tell a friend what type of vegetables he/she likes to eat, using the HL.
- Allow feedback from some learners to tell the class what type of vegetables they like; using HL.
- Teacher replies in the SAL e.g. Learner (HL): I like carrots. Teacher (SAL): He/She likes carrots.

### MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic **Vegetable Garden** to the learners in HL and then in the SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 44 & 45.
- Encourage learners to tell a friend *what the children are doing* in the picture on page 44, using the HL.
- Introduce new vocabulary to learners: (See foreword)

boy, girl, spade, wheelbarrow, water can, hose pipe, vegetables, cabbage, beans, tomatoes, carrots
--

- After all the words are introduced learners must clap the words according to their sounds.
  - Teacher points to a word, says the word and learners must say the end sound of each word.
  - Practise in pairs: Use learnt vocabulary to complete these activities.
- Learner 1: Points to an object in the picture and ask a friend a question, using the SAL? What is this?  
Learner 2: Answer the question using the SAL. This is a \_\_\_\_\_.
  - Learner 1 asks: What are you doing?  
Learner 2 mimes an action and says what he/she is doing. E.g. I am \_\_\_\_.
- Practise in pairs: Teacher use hand puppets to have a SAL dialogue. e.g.
    - A: What is your name? B: My name is Sam.
    - A: How old are you? B: I am eight
  - Learners do this exercise with five friends using their own hand puppets
  - Culturally related questions:** What are some of the traditional vegetables people of South Africa eat?  
How does your mom or your dad, or your grandparent, or carer cook morogo?

### CLOSING ACTIVITY: (± 7 minutes)

- Teacher reads the following riddles to the learners. The learners must guess what the answer to the riddle is:

*All wrapped up in a blanket green*

*My rows of children can be seen*

**(MEALIE)**

*In a big green bag, in a rose-pink pudding*

*Little pips as black as soot, all lie nodding*

**(WATERMELON)**

*I look so sweet, but I am a liar*

*I'll set you little mouth on fire*

**RED PEPPER**

*A row of little green beads,*

*lie beneath a bright green roof*

*You can eat them cooked, or eat them raw*

*Or dried in a lovely soup*

**PEAS**

*Under the soil I swell and grow*

*The reddest and purplest thing you know*

**BEETROOT.**

### SUGGESTIONS FOR EXTENSION:

- Draw a picture of other vegetables you like and write a caption for your picture using the SAL.

WEEK 22 LESSON 2	
THEME: AT THE FARM – THE VEGETABLE GARDEN	
<b>LEARNING OBJECTIVES:</b>	Learners: Continue to develop topic related vocabulary orally. Sing simple songs and do actions as a class. Listen to the story while following the teacher and looking at the pictures. Talk about the pictures in the story using the SAL as much as possible but the HL where necessary. Recognise some written words in the SAL in the Shared Reading activity.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE workbook p44 & 45 DBE Anthology p. 6, Story: <b>Robbie Rabbit Tricks Freddie Fox</b> Hand puppets and other props to act out stories for role-play Vocabulary Chart with flash cards Objects related to the theme Audio resources, e.g. CD's, DVD's

### ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you.")
- Sing an appropriate action song, e.g. Old Macdonald Had a Farm

### GETTING STARTED: (± 5 minutes)

- Acting out actions:
  - Teacher points to an action word on the Vocabulary Chart and learners must act out the action.
  - Teacher then asks using the SAL: "What are you eating?"
  - Learners must answer using the SAL e.g. I am eating \_\_\_\_\_.
  - Repeat exercise until at least 5 words are addressed.
- Practise with Pule and Pam
  - Pule: This is a hose pipe. I use it to water the .....and the .....
  - Pule: This is a spade. I use it to.....

### MAIN ACTIVITY: (± 15 minutes)

- Shared Reading: Anthology p. 6: **Robbie Rabbit Tricks Freddie Fox**
- Teacher guides learners to talk about the pictures on pages 6 & 8, using the SAL as much as possible but use the HL where necessary.
- Teacher asks learners to predict what is going to happen in the story.
- Learners predict what is going to happen, using the SAL as much as possible but in the HL where necessary.
- Teacher tells a story to learners.
- Teacher re-tells the story and encourages learners to help to re-tell the story.
- Teacher asks simple questions from the story using the SAL. "What is this?" "Who is this?" "Where is/are she/they?"
- Learners answer using the SAL. e.g. "That is \_\_\_\_\_."

### CLOSING ACTIVITY: (± 7 minutes)

- Sing an appropriate action song:

**Healthiness From the Soil** (Melody: Twinkle Twinkle Little Star)

*Lemons, oranges and limes  
keep us well in winter times  
Pears and apples crisp and sweet  
are delicious things to eat  
Peaches, plums and strawberries  
summer treats for you and me*

- Paste the stickers of the relevant vocabulary theme words on page 60 and 61 in the workbook. Stickers are found in the back of the workbook.

### SUGGESTIONS FOR EXTENSION:

- Learn and act out the poem:  
One, two, three – What is good for me?  
One, two, three, four – Put the potatoes at the door.  
One, two, three, four, five – Healthy eating keeps me alive.  
One, two, three, four, five, six – All vegetables in the mix.

### Notes:

Handwriting practice lines with a large 'DRAFT' watermark.

WEEK 23 LESSON 1	
THEME: AT THE FARM – ANIMALS AND PRODUCTS	
<b>LEARNING OBJECTIVES:</b>	Learners: Continue to develop topic related vocabulary orally. Play language games. Repeat some language chunks confidently. Answer some simple oral questions with the support of the pictures. Who? What? Where?
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 46 & 47; BB p1-8 Hand puppets and other props to act out stories for role-play Vocabulary Chart with flash cards and audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

#### GETTING STARTED: (± 5 minutes)

- Teacher encourages learners to tell a friend what they see in the pictures on p. 46 & 47, using the HL or the SAL.
- Allow feedback from some learners to tell the class what they see in the pictures, using the HL or the SAL.

#### MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic **Animals and Products** to the learners in the HL and then in the SAL. (See foreword).
- Introduce new vocabulary to learners: (See foreword)  

milk, eggs, honey, cheese, meat, wool
- After all the words are introduced learners must clap the words according to their sounds.
- Teacher points to a word, says the word and learners must say the end sound of each word.
- Have a class discussion on what a cow eats, what a chicken eats, what a pig eats and what a goat eats, using the HL.
- Practise with Pule and Pam  
Learners use their puppets to walk around and ask 5 friends what their names are using the SAL.  
"Hello, what is your name?"  
Friends answer using the SAL. "My name is \_\_\_\_."  
"Hello, what is your surname?"  
"My surname is....."
- Practise with Pule and Pam:
- Teacher uses hand puppets to have a SAL dialogue with "Pule and Pam". e.g.
 

o Pule: Hello, what are you?	Pam: Good morning, I am a chicken
o Pule: What do you give us?	Pam: I give you eggs.
o Pule: May I have some?	Pam: Yes, you may.
- Learners use their own hand puppets and mimic the teacher.
- Learners practice the dialogue in pairs with a friend.
 

o Learner 1: Good morning, ____.	Learner 2: Good morning, ____.
o Learner 1: How are you?	Learner 2: I am fine.
- Culturally related questions:** Which animal's hide (skin) is mostly used for making clothes? Which animal's skin is sometimes used by Kings and Chiefs to show they are the leaders? Is this a good or a bad thing? Give reasons for your answers.

#### CLOSING ACTIVITY: (± 7 minutes)

- Play a game in your group: **Guess what I am?**
  - One learner in the group act out actions of a cow, sheep, pig, chicken and a bee.
  - The group members must guess who he/she is and answer using the SAL. "He is a \_\_\_\_." or "She is a \_\_\_\_."
  - Every group member must get a chance to act out an animal or an insect.

#### SUGGESTIONS FOR EXTENSION:

- Matching game/worksheet:**
  - Provide learners with topic related pictures and word flash cards. Learners must match the word with the picture.
  - Compile a worksheet where learners must match topic related pictures with words.

**INFORMAL ASSESSMENT:**

Use the activity in which the learners clap out sounds in words and practise dialogues to assess learners.

**LISTENING AND SPEAKING:**

Responds physically to simple oral instructions given by teacher individually and in pairs

**EMERGENT LITERACY:**

Clap out the sounds in familiar words

**WEEK 23 LESSON 2****THEME: AT THE FARM – ANIMALS AND PRODUCTS**

<b>LEARNING OBJECTIVES:</b>	Learners: Continue to develop topic related vocabulary orally. Repeat some language chunks confidently. Sing simple songs and do actions as a class. Segment oral sentences into individual words.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL). Prepare flash card for DBE Poster 7, <b>At the farm</b>
<b>RESOURCES:</b>	DBE Workbook p. 47, Big Book 2 p 1–8: <b>At the Farm</b> , Anthology p121, <b>Five Little Chickens</b> Hand puppets and other props to act out stories for role-play Vocabulary Chart with flash cards and audio resources, e.g. CD's, DVD's

**ROUTINES: (± 3 minutes)**

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine, thank you.)

**GETTING STARTED: (± 5 minutes)**

- DBE Anthology p121  
Recite the poem: Five Little Chickens

**MAIN ACTIVITY: (± 15 minutes)**

- Practise in pairs: DBE Workbook p, 47
- Teacher points to pictures and ask the class: "What is this?"
- Learners must answer using the SAL e.g. It is milk. We get milk from cows"
- Teacher does the same with all the sentences in the table.
- Learners are then encouraged to ask their friends in pairs: "What is this?"
- Learners answer using the SAL e.g. "It is \_\_\_\_\_. We get \_\_\_\_\_ from \_\_\_\_\_".
- Shared Reading:
  - Teacher reads Big Book 2 story p 1 - 8, **At the Farm**, sentence by sentence to learners.
  - Learners repeat sentences orally and clap words in spoken sentences.

**CLOSING ACTIVITY: (± 7 minutes)**

- Play Charades** in groups of 4-5.
  - One learner acts out being an animal (cow, goat, sheep, pig, chicken, bee, duck, dog) to the group.
  - The rest of the group must give the answer in HL e.g. *He/She is a cow*
  - The acting learner must then confirm his action in the SAL, e.g. *I am a cow*
  - Repeat game until all group members had a chance to mime pretending to be an animal
- Beach ball activity:**
  - Learner who throws the ball asks any of the questions learnt during the theme just before throwing.
  - Learner who catches the ball must answer the throwers' question and must then ask a new question.
  - All the learners in the group must get a chance to catch and throw.
  - Questions could include: Who gives us eggs? Who gives us honey? etc.
- Paste the stickers of the relevant vocabulary theme words on page 60 and 61 in the workbook. Stickers are found in the back of the workbook.

**SUGGESTIONS FOR EXTENSION:**

- Learners compile their own Big Book using learned vocabulary.

**INFORMAL ASSESSMENT:**

Use the activity in which the learners do the Beach ball activity to assess learners for:

**LISTENING AND SPEAKING:**

Plays language games in pairs and in small groups.



WEEK 24 LESSON 1	
THEME: SHOPPING – SHOPPING FOR FOOD	
<b>LEARNING OBJECTIVES:</b>	Learners: Continue to develop topic related vocabulary orally. Play language games. Identify the sounds at the end of spoken words. Talk about the pictures in the story using the SAL as much as possible but the HL where necessary.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 48 & 49 and Poster no. 8: <b>Shopping</b> Hand puppets and other props to act out stories for role-play Vocabulary Chart with flash cards and audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

#### GETTING STARTED: (± 5 minutes)

- Begin a class discussion using HL (to activate thinking and reasoning skills) about shopping. Ask questions like: Do you like shopping? Does your mother like shopping? Etc.
- Work in pairs: Learners tell a friend about their favourite shop and how often they go to that shop.

#### MAIN ACTIVITY: (± 15 minutes)

- Introduce the Theme: **Shopping** for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week's Topic: **Shopping for Food** to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 48, and to look at the picture of the shop.
- Learners must identify the items in the shop and tell a friend, using the HL, where they think the: milk is - , bread, meat and vegetables.
- Introduce new vocabulary to learners: (See foreword)  
milk, cheese, ice cream, meat, chicken, fish, bananas, apples and oranges
- After all the words are introduced learners must clap the words according to their sounds.
- Learners must clap the words according to their syllables.
- Teacher points to a word, says the word and learners must say the end sound of each word.
- Teacher points to a picture on p. 48 and learners must say the SAL word.
- Let's write:  
Teacher asks the questions to the class. "How much does it costs?"  
Learners must then answer using the SAL.  
Learners then complete the written activity in the workbook
- Let's draw:  
Learners draw a few pictures of their favourite food items and tell their partner, using the SAL what it is.
- Culturally related questions:** Who does the shopping in your family? Why? What food is your family's favourite food? Why? What is a Spaza shop?

#### CLOSING ACTIVITY: (± 7 minutes)

- Beach Ball activity:**
  - Learner throwing the ball calls out the name of a popular item in a shop, using the HL.
  - Learner catching the ball must repeat the item, using the SAL and call out another item, using the HL.
  - Repeat until all learners had a chance.

#### SUGGESTIONS FOR EXTENSION:

- Learners collect pictures of their favourite food shops and paste it on an A4 sheet.

#### INFORMAL ASSESSMENT:

Use the activity in which the teacher points to a picture and learners say the SAL word to assess learners for both criteria's.

#### LISTENING AND SPEAKING:

Names some objects related to the theme in a picture or in the classroom.

#### EMERGENT LITERACY:

Identifies and names objects in the pictures using the SAL

WEEK 24 LESSON 2	
THEME: SHOPPING – SHOPPING FOR FOOD	
<b>LEARNING OBJECTIVES:</b>	<p>Learners:</p> <p>Continue to develop topic related vocabulary orally.</p> <p>Listen to short stories told or read with enjoyment and joins in chorusing at the appropriate time and repeat patterned language as a class.</p> <p>Talk about the pictures in the story using the SAL as much as possible but use the HL where necessary.</p> <p>Answer some simple oral questions with the support of the pictures. Who? What? Where?</p> <p>After repeated readings, learners will join in chorusing and repeat language chunks where appropriate in pairs and in small groups.</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Prepare flash card for DBE Poster 8, <b>Shopping</b></p>
<b>RESOURCES:</b>	<p>DBE Workbook p 48 &amp; 49</p> <p>DBE Poster no.. 8, <b>Shopping</b></p> <p>Vocabulary chart with flash cards and audio resources, e.g. CD's, DVD's</p>

#### ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.)

#### GETTING STARTED: (± 5 minutes)

- Introduce DBE poster 8: **Shopping**
- Encourage learners to tell a friend in the SAL *what items they see* in the poster.
- Allow a few children to tell the class *what items they see* in the poster.
- Move and Learn activity:
  - Teacher points to picture of the bread on the poster.
  - Learners read the English word on the poster and must say the SAL word.
  - Teacher requests one of the learners to paste the SAL flash card next to the English word on the poster.
  - Repeat above steps until all the words have been addressed.
  - Poster questions: Name some of the traditional food eaten by you? Can you name some of the traditional foods eaten by other nationalities (language groups or people) in South Africa, for example the Zulu, Xhosa, Sotho, Venda, Shangaan, Afrikaners, English, KoiKoi San, Indian? What is your favourite food at home? Can you name some of the traditional clothes worn by the different people in South Africa? Where do you find Spaza Shops and why?

#### MAIN ACTIVITY: (± 15 minutes)

- Practise in pairs: Workbook p48 & 49  
Learners take turns to ask a question:  
Learner 1: "What is this?"  
Learner 2: It's milk  
Learner 1: How much does the milk cost?  
Learner 2: The milk costs R6  
Learners, in pairs do the same with all the products that has a price on it.
- Practise with Pule & Pam:
  - Pule: "I like apples"
  - Pam: "I don't like apples"

Learners use their hand puppets to practice the sentences. Learners make more sentences from the pictures provided

#### CLOSING ACTIVITY: (± 7 minutes)

- Teach the learners the following poem:  
**To Market**  
 To market, to market, to buy a fat pig,  
 home again, home again, jiggety-jig:  
 To market, to market, to buy a fat hog:  
 Home again, home again, jiggety-jog
- Paste the stickers of the relevant vocabulary theme words on page 60 and 61 in the workbook. Stickers are found in the back of the workbook.

#### SUGGESTIONS FOR EXTENSION:

- Learners must identify from the poster what the father is buying, what the mother is carrying in the shopping basket, what the girl has in the shopping trolley and what the boy is taking out of the fridge.

WEEK 25 LESSON 1	
THEME: SHOPPING – SHOPPING FOR CLOTHES	
<b>LEARNING OBJECTIVES:</b>	<p>Learners:</p> <p>Continue to develop topic related vocabulary orally.</p> <p>Respond to simple greetings and farewells, using phrases.</p> <p>Use some formulaic language (e.g. please and thank you).</p> <p>Talk about the pictures in the story using the SAL as much as possible but the HL where necessary.</p> <p>Answer some simple oral questions with the support of the pictures. Who? What? Where?</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Have old magazines and paper plates/cardboard available for extended activity.</p>
<b>RESOURCES:</b>	<p>DBE Workbook p. 50 &amp; 51</p> <p>DBE Anthology p. 52 The Wolf and The Seven Little Goats</p> <p>Hand puppets and other props to enact stories for role-play</p> <p>Vocabulary Chart with flash cards</p> <p>Pictures/objects related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")
- Practise with Pule and Pam:  
Learners practise the following dialogue. Learners may use their hand puppets.  
Learner 1: "What is your name?" Learner 2: "My name is \_\_\_\_\_."

### GETTING STARTED: (± 5 minutes)

- Teacher encourages learners to tell a friend what their favourite item of clothing is, using the HL.
- Class discussion:  
Teacher guides learners to talk about how to look after their clothes. Whose responsibility is it to pick up the clothes and to wash it?
- Culturally related questions:** What do traditional clothes in your language group look like for boys, girls, women and men? How are these clothes different from modern clothes? What clothing items are not worn by people in traditional societies?

### MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic **Shopping for Clothes** to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 50 & 51.
- Encourage learners to tell a friend *what the children are doing* in the picture on page 50 & 51, using the HL.
- Introduce new vocabulary to learners: (See foreword)  

dress, hat, jeans, T-shirt, shoes, shirt, shorts, skirt, red, yellow, green, blue, black, white, sandals
--
- After all the words are introduced learners must clap the words according to their sounds.
- Learners must clap the words according to their syllables.
- Teacher points to a word, says the word and learners must say the beginning sound of each word.
- Practise in pairs: Use learned vocabulary to complete these activities. Learners may use their hand puppets.
  - Learner 1: Tell a friend to point to an object in the picture: Point to the dress, using the SAL?  
Learner 2: Points to the requested object and ask, using the SAL. "How much does the dress cost?"
  - Learner 1: Reply: "It costs R\_\_\_\_\_."  
Learner 2: "How much does the hat cost?"
  - Learner 1: Reply: "It costs R\_\_\_\_\_."  
Learners do the same with all the items with a price on it.
- Let's talk:  
Learners must count how many dresses they are able to count on p. 50 and 51.  
Learners must say how many shoes they see and how many pairs of shoes they are able to see.  
Learners must say how many shirts they are able to count.  
Learners must say how many hats they are able to count.

### CLOSING ACTIVITY: (± 7 minutes)

- Let the learners complete the sentences orally by putting different colours in the open spaces.  
I love my shoes

I love my **red** shoes.  
 I love my \_\_\_\_\_ shoes.  
 I love my \_\_\_\_\_ shoes.  
 I love my \_\_\_\_\_ shoes.  
 I love my \_\_\_\_\_ shoes.  
 I love my \_\_\_\_\_ shoes.  
 I love my \_\_\_\_\_ shoes.

- Let them find pictures in magazines of different colour shoes and paste it on a poster.

#### SUGGESTIONS FOR EXTENSION:

- Learners tell a friend, using the SAL, what they would buy at a clothing shop if they could spend R100.

#### INFORMAL ASSESSMENT:

Use the activity in which the learners must say the beginning sound of each word to assess learners.

#### EMERGENT LITERACY:

Identifies the sounds at the beginning of spoken words

WEEK 25 LESSON 2	
THEME: SHOPPING – SHOPPING FOR CLOTHES	
<b>LEARNING OBJECTIVES:</b>	<p>Learners:</p> <p>Continue to develop topic related vocabulary orally.</p> <p>Role play greetings (2 sentences) in pairs.</p> <p>Play language games.</p> <p>Listen to the story told while following and looking at the pictures.</p> <p>Talk about the pictures in the story using the SAL as much as possible but use the HL where necessary.</p> <p>Answer some simple oral questions with the support of the pictures. Who? What? Where?</p> <p>Learn some oral vocabulary from the story.</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Prepare pictures (vocabulary learnt in previous lesson e.g. eggs, bread, juice, etc.) to use for Getting Started section in lesson plan.</p> <p>Prepare Goldilocks and The Three Bears from Anthology to re-tell to learners for enjoyment.</p> <p>Bring food e.g. boiled egg, slice of bread, box with porridge, etc. to class for I guessing game – extension activity. Ensure vocabulary of the objects have been addressed.</p>
<b>RESOURCES:</b>	<p>DBE workbooks p 50 &amp; 51</p> <p>DBE Anthology p 52, <b>The Wolf and The Seven Little Goats</b></p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary Chart with flash cards</p> <p>Objects related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

#### ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. “Good morning Anita. How are you” “Good morning Nomsa. I am fine thank you.”) Learners may use their hand puppets.
- Sing a familiar greeting song.

#### GETTING STARTED: (± 5 minutes)

- Start the lesson with a **CLASS QUIZ** between boys and girls.  
 Keep record of correct answers on the black board to determine the winner.  
 Teacher shows a picture (vocabulary words). Boys and girls take turns to identify the picture.  
 If correct they score 1 point, if incorrect they lose a point.
  - Round 1: Teacher holds up a picture. Girls must give the SAL name for the picture.
  - Round 2: Teacher holds up a picture. Boys must give the SAL name for the picture.
  - Repeat until all vocabulary words have been addressed.

**MAIN ACTIVITY:** ( $\pm$  15 minutes)

- Shared Reading: Anthology p 52 The Wolf and The Seven Little Goats
  - Teacher guides learners to talk about the pictures on pages 52 - 53, using SAL as much as possible but also the HL where necessary.
  - Teacher asks learners to predict what is going to happen in the story.
  - Learners predict what is going to happen, using the SAL as much as possible but use the HL where necessary.
  - Teacher tells story to learners.
  - Teacher re-tells the story and encourages learners to help her to re-tell the story.
  - Teacher asks simple questions from the story using the SAL. "What is this?" "Who is this?" "What happened to the boy?" "Who saved the boy?"  
Learners answer using the SAL. e.g. "That is ."

**CLOSING ACTIVITY:** ( $\pm 7$  minutes)

- **Pictionary game:** (Class/group/pair activity)
  - One learner must draw a picture of an item of food and the other learners must guess what it is, using the SAL to answer.
  - The learner who answers correctly is the next one to draw.
- Paste the stickers of the relevant vocabulary theme words on page 60 and 61 in the workbook. Stickers are found in the back of the workbook.

### SUGGESTIONS FOR EXTENSION:

- I guess ...
  - Teacher provides a closed basket/box with clothing items to a group of learners.
  - One learner gets blind folded.
  - One of the other learners in the group hands the blind folded learner an object from the closed basket/box.
  - Blind folded learner must guess what it is. He/she may touch to guess. He/she answers in the SAL.

**Notes:**

DRY

WEEK 26 LESSON 1	
THEME: SHOPPING – SHOPPING IN TOWN	
<b>LEARNING OBJECTIVES:</b>	Learners: Continue to develop topic related vocabulary orally. Sing simple songs and do actions as a class. Respond to instructions and commands. Segment spoken words into syllables. Identify the sounds at the end of spoken words. Talk about the pictures in the story using the SAL as much as possible but use the HL where necessary. Answer some simple oral questions with the support of the pictures. Who? What? Where?
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p.52 & 53 DBE Big Book 2 p 9 -16 <b>At the Shops</b> Hand puppets and other props to act out stories for role-play Vocabulary Chart with flash cards and audio resources, e.g. CD's, DVD's

### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

### GETTING STARTED: (± 5 minutes)

- Teacher encourages learners to tell a friend what they see in the pictures on p. 52 & 53, using the HL or the SAL.
- Allow feedback from some learners to tell the class what they see in the pictures, using the HL or the SAL.

### MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic **Shopping in Town** to the learners in the HL and then in the SAL. (See foreword).
- Introduce new vocabulary to learners: (See foreword)  

cake, meat, cabbage, fish, furniture, clothing, butchery, bakery, supermarket, fruit and vegetables
- After all the words are introduced learners must clap the words according to their sounds and syllables.
- Teacher points to a word, says the word and learners must say the beginning sound of each word.
- Have a class discussion on what the people are doing in the picture, using the SAL as much as possible and the HL where necessary.
- Practise in pairs:
  - Learners take turns to ask the question:  
Learner 1: "Excuse me, where is the butcher?"  
Learner 2: "It's over there" Let them point out on the picture  
Learner 2: "Excuse me, where is the supermarket?"  
Learner 1: "It's over here" Let them point out on the picture
  - Learners, in pairs do the same with all the shops  
Learner 1: "Where are you going?"                      Learner 2: "To the baker to buy a \_\_\_\_\_"  
Learner 2: "Where are you going?"                      Learner 1: "To the butcher to buy some \_\_\_\_\_"  
Learners, in pairs do the same with all the shops
- Practise with Pule:
  - Learners use their hand puppets to work in pairs, doing the following dialogue, using SAL.
  - Pule: "Where can I buy bread?"                      Pam: "At the bakery"
  - Pule: "Where can I buy fruit?"                      Pam: "At the fruit shop"
  - Pule: "Where can I buy cold drink?"                      Pam: "At the supermarket"
- Let's Talk:  
Teacher uses hand puppets to have a SAL dialogue. e.g.
  - Pam: Good morning, Pule.                      Pule: Good morning, teacher.
  - Pam: What do you like to do?                      Pule: I like to work on the computer.
- Learners use their own hand puppets and mimic the teacher.

### CLOSING ACTIVITY: (± 7 minutes)

- Beach Ball activity:
  - Learner throwing the ball calls out the name of a popular shop (i.e. butcher, bakery, supermarket, coffee shop, etc.) using the HL.



- Learner catching the ball must repeat the word shop, using the SAL and call out another item, using the HL.
- Repeat until all learners had a chance.

### SUGGESTIONS FOR EXTENSION:

- **Matching game/worksheet:**
  - Provide learners with topic related pictures and word flash cards. Learners must match the word with the picture.
  - Compile a worksheet where learners must match topic related pictures with words.

WEEK 26 LESSON 2	
THEME: SHOPPING – SHOPPING IN TOWN	
<b>LEARNING OBJECTIVES:</b>	<p>Learners:</p> <p>Continue to develop topic related vocabulary orally.</p> <p>Role play greetings (2 sentences) in pairs.</p> <p>Play language games.</p> <p>Repeat some language chunks confidently.</p> <p>Respond to instructions and commands.</p> <p>Segment oral sentences into individual words.</p> <p>Answer some simple oral questions with the support of the pictures. Who? What? Where?</p> <p>Recognise some written words in the SAL in the Shared Reading activity.</p> <p>Learn some oral vocabulary from the story.</p> <p>Join in chorusing and repeat language chunks where appropriate in pairs and in small groups. This should happen after repeated readings.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbooks p 52 &amp; 53</p> <p>DBE Big Book 2 p 9 – 16: <b>At the Shops</b></p> <p>Vocabulary Chart with flash cards</p> <p>Audio resources. e.g. CD's, DVD's</p>

**ROUTINES: ( $\pm 3$  minutes)**

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.")

**GETTING STARTED: ( $\pm$  5 minutes)**

- Teacher encourages learners to tell their friends which shop they love to visit when going to a shopping mall. They must provide reasons why they like shopping there.
- Allow a few learners to tell that to the rest of the class.

**MAIN ACTIVITY:** ( $\pm$  15 minutes)

- Shared Reading: Big Book 2 p. 9 – 16
  - Teacher reads **At the Shops**, sentence by sentence to learners.
  - Learners repeat sentences orally and clap words in spoken sentences.
  - Re-read the story and encourage learners to join in reading the story.
- Teacher points to the pictures in the Big Book and ask questions.  
Learners must answer using SAL.
  - Teacher: Which shop is this?                      Learners: That is the fruit and vegetable shop.
  - Teacher: What is she selling at this shop?        Learners: She sells fruit and vegetables.
  - Teacher does this exercise with every picture on every page.
  - Other Big Book questions: What is the name of the supermarket your family shop at? What does your mother or father or uncle or grandmother buy from the supermarket? Do they use a shopping list? What do shop assistants do? What other shops have you visited?
- Practice with Pule and Pam:
  - Pule: Excuse me, what is the time?                  Pam: It's 1 o'clock
  - Pule: Excuse me, what time does the bus leave?     Pam: At 5 o'clock
  - Pule: Excuse me, where is the supermarket?        Pam: Around the corner
  - Pule: Excuse me, what does the cabbage cost?      Pam: It costs R30
- **Culturally related questions:** In cities and in towns we mostly go to shopping centres to shop, but where do you shop in small towns and villages? What is the one of the big differences for you between buying things in a shopping centre and at a small shop in a town or a village?



**CLOSING ACTIVITY:** (± 7 minutes)

- **Beach ball activity:**
  - Learner who catches the ball must tell the class what he/she likes to do. e.g. "I like to buy meat."
  - The group must repeat the catcher's sentence.
  - The catcher throws the ball to the next person who must then tell the group what he/she likes to buy and the group must repeat the sentence.
- Paste the stickers of the relevant vocabulary theme words on page 60 and 61 in the workbook. Stickers are found in the back of the workbook.

**SUGGESTIONS FOR EXTENSION:**

- Learners compile their own Big Book about the shops they like to visit using learnt vocabulary.

**INFORMAL ASSESSMENT:**

Use the activity in which the learners touch their body parts to assess learners.

**LISTENING AND SPEAKING:**

Sings action songs and poems with confidence.

**Notes:**

Handwriting practice lines with a large diagonal watermark reading "DRAFT".

## WEEK 27 LESSON 1

**THEME: CELEBRATIONS – BIRTHDAY PARTY**

<b>LEARNING OBJECTIVES:</b>	<p>Learners:</p> <p>Continue to develop topic related vocabulary orally.</p> <p>Point to and names objects in a picture in response to the teacher's instructions.</p> <p>Sing simple songs and do actions as a class.</p> <p>Repeat some language chunks confidently.</p> <p>Segment spoken words into syllables.</p> <p>Identify the sounds at the beginning of spoken words.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p.54 &amp; 55, Poster 9, <b>Birthday Party</b>, Anthology p. 120 <b>Happy Birthday</b></p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary Chart with flash cards</p> <p>Pictures related to the theme and audio resources, e.g. CD's, DVD's</p>

**ROUTINES: ( $\pm 3$  minutes)**

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

**GETTING STARTED: ( $\pm$  5 minutes)**

- Teacher encourages learners to tell a friend what they see in the pictures on p. 52 & 53, using the HL or the SAL.
- Allow feedback from some learners to tell the class what they see in the pictures, using the HL or the SAL.

**MAIN ACTIVITY:** ( $\pm$  15 minutes)

- Introduce the Theme: **Celebrations** for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week's Topic: **Birthday Party** to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 54.
- Encourage learners to tell a friend *what they* see in the picture on page 54, using the HL.
- Allow a few children to tell the class what they see *in* the picture.
- Introduce new vocabulary to learners: (See foreword)

birthday cake, present, sweets, cold drink, popcorn, hot dog, ice cream

- After all the words are introduced learners must clap the words according to their sounds.
- Learners must segment vocabulary words into syllables.
- Teacher points to a word, says the word and learners must say the beginning sound of each word.
- Teacher points to a picture in column 1 – 3 on p. 54 and learners must say the SAL word.
- Practise in pairs:
  - Learners practise “I like ...” sentences on p. 55 in pairs.
  - Learners use the pictures to complete the sentences
  - Learners do a few more of these sentences with their own words added in.
- Practice with Pule and Pam:

Teacher uses hand puppets to have a SAL dialogue with “Pule and Pam”. e.g.

○ Pule: Happy birthday, Pam	Pule: Thank you, Pule.
○ Pule: How old are you?	Pam: I am eight.

Learners use their own hand puppets and mimic the teacher.
- **Culturally related questions:** How are birthday parties celebrated in your traditional way? How is this different from the modern way of doing this?

**CLOSING ACTIVITY:** ( $\pm 7$  minutes)

- Let's Talk:  
Learners use their hand puppets to walk around and ask 5 friends how they get to school using the SAL.  
"How old are you?"  
Friend's answers using the SAL. "I am \_\_\_\_."

### SUGGESTIONS FOR EXTENSION:

- **Matching game/worksheet:**
  - Provide learners with topic related pictures and flash cards. Learners must match the word with the picture.
  - Compile a worksheet where learners must match topic related pictures with words.

WEEK 27 LESSON 2	
THEME: CELEBRATIONS – BIRTHDAY PARTY	
<b>LEARNING OBJECTIVES:</b>	Learners: Continue to develop topic related vocabulary orally. Role play greetings (2 sentences) in pairs. Play language games. Listen to the story read while following the teacher and looking at the pictures. Talk about the pictures in the story using the SAL as much as possible but use the HL where necessary. Answer some simple oral questions with the support of the pictures. Who? What? Where? Learn some oral vocabulary from the story.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL). Prepare flash card for DBE Poster 9, <b>Birthday Party</b>
<b>RESOURCES:</b>	DBE Workbook p 54 & 55 DBE Poster no. 9, <b>Birthday Party</b> DBE Anthology p. 120 <b>Birthday song</b> Vocabulary chart with flash cards Objects/pictures related to the theme and audio resources, e.g. CD's, DVD's

### ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine, thank you.)

### GETTING STARTED: (± 5 minutes)

- Introduce DBE poster 9: **Birthday Party**
- Encourage learners to tell a friend using the SAL *which characters can be seen* in the poster.
- Allow a few children to tell the class *which characters can be seen* in the poster.

### MAIN ACTIVITY: (± 15 minutes)

- Teacher introduce vocabulary words:  
birthday cake, present, balloons, juice, chips, sweets, costume, friends, music
- Move and Learn activity:
  - Teacher points at picture no. 1 (birthday cake) on the poster.
  - Learners read the English word on the poster and must say the SAL word.
  - Teacher requests one of the learners to paste the SAL flash card next to the English word on the poster.
  - Repeat above steps until all the words have been addressed.
  - Poster questions: What song (s) do you sing at your birthday party? How are birthdays held in your family? How are weddings conducted in your culture? How is this different from the other cultures in South Africa? Why do we celebrate African day?
- Practice in pairs:
  - Learner 1: Can you see a birthday cake?
  - Learner 2: Yes, I can see a birthday cake (Learner must point to the birthday cake on the poster)
  - Learner 1: Can you see a radio?
  - Learner 2: Yes, I can see a radio (Pointing to the radio)
  - Learners ask the same question where all 9 pictures must be identified. Roles change and Learner 2 asks the questions.

### CLOSING ACTIVITY: (± 7 minutes)

- Let's sing.** Anthology p. 120
  - Learners sing the Happy birthday song
  - Learners sing in pairs where the one learner sings the song to the other one, but now the friend's name is added into the song
- Paste the stickers of the relevant vocabulary theme words on page 60 and 61 in the workbook. Stickers are found in the back of the workbook.

### SUGGESTIONS FOR EXTENSION:

- Beach ball activity:**  
Learners throw a beach ball to each other in their groups.
  - The learner who the throws the ball must name a word which he/she learnt in the topic using the HL.
  - The learner who catches the ball must say the word mentioned by thrower using the SAL, and then name another word using the HL.

WEEK 28 LESSON 1	
THEME: CELEBRATIONS – THE WEDDING	
<b>LEARNING OBJECTIVES:</b>	<p>Learners</p> <p>Continue to develop topic related vocabulary orally.</p> <p>Respond to simple greetings and farewells, using phrases.</p> <p>Point to and names objects in a picture in response to the teacher's instructions. What? Who? Where?</p> <p>Repeat some language chunks confidently.</p> <p>Segment spoken words into syllables.</p> <p>Identify the sounds at the end of spoken words.</p> <p>Talk about the pictures in the story using the SAL as much as possible but use the HL where necessary.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 56 &amp; 57</p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary Chart with flash cards</p> <p>Pictures related to the theme and audio resources, e.g. CD's, DVD's</p>

### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

### GETTING STARTED: (± 5 minutes)

- Teacher begins a class discussion by asking: "Have you been to a wedding?"
- Allow feedback from some learners to tell the class when they went to a wedding, using the HL. Teacher repeats the sentence using the SAL. Class then repeat teacher's sentence. e.g.  
Learner (HL): I went to my sister's wedding.  
Teacher (SAL): I went to my sister's wedding.  
Class (SAL): I went to my sister's wedding.

### MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic **The Wedding** to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 56 & 57.
- Encourage learners to tell a friend *what the people are doing* in the picture on page 56 & 57, using the SAL and the HL where necessary.
- Introduce new vocabulary to learners: (See foreword)  

wedding, tent, chair, table, pot, fire, cake, meat, chicken, drum, man, woman.
- After all the words are introduced learners must clap the words according to their sounds.
- Learners segment spoken words into syllables.
- Teacher points to a word, says the word and learners must say the end sound of each word.
- Practise with Pule: Learners practise the following sentences with the help of the teacher
  - Pule: What is your name? Pam: My name is \_\_\_\_\_
  - Pule: Where do you live? Pam: I live in \_\_\_\_\_
- Practise in pairs: Use learnt vocabulary to complete these activities.  
Teacher uses hand puppets to have a SAL dialogue. e.g.
  - Pule: Did you go to a wedding? Pam: Yes, I went last week.
  - Pule: What did you do? Pam: We danced and laughed
  - Pule: What did you eat? Pam: I ate chicken and rice.
Learners use their own hand puppets and mimic the teacher.  
Teacher continues to model dialogues until learners are confident to practise their own dialogues.
- Culturally related questions:** Tell us how a wedding takes place in your culture. Who is regarded as the most important person(s) at a wedding ceremony? Why?

### CLOSING ACTIVITY: (± 7 minutes)

- Teacher encourages learners to design their own little wedding invitations. Name the venue, date and time.

### SUGGESTIONS FOR EXTENSION:

- Draw a picture of happy people at a wedding and write a caption for each picture using the SAL words from the Vocabulary Chart.

WEEK 28 LESSON 2	
THEME: CELEBRATIONS – THE WEDDING	
<b>LEARNING OBJECTIVES:</b>	<p>Learners</p> <p>Continue to develop topic related vocabulary orally.</p> <p>Answer some simple oral questions with the support of the pictures. Who? What? Where?</p> <p>Recognise some written words in the SAL in the Shared Reading activity.</p> <p>Learn some oral vocabulary from the story.</p> <p>Join in chorusing using repeated language where appropriate in pairs and in small groups.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 56 &amp; 57, Anthology p 32 <b>The Ugly Duckling</b></p> <p>Vocabulary Chart with flash cards, pictures related to the theme and audio resources</p>

#### ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. “Good morning Anita. How are you”  
“Good morning Nomsa. I am fine thank you.”)

#### GETTING STARTED: (± 5 minutes)

- Start the lesson with a **CLASS QUIZ** between boys and girls.  
Keep record of correct answers on the black board to determine the winner.  
Teacher shows a picture (vocabulary words). Boys and girls take turns to identify the picture.  
If correct they score 1 point, if incorrect they lose a point.
  - Round 1: Teacher holds up a picture. Girls must give the SAL name for the picture.
  - Round 2: Teacher holds up a picture. Boys must give the SAL name for the picture.
  - Repeat until all vocabulary words have been addressed.

#### MAIN ACTIVITY: (± 15 minutes)

- Shared Reading: Anthology p 32: **Ugly Duckling**
- Teacher guides learners to talk about the pictures in the story using the SAL as much as possible but use the HL when necessary.
- Teacher introduce vocabulary words:
 

duck, hatch, sitting, waiting, crack, expect, duckling, pond, barks, decide, nasty, feathers, swan, reflection, beautiful
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- Teacher models how to read a story to learners, using a pointer, while learners follow.
- Teacher reads sentence by sentence.
- Learners repeat the sentences and clap each word.
- Teacher re-reads the story 2 or 3 times and encourages learners to join in reading the story.
- Learners recognise words in the story.
- Teacher asks simple questions from the story using the SAL. e.g.
  - “Where does mother duck live?” “Who hatched last?”
  - “Where did she take them to swim?” etc. “Why was the ugly duckling unhappy?”
  - “What happened at the end with the ugly duckling?”
- Learners answer using the SAL as much as possible but use the HL where necessary.
- Learners act out parts of the story using gestures and simple language chunks.

#### CLOSING ACTIVITY: (± 7 minutes)

- Sing an appropriate action song, DBE Workbook p57
- Paste the stickers of the relevant vocabulary theme words on page 60 and 61 in the workbook. Stickers are found in the back of the workbook.

#### SUGGESTIONS FOR EXTENSION:

- Beach ball activity:**  
Learners throw a beach ball to each other in their groups.
  - The learner who throws the ball must name a word which he/she learnt in the topic using the HL.
  - The learner who catches the ball must say the word mentioned by the thrower using the SAL, and then name another word using the HL.

#### INFORMAL ASSESSMENT:

Use the Shared reading activity to assess learners.

#### EMERGENT LITERACY:

- Segment oral sentences into individual words by clapping on each word, e.g., sentences from the story
- Answers some simple oral questions about the story or non-fiction text
- After repeated readings, join in chorusing and repeat language chunks where appropriate in pairs and in small groups
- Acts out parts of the story using some gestures and simple language chunks.

WEEK 29 LESSON 1	
THEME: CELEBRATIONS – IT'S HERITAGE DAY	
<b>LEARNING OBJECTIVES:</b>	Learners Continue to develop topic related vocabulary orally. Role play greetings (2 sentences) in pairs. Use some formulaic language (e.g. please and thank you). Play language games. Repeat some language chunks confidently. Segment spoken words into syllables. Identify the sounds at the beginning of spoken words. Talk about the pictures in the story using the SAL as much as possible but use the HL where necessary. Answer some simple oral questions with the support of the pictures. Who? What? Where?
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 58 & 59 DBE Big Book 2 p 17 - 24 Hand puppets and other props to act out stories for role-play Vocabulary Chart with flash cards Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")
- Sing a familiar song about the theme, e.g. **Nkosi Sikelel' iAfrica**

### GETTING STARTED: (± 5 minutes)

- Teacher encourages learners to tell a friend what they see in the pictures on p. 58 & 59, using the SAL as much as possible, but the HL if necessary.
- The teacher determine how many different cultures are represented in the class
  - Teacher asks learners to indicate what cultural group they represent
  - Learners respond to the above question using the SAL as much as possible, but use the HL if necessary.

### MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic **It's Heritage Day** to the learners in the HL and then in the SAL. (See foreword).
- Introduce new vocabulary to learners: (See foreword)  

beads, dress, drum, flag, hat, blanket, shield
- After all the words are introduced learners must clap the words according to their sounds.
- Learners segment spoken words into syllables.
- Teacher points to a word, says the word and learners must say the end sound of each word.
- Practise with Pule and Pam
  - Learners use their hand puppets to walk around and ask and answer 5 friends, using the SAL:
  - Learner 1: "What is your name?"
  - Learner 2: "My name is \_\_\_\_\_"
  - Learner 1: "Where do you live?"
  - Learner 2: "I live in \_\_\_\_\_"
  - Learner 1: "What language do you speak?"
  - Learner 2: "I speak \_\_\_\_\_"
- **Culturally related questions:** Why do we celebrate Africa Day? Why is Africa Day important for us? Can you name any other day in South Africa when we celebrate our heroes, great leaders, our parents, religious days or any day that is dedicated to a cause or to remember an important event.

### CLOSING ACTIVITY: (± 7 minutes)

- **Play snap:**
  - Learners make their own playing cards by writing the names of the 11 different languages of South Africa on the cards. One name per card. Make 2 sets of cards.
  - Learners shuffle the cards and play "snap".



### SUGGESTIONS FOR EXTENSION:

- **Matching game/worksheet:**

- Provide learners with topic related pictures and word flash cards. Learners must match the word with the picture.
- Compile a worksheet where learners must match topic related pictures with words.

WEEK 29 LESSON 2	
THEME: CELEBRATIONS – IT'S HERITAGE DAY	
<b>LEARNING OBJECTIVES:</b>	Learners: Continue to develop topic related vocabulary orally. Role play greetings (2 sentences) in pairs. Segment oral sentences into individual words. Talk about the pictures in the story using the SAL as much as possible but use the HL where necessary. Answer some simple oral questions with the support of the pictures. Who? What? Where? Recognise some written words in the SAL in the Shared Reading activity. Learn some oral vocabulary from the story. Join in chorusing using repeated language chunks where appropriate in pairs and in groups.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p.58 & 59, Big Book 2 p17-24 Hand puppets and other props to act out stories for role-play Vocabulary Chart with flash cards Objects related to the theme and audio resources, e.g. CD's, DVD's

### ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.)

### GETTING STARTED: (± 5 minutes)

- Encourage learners to tell a friend why they are happy to be a Zulu or Xhosa or Tshivenda or Afrikaner or Indian or Ndebele or from any other cultural group of South Africa, using the HL.

### MAIN ACTIVITY: (± 15 minutes)

- Shared Reading: Big Book 2 p.17 – 24 **It's Heritage Day**
  - Teacher reads **It's Heritage Day**, page by page, sentence by sentence to learners.
  - Learners repeat sentences orally and clap words in spoken sentences.
  - Re-read the story and encourage learners to join in reading the story.
- Teacher points to the pictures in the Big Book and ask questions. Learners must answer using the SAL.
  - Teacher: What clothes are Ndi and Annetjie wearing?
  - Learners: They are wearing Venda clothes.
  - Teacher: What clothes are Bheki and Rachid wearing?
  - Learners: They are wearing \_\_\_\_ clothes.
  - Teacher: What clothes are Thumi and Tsepodra wearing?
  - Learners: They are wearing \_\_\_\_ clothes.
  - Teacher: What clothes are Karen and Gugudra wearing?
  - Learners: They are wearing \_\_\_\_ clothes.
  - Teacher: What clothes are Piet and Lumka wearing?
  - Learners: They are wearing \_\_\_\_ clothes.
- Other Big Book questions:
  - Which languages are spoken in your family?
  - What is the food liked by Indian South Africans?
  - What can you buy from a market?

### CLOSING ACTIVITY: (± 7 minutes)

- **Memory Game:** Boys against Girls
  - Keep record of correct answers on the black board to determine the winner.
  - Teacher asks question from the Big Book 2 story p 17 – 24, **It's Africa Day**. e.g.  
What did Veronica wear?  
What did Debbie wear?  
What did the Swati girls do? Etc.



- Boys and girls take turns to answers the questions, using the SAL as much as possible, but use the HL when necessary.
- If correct they score 1 point, if incorrect they lose a point.
- Paste the stickers of the relevant vocabulary theme words on page 60 and 61 in the workbook. Stickers are found in the back of the workbook.

**SUGGESTIONS FOR EXTENSION:**

- Learners compile their own Big Book using learnt vocabulary.

**Notes:**

Lined area for notes, featuring a large diagonal 'DRAFT' watermark.

WEEK 30 LESSON 1	
THEME: CELEBRATIONS – CHECK YOURSELF	
<b>LEARNING OBJECTIVES:</b>	<p>Learners</p> <p>Continue to develop topic related vocabulary orally.</p> <p>Respond to simple greetings and farewells, using phrases.</p> <p>Point to and name objects in a picture in response to the teacher's instructions.</p> <p>Sing simple songs and do actions as a class.</p> <p>Play language games.</p>
<b>NOTES:</b>	Prepare flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 60</p> <p>Vocabulary Chart with flash cards</p> <p>Audio resources, e.g. CD's, DVD's</p>

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

- Sing songs learnt this term.

- Introduce words that have not been addressed during this term.
- Read the words on p. 60 in the DBE Workbook aloud as a class.
- Learners paste stickers in the correct places on p. 60
- Build oral sentences with these words.

- **Beach ball activity:**
  - Learner throwing the ball says one of the words on p. 60, using SAL.
  - Learner catching the ball must translate the word, using the HL and then say another word from p. 60, using the SAL as he/she throws the ball to another group member.
  - Repeat until all learners had a chance.

- Play with a friend:  
Round 1:
  - Learner 1: Say 3 words randomly from page 60.
  - Learner 2: Repeat the words in the correct order.
  - Learner 2: Say 3 words randomly from page 60.
  - Learner 1: Repeat the words in the correct order.If learners are able to remember 3 words, they increase the number of words they say in the following rounds.

### Notes:

[illegible]

WEEK 30 LESSON 2	
THEME: CELEBRATIONS – CHECK YOURSELF	
<b>LEARNING OBJECTIVES:</b>	Learners: Continue to develop topic related vocabulary orally. Role play greetings (2 sentences) in pairs. Point to and name objects in a picture in response to a friend's question. What? Listen to short stories told with enjoyment.
<b>NOTES:</b>	Prepare topic flash cards (HL & SAL). Prepare to re-tell the story of <b>The Gingerbread Man</b> .
<b>RESOURCES:</b>	DBE Workbook p. 61 DBE Anthology p 46 <b>The Gingerbread Man</b> Vocabulary Chart with flash cards Audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.)

#### GETTING STARTED: (± 5 minutes)

- Recite Poems learnt this term.

#### MAIN ACTIVITY: (± 15 minutes)

- Introduce words not addressed during this term.
- Read the words on p 41 in the DBE Workbook aloud as a class.
- Practise in pairs:
  - Learner 1: Point to picture and ask his/her friend: "What is this?" using the SAL.
  - Learner 2: Answer question: "It is a \_\_\_\_\_", using the SAL.
- Build oral sentences with these words.

#### CLOSING ACTIVITY: (± 7 minutes)

- Anthology p. 46 The Gingerbread Man
- Tell the story The Gingerbread Man to the learners for enjoyment.

#### SUGGESTIONS FOR EXTENSION:

- Beach ball activity:**
  - Learner who throws the ball asks any of the questions learnt during the term just before throwing.
  - Learner who catches the ball must answer the throwers' question and must then ask a new question.
  - All the learners in the group must get a chance to catch and throw.

Questions asked during the term:	Answers learned during the theme:
What is this?	It's a _____.
Good morning, how are you?	I am fine thank you.
What is your name?	My name is _____.
What is your surname?	My surname is _____.
How much does it cost?	R _____
How much does the _____ cost?	It cost R _____.
Excuse me, where is the butcher?	It's over there.
Where are you going?	To the _____ to buy some _____.
Excuse me, what is the time?	It is _____.
How old are you?	I am _____.
Where do you live:	I live in _____.
What language do you speak?	I speak _____.

#### Notes:

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**IIAL GRADE 2  
SECOND  
ADDITIONAL LANGUAGE  
(SAL)**

**LESSON PLANS  
TERM 4**

## GRADE 2 SECOND ADDITIONAL LANGUAGE

<b>REQUIREMENTS</b> <b>TERM 4</b>
<b>LISTENING AND SPEAKING</b>
<p><b>Weekly activities</b>  <b>Two or more of the following activities in a lesson in the week</b>  Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics  Learners sing simple songs and do actions with confidence in pairs and small groups  Learners recite poems and do actions with confidence in pairs and small groups  Learners respond to simple greetings and farewells, using language chunks, for example, Good bye. See you later.'  Learners participate in simple dialogues with support of the teacher, modelling greetings and farewells in pairs and in small groups  Makes simple requests, for example, 'May I leave the classroom?'  Learners use some formulaic language (e.g. 'Excuse me, I'm sorry')  Learners point to and name objects in the classroom or in a picture in response to the teacher's instructions  Learners play language games as a class  Learners respond physically to simple oral instructions given by the teacher individually and in pairs  Learners respond to simple questions asked by the teacher and learners who take the role of the teacher, for example, 'What, Who, Where'    <b>Once a week, the teacher reads or tells a story. Stories told must be dramatized using gestures and props to support the meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures</b>  Learners listen to short stories with enjoyment and joins in chorusing at the appropriate time and repeats patterned language (language chunks) where appropriate in pairs and in small groups;  Learners name some of the things in the picture in response to questions from the teacher and peers</p>
<p><b>Development of concepts, vocabulary and language structures through taking part in the above activities:</b>  Learners respond to simple questions (e.g. 'What is your name?')  Learners continue to build and model the acquired vocabulary and language chunks in simple dialogues  Learners do actions in response to instructions from the teacher, for example, jump/hop/skip/touch your toes, walk quickly/slowly etc.  Learners make simple requests, for example, 'May I leave the room please?'  Learners begin to develop understanding and ability to use simple language structures in the context of meaningful spoken language e.g. personal pronouns (I, my, we etc.)</p>
<b>EMERGENT LITERACY</b>
<p><b>Phonological and Phonemic Awareness</b>  Learners clap out the sounds in familiar words  Learners segment spoken words into sounds and blending them again  Learners identify the sounds at the beginning and at end of spoken words  Learners segment oral sentences into individual words by clapping on each word</p>
<p><b>Shared Reading (at least 15 minutes once per week)</b>  Learners listen and respond to the story or non-fiction text while following the teacher and looking at the pictures  Learners talk about the pictures using the SAL  Learners identify and name objects in the pictures using the SAL  Learners read the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher.  Learners answer some simple questions with the support of the pictures, for example, Who, What, Where  Learners learn some oral vocabulary  After repeated readings, learners join in chorusing and repeat language chunks where appropriate in pairs and in small groups  Learners recognise and read some common words in the SAL in the classroom, e.g. wall display.  Learners act out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets in pairs and in small groups.</p>

**Gr. 2 SAL TERM 4 PACE SETTER**

	<b>CAPS CONTENT/CONCEPTS/SKILLS</b>	<b>WEEK</b>									
		31	32	33	34	35	36	37	38	39	40
<b>LISTENING AND SPEAKING</b>	<b>Weekly activities</b>										
	Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners sing simple songs and do actions with confidence in pairs and small groups		✓			✓	✓	✓	✓	✓	✓
	Learners recite poems and do actions with confidence in pairs and small groups	✓		✓	✓	✓	✓		✓	✓	✓
	Learners respond to simple greetings and farewells, using language chunks, for example, 'good bye. See you later.'	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners participate in simple dialogues with support of the teacher, modelling greetings and farewells in pairs and in small groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Makes simple requests, for example, 'May I leave the classroom please?'					✓	✓			✓	
	Learners use some formulaic language (e.g. 'Excuse me; I'm sorry')			✓		✓	✓		✓		
	Learners point to and name objects in the classroom or in a picture in response to the teacher's instructions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners play language games as a class	✓	✓	✓	✓	✓	✓	✓	✓		✓
	Learners respond physically to simple oral instructions given by the teacher individually and in pairs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners respond to simple questions asked by the teacher and learners who take the role of teacher, for example, 'What, Who, Where'	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>Development of concepts, vocabulary and language structures</b>										
	Learners respond to simple questions (e.g. 'What is your name?')	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners continue to build and model the acquired vocabulary and language chunks in simple dialogues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners do actions in response to instructions from the teacher, for example, jump/hop/skip/touch your toes, etc. Walk quickly/slowly etc.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners make simple requests, for example, 'May I leave the room please?'	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners begin to develop understanding and ability to use simple language structures in the context of meaningful spoken language e.g. personal pronouns (I, my, we etc.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>EMERGENT LITERACY</b>	<b>Phonological and Phonemic Awareness</b>										
	Learners clap out the sounds in familiar words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners segment spoken words into sounds and blending them again	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners identifies the sounds at the beginning and end of spoken words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners segment oral sentences into individual words by clapping on each word		✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>Shared Reading (at least 15 minutes once per week)</b>										
	Learners listen and respond to the story or non-fiction text while following the teacher and looking at the pictures		✓	✓	✓	✓	✓	✓	✓		✓
	Learners talk about the pictures using the SAL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learners identify and name objects in the pictures using the SAL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Learners read the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher.		✓			✓		✓	✓		
Learners answer some simple questions with the support of the pictures, for example, Who, What, Where		✓	✓	✓	✓	✓	✓	✓	✓	✓
Learners learn some oral vocabulary		✓	✓	✓	✓	✓	✓	✓	✓	✓
After repeated readings, learners join in chorusing and repeat language chunks where appropriate in pairs and in small groups		✓			✓	✓	✓	✓		
Learners recognise and read some common words in the SAL print in the classroom, e.g. wall display.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learners act out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets in pairs and in small groups.		✓	✓	✓	✓	✓	✓	✓		



## GR. 2 SAL TERM 4

### SUMMARY OF ACTIVITIES

WEEKS 31 – 33 THEME: SPORT				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
31	1	Class discussion about sport.	Practise to ask questions and give answers.	Beach ball activity – questions and answers.
	2	Recap vocabulary.	Dialogues between learners, using puppets.	Play Charades
32	1	Learners tell a friend what they see in the picture.	Complete sentences using vocabulary words.	Dialogues - ask and answer questions.
	2	Point to picture and tell a friend what you see.	Read a story – Sports day	Song – I'll be running
33	1	Learners tell a friend what is happening in the picture.	Use formulaic language.	Draw a sport picture.
	2	Recite a poem and sing a song.	Teacher tells a story – The Hare and the Tortoise	Beach ball activity – questions and answers.
WEEKS 34 – 36 THEME: PEOPLE WHO HELP				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
34	1	Answer questions.	Practise dialogues and complete written activity.	Learners respond physically to simple oral instructions.
	2	Tell a friend who you see on the poster.	Play Charades	Poem: What do they do?
35	1	Class quiz – vocabulary words	Clap sounds and syllables. Practise dialogues.	Complete written activity.
	2	Recite poems – What do they do? And I'm a little fireman	Read story – House on fire	Answer questions from the story.
36	1	Interpret pictures to predict story.	Dialogue between doctor and Jabu.	Complete written activity and sing a song – Five little monkeys.
	2	Class quiz – vocabulary words	Tell a story for enjoyment – Wendy Whale to the rescue	Matching game/worksheet
WEEKS 37 – 39 THEME: CELEBRATE WITH FRIENDS				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
37	1	Learners interpret a picture.	Ask and answer questions with confidence.	Role play own dialogues using puppets.
	2	Learners tell each other about their culture.	Read Big Book story – It is holiday time	Answer questions about the story.
38	1	Picture discussion.	Mime concert activities	Song – Rainbow Nation
	2	Song – National Anthem	Read Anthology story – The Gingerbread Man	Act out a story
39	1	Talk about showing appreciation	Practise dialogues.	Recite a poem: Sharing is caring
	2	Recite poem: Sharing is caring	Complete written activity.	Song – School song.
WEEKS 40 THEME: CHECK YOURSELF				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
40	1	Sings songs learnt this term.	Match sticker with word.	Beach ball activity - vocabulary
	2	Recite poems learnt this term.	Listen to Anthology story – Ben Finds a New Friend	Learners tell each other what they are going to do during the holiday.

## GR. 2 SAL TERM 4

### SUGGESTED INFORMAL ASSESSMENT ACTIVITIES

SKILL	CONTENT	WEEKS	ASSESSMENT ACTIVITY
<b>LISTENING AND SPEAKING</b>	<b>Oral and/or practical /Observation</b> Responds to simple questions (e.g. 'What is your name?')	Week 31 Lesson 1	<b>Closing activity:</b> Learners ask each other what sport they like and must answer in full sentences using SAL.
	<b>Oral and/or practical /Observation</b> Participates in simple dialogues with support of teacher, modelling greetings and farewells in pairs and in small groups	Week 33 Lesson 1	<b>Main activity:</b> Learners practise the dialogue with a friend until they are able to role play it with confidence.
	<b>Oral and/or practical /Observation</b> Makes simple requests, for example, 'May I leave the room please?'	Week 35 Lesson 1	<b>Main activity:</b> Learners use their own hand puppets and mimic the teacher until they can do the dialogue with confidence.
	<b>Oral and/or practical /Observation</b> Does actions in response to instructions from the teacher, for example, 'jump/hop/skip/touch your toes, etc.' 'Walk quickly/slowly etc.'	Week 31 Lesson 1	<b>Main activity:</b> Learners act out teacher's instructions.
<b>EMERGENT LITERACY</b>	<b>Oral and/or practical /Observation</b> Clap out the sounds in familiar words	Week 31 Lesson 2	<b>Getting started activity:</b> Learners clap the sounds of the words.
	<b>Oral and/or practical /Observation</b> Segment spoken words into sounds and blending them	Week 32 Lesson 1	<b>Main activity:</b> Clap the words according to their sounds and blend the sounds together again by reading the word again, e.g. n-e-t-b-a-ll → netball
	<b>Oral and/or practical /Observation</b> Identify the sounds at the beginning and end of spoken words	Week 32 Lesson 1	<b>Main activity:</b> Say the word and learners must say the beginning and the end sounds of each word.
	<b>Oral and/or practical /Observation</b> Segment oral sentences into individual words by clapping on each word	Week 35 Lesson 2	<b>Main activity:</b> Learners repeat sentences orally and clap words in spoken sentences.
	<b>Oral and/or practical /Observation</b> Identify and name objects in the illustrations in the Big Book/Poster	Week 34 Lesson 1	<b>Main activity:</b> Practise in pairs: Learner must points to a picture in the workbook and asks a friend a question.
	<b>Oral and/or practical /Observation</b> Answers simple literal questions about a story in short answers	Week 32 Lesson 2	<b>Main activity:</b> Teacher asks simple questions from the story using SAL. What are they doing?
	<b>Oral and/or practical /Observation</b> After repeated readings, joins in chorusing and repeat language chunks where appropriate in pairs and in small groups with confidence	Week 37 Lesson 2	<b>Main activity:</b> Learners read the Big Book story with the teacher.
	<b>Oral and/or practical /Observation</b> Acts out parts of the story using some gestures and simple dialogue in pairs and in small groups with confidence and enthusiasm	Week 32 Lesson 2	<b>Main activity:</b> Teacher instructs learners to act out actions from the story.

WEEK 31 LESSON 1	
THEME: SPORTS – FUN DAY	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics</p> <p>Learners will be able to participate in simple dialogues with support of teacher.</p> <p>Learners will be able to respond to simple questions asked by the teacher and learners who take the role of teacher, for e.g. “What, Who, Where”</p> <p>Learners will be able to begin to develop understanding and ability to use simple language</p> <p>Learners will be able to clap out the sounds in familiar words.</p> <p>Learners will be able to segment spoken words into sounds and blending them together again.</p> <p>Learners will be able to identify the sounds at the beginning and end of spoken words.</p> <p>Learners will be able to talk about the pictures using the SAL.</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Remember to keep the language simple, speak slowly but naturally during lessons.</p> <p>Reinforce new content learnt through modelling and supportive strategies.</p>
<b>RESOURCES:</b>	<p>DBE Workbook p. 62 &amp; 63</p> <p>Vocabulary chart with flash cards</p> <p>Objects/pictures related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: “Good morning class.” Class: “Good morning teacher and friends.”)

#### GETTING STARTED: (± 5 minutes)

- Introduce the Theme: **Sport** for the next three weeks to the learners in HL and then in the SAL. (See foreword).
- Introduce the week's Topic: **Fun day** to the learners in the HL and then in the SAL. (See foreword).
- Begin a class discussion using the HL (to activate thinking and reasoning skills) about sport. Ask learners questions e.g. “What kinds of sports do you get?” “Which sports are mainly done by boys”/girls?” “In which sports do you participate at our school?”

#### MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their DBE Workbooks on page 62.
  - Encourage learners to tell a friend *what is happening* in the picture on page 62, using HL.
  - Allow a few children to tell the class *what is happening* in the picture, using HL.
  - Introduce new vocabulary to learners: (See foreword)
- |  |
|--|
| netball, soccer, hop scotch, throw, catch, skip, run, jump, hop, swing, kick |
|--|
- After all the words are introduced learners must clap the words according to their sounds and blend the sounds again by reading the word again, e.g. n-e-t-b-a-ll → netball
  - Teacher points to a word, says the word and learners must say the beginning sound of the word.
  - Practise with Pule and Pam:  
Learners use their hand puppets to tell a friend what sport they like to practise.  
E.g. I like \_\_\_\_\_.
  - Practise in pairs:  
Learners practise the We like \_\_\_\_\_ and I like \_\_\_\_\_ sentences. Teacher ensure the learners understand the use of personal pronouns, we and I.
  - Learners act out teacher's instructions. e.g. “Jump up in the air.” “Pretend you are kicking/throwing a ball.”  
“Hop like a rabbit/frog.”, etc.
  - Culturally related questions:** What would you say is South Africa's national sport (the sport played by most of the people in the country)? Why do you say this? What is your favourite sport and why?

#### CLOSING ACTIVITY: (± 7 minutes)

- Let's Talk: (Beach ball group activity)
  - Thrower asks the question, “What sport do you like?” and pass the ball to another group member.
  - Catcher must answer the question, e.g. “I like running.” Then he/she must ask again “What sport do you like?” and throws the ball to the next group member.
  - Repeat until all group members had a chance.

### SUGGESTIONS FOR EXTENSION:

- **Play Charades** with a friend.
  - Learner 1 mimes a sport that he/she is playing.
  - Learner 2 must guess the name of the sport using SAL and answer in a full sentence.
  - E.g. You are playing \_\_\_\_\_

### INFORMAL ASSESSMENT:

Use the beach ball activity in which the learners ask each other what sport they like and must answer in full sentences using SAL to assess learners.

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### LISTENING AND SPEAKING:

Responds to simple questions (e.g. 'What is your name?')

Does actions in response to instructions from the teacher, e.g., 'jump/hop/skip/touch your toes, etc.' 'Walk quickly/slowly etc.'

## WEEK 31 LESSON 2

### THEME: SPORT – FUN DAY

<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to respond to and model simple greetings and farewells, using phrases, for example, 'Good morning.' 'How are you?' 'I'm fine' in pairs and small groups Learners will be able to identify, point to and name objects in the classroom or in a picture in response to the teacher's instructions and questions. Learners will be able to participate in simple dialogues with support of the teacher. Learners will be able to use some formulaic language (e.g. 'Excuse me; I'm sorry'). Learners will be able to respond to simple questions asked by the teacher and learners who take the role of the teacher, for e.g. "What, Who, Where" Learners will be able to clap out the sounds in familiar words.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL). Prepare flash card for DBE Poster 10, <b>Sport</b>
<b>RESOURCES:</b>	DBE Workbook p.62 & 63 DBE Poster 10, <b>Sport</b> Vocabulary chart with flash cards Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

### ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine, thank you.)

### GETTING STARTED: (± 5 minutes)

- Teacher recaps the words that were introduced to the learners in the first lesson on "School sports day".
- Learners clap the sounds of the words.
- Learn a poem:  
**Sport is fun**  
Sport is all about having fun.  
When I play sport I feel good,  
And I feel great when I am done.  
I run around the neighbourhood  
Shouting: Sport is fun!  
Sport is fun!

### MAIN ACTIVITY: (± 15 minutes)

- Introduce DBE poster 10: **Sport**
- Encourage learners to tell a friend, using the SAL what they can see in the poster.
- Allow a few children to tell the class what they can see in the poster.
- Move and Learn activity:
  - Teacher points at picture no. 1 (judo) in the poster.
  - Learners read the English word on the poster and must say the SAL word.
  - Teacher requests one of the learners to paste the SAL flash card next to the English word on the poster.



WEEK 32 LESSON 1	
THEME: SPORT – THE GAMES WE PLAY	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to identify and name some of the things in the picture in response to questions and instructions from the teacher, What? Who? Learners will be able to repeat some language chunks confidently. Learners will be able to clap hands on sounds in spoken words and blend the sounds again. Learners will be able to participate in simple dialogues with support of teacher. Learners will be able to identify the sounds at the beginning and the end of spoken words. Learners will be able to talk about the pictures using the SAL.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 64 and 65 Vocabulary chart with flash cards Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

### GETTING STARTED: (± 5 minutes)

- Introduce the week's Topic, **The games we play** to the learners in the HL and then in the SAL. (See foreword).
- Teacher encourages learners to tell a friend what they see in the pictures on p. 64 & 65, using the SAL as often as possible and the HL where necessary.
- Allow feedback from some learners to tell the class what they see in the pictures, using the SAL as often as possible and the HL where necessary.

### MAIN ACTIVITY: (± 15 minutes)

- Introduce this week's vocabulary to learners: (See foreword)  

tennis, rugby, athletics, hockey, soccer, judo
- After all the words are introduced learners must clap the words according to their sounds and blend the sounds by reading the word again, e.g. n-e-t-b-a-ll → netball
- Teacher points to a word, says the word and learners must say the beginning and the end sounds of each word.
- Teacher says the sentence. Learners must choose a word from the vocabulary chart to complete the sentence.

I play _____ with a rugby ball.	rugby
I play _____ with a racket.	tennis
I play _____ with a soccer ball.	soccer
I play _____ with a hockey stick.	hockey
I use flippers to _____.	swim
I play _____ with a bat.	cricket
I run _____ with tackies.	athletics

- Let's write:
  - Complete the activity on p. 65 in DBE Workbook.

### CLOSING ACTIVITY: (± 7 minutes)

- Practise with Pule and Pam:
  - Pule: Good morning, Pam. Pam: Good morning, Pule.
  - Pule: How are you? Pam: I am fine, thank you.
  - Pule: What sports do you like? Pam: I like netball and tennis.
- Build additional sentences, e.g.
  - Pule: What do you need to play cricket? Pam: I need a cricket bat.
  - Pule: Can you swim? Pam: Yes, I can swim.
  - Pule: Can you kick a ball? Pam: I can kick a ball.
- Learners use their own hand puppets and mimic the teacher. Practise the dialogue a few times until learners are able to say the sentences with confidence.
- Learners do their own dialogues in pairs.



### SUGGESTIONS FOR EXTENSION:

- **Play snap:**
  - Learners make their own playing cards by writing the names of sports and sport equipment on cards. One name on a card. Make 2 sets of cards.
  - Learners shuffle the cards and play “snap”.

### INFORMAL ASSESSMENT:

Use the activity in which the learners clap and blend the sounds of words and say the beginning and end sounds of words to assess learners.

### EMERGENT READING:

Segment spoken words into sounds and blending them again.

Identifies the sounds at the beginning and end of spoken words.

WEEK 32 LESSON 2	
THEME: SPORT – THE GAMES WE PLAY	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to respond to and model simple greetings and farewells, using phrases, for example, ‘Good morning.’ ‘How are you?’ ‘I’m fine’ in pairs and in small groups Learners will be able to talk about the pictures using the SAL. Learners will be able to read the text aloud with the teacher. Learners will be able to join in chorusing and repeat language chunks where appropriate in pairs and in small groups. Learners will be able to act out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets in pairs and in small groups. Learners will be able to sing simple songs and do actions with confidence in pairs and small groups
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 64 and 65 DBE Big Book 2 p 25 – 32, <b>Sports day</b> Vocabulary chart with flash cards Hand puppets and other props to act out stories for role-play Audio resources, e.g. CD’s, DVD’s

### ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. “Good morning Anita. How are you?” “Good morning Nomsa. I am fine thank you.”)

### GETTING STARTED: (± 5 minutes)

- Teacher recaps the new words learnt in the previous lesson.
- Learners must point to the pictures in the workbook and then tell their friends what the children are doing in the picture on p. 64 & 65, using the SAL as often as possible, but the HL when necessary. e.g.
  - They run.
  - They play hockey.
  - They play soccer.

### MAIN ACTIVITY: (± 15 minutes)

- Shared Reading: Big Book p. 25 – 32: **Sports day**
- Teacher guides learners to talk about the pictures in the story using the SAL as often as possible.
- Teacher introduces vocabulary words:  
today, happy, loudly, fast, slowly, sack races, high jump, long jump, looks, rain
- Teacher models how to read a story to learners, using a pointer, while learners follow.
- Re-reads the story a few times, encouraging learners to join her in reading the story.
- Teacher asks simple questions from the story using the SAL. What are they doing?
- Learners answer using the SAL. E.g. They are running.
- Teacher instructs learners to act out actions from the story, e.g. “Run fast on one spot.” “Run slowly on one spot.” “Jump high.” “Sing loudly.” “Sing softly.”
- Big Book questions: What are the most popular sports in your township or suburb? What is the name of



- **Culturally related questions:** 1. Name the country that Judo comes from, 2. Rugby and football (soccer) were first played in which country? 3. In what sport do men and women compete as equals

- Paste the stickers of the relevant vocabulary theme words on page 80 in the workbook.

- Compile a worksheet where learners must match topic related pictures with words.

Acts out parts of the story using some gestures and simple dialogue in pairs and in small groups with confidence and enthusiasm.

DRAFT

WEEK 33 LESSON 1	
THEME: SPORTS – WE LEARN TO SWIM	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to respond to simple greetings and farewells, using language chunks, for e.g. “Good bye. See you later.” Learners will be able to participate in simple dialogues with support of the teacher. Learners will be able to make simple requests, e.g. “May I leave the classroom please?” Learners will be able to use some formulaic language (e.g. ‘Excuse me; I’m sorry’). Learners will be able to clap out the sounds in familiar words. Learners will be able to segment spoken words into sounds and blend them again. Learners will be able to identify the sounds at the beginning of spoken words.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 66 and 67 Hand puppets and other props to act out stories for a role-play Vocabulary chart with flash cards Objects/pictures related to the theme and audio resources, e.g. CD’s, DVD’s

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: “Good morning class.” Class: “Good morning teacher and friends.”)

#### GETTING STARTED: (± 5 minutes)

- Introduce the week’s Topic **We learn to swim** to the learners in the HL and then in the SAL.
- Teacher encourages learners to tell a friend what is happening in the pictures on p. 66, using the HL or the SAL. Allow feedback from some learners to tell the class what is happening in the pictures, using the HL or the SAL.

#### MAIN ACTIVITY: (± 15 minutes)

- Introduce new vocabulary to learners: (See foreword)  

swimming, water, water wings, ball, goggles, flippers, jump, swimming pool, swimming cap
- After all the words are introduced learners must clap the words according to their sounds and blend the sounds r again by reading the word again, e.g. f-l-i-p-p-e-r-s → flippers.
- Then learners must clap the words according to their syllables.
- Teacher points to a word, says the word and learners must say the beginning sound of each word.
- Teacher points to a picture in the workbook p. 66, learners must identify and name the picture/action.
- Dialogues:
  - Teacher uses hand puppets to have a SAL dialogue. e.g.
  - Pule: Good morning, Pam. Pam: Good morning, Pule.
  - Pule: Excuse me, can you teach me how to swim? Pam: Yes, I can.
  - Pule: Sorry I splashed you with water. Pam: That’s fine.
  - Pule: Thank you, for teaching me to swim. Pam: It was a pleasure.
  - Pule: Good buy Pam, Pam: Good buy Pule, see you later.
- Learners use their own hand puppets and mimic the teacher.
- Learners practise the above dialogue with a friend until they can role play it with confidence.
- Let’s write:
  - Learners complete the activity on p. 67.

#### CLOSING ACTIVITY: (± 7 minutes)

- Learners draw a picture of themselves doing their favourite sport.

#### SUGGESTIONS FOR EXTENSION:

- Learners ask each other questions about sport, using SAL vocabulary learnt so far.

#### INFORMAL ASSESSMENT:

Use the dialogue activity to assess learners.

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#### LISTENING AND SPEAKING:

Participates in simple dialogues with support of the teacher, modelling greetings and farewells in pairs and in small groups.

WEEK 33 LESSON 2	
THEME: SPORTS – WE LEARN TO SWIM	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to listen and respond to the story or non-fiction text while following the teacher and looking at the pictures. Learners will be able to talk about the pictures using the SAL. Learners will be able to act out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets in pairs and in small groups.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL). Prepare <b>The Hare and the Tortoise</b> from Anthology to re-tell to learners for enjoyment.
<b>RESOURCES:</b>	DBE Workbook p. 66 & 67 DBE Anthology p 2 – 3 <b>The Hare and the Tortoise</b> Vocabulary chart with flash cards Audio resources, e.g. CD's, DVD's

#### ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine, thank you.)

#### GETTING STARTED: (± 5 minutes)

- Recite the poem: **Sport is fun.**
- Sing the song: **I'll be running**

#### MAIN ACTIVITY: (± 15 minutes)

- Shared Reading: Anthology p. 2: **The Hare and the Tortoise**
- Teacher guides learners to talk about the pictures on pages p. 2, using SAL as often as possible but the HL where necessary.
- Teacher asks learners to predict what is going to happen in the story.
- Learners predict what is going to happen, using SAL as often as possible but the HL where necessary.
- Teacher tells story to learners.
- Teacher re-tells the story and encourages learners to help her/him to re-tell the story.
- Teacher asks simple questions from the story using SAL. "What is this?" "Who is this?" "Where is/are she/they?"
- Learners answer using SAL. e.g. "That is \_\_\_\_\_."
- Learners act out the story: The Hare and the Tortoise, in groups, using SAL as much as possible and in the HL where necessary.
- Culturally related question:** Why do so many children drown in South Africa? Why is this? What could help to prevent so many children from drowning?

#### CLOSING ACTIVITY: (± 7 minutes)

- Beach ball activity:**
  - Learner who throws the ball asks any of the questions learnt during the theme just before throwing.
  - Learner who catches the ball must answer the thrower's question and must then ask a new question.
  - All the learners in the group must get a chance to catch and throw.

Questions asked during the theme:	Used learnt vocabulary to answer the questions.
What sport do you like?	I like _____.
What sports do you like?	I like _____ and _____.

- Paste the stickers of the relevant vocabulary theme words on page 80 in the workbook.

#### SUGGESTIONS FOR EXTENSION:

- Learners compile their own theme related to the Big Book using learnt vocabulary.

#### Notes:

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WEEK 34 LESSON 1	
THEME: PEOPLE WHO HELP – THE JOBS WE DO	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop topic related vocabulary orally.</p> <p>Learners will be able to sing simple songs and do actions with confidence in pairs and in small groups.</p> <p>Learners will be able to recite poems and do actions with confidence in pairs and in small groups.</p> <p>Learners will be able to participate in simple dialogues with support of the teacher.</p> <p>Learners will be able to respond physically to simple oral instructions given by the teacher individually and in pairs.</p> <p>Learners will be able to respond to simple questions asked by the teacher and learners who take the role of the teacher, for e.g. "What, Who, Where"</p> <p>Learners will be able to clap out the sounds in familiar words.</p> <p>Learners will be able to segment spoken words into sounds and blending them again.</p> <p>Learners will be able to identify the sounds at the beginning and at the end of spoken words.</p> <p>Learners will be able to talk about the pictures using the SAL.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 68 - 69</p> <p>Hand puppets and/or other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p> <p>Objects/pictures related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

#### GETTING STARTED: (± 5 minutes)

- Introduce the Theme and topic: **The jobs we do** for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Begin a class discussion using the HL (to activate thinking and reasoning skills) about people who help us.
- Ask questions like: "Who can help you to learn?" "Who can bake bread for you?" etc.

#### MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their DBE Workbooks on page 68
- Encourage learners to tell a friend what and who they see in the picture on page 68, using the SAL as often as possible, and using the HL where is necessary.
- Allow a few children to tell the class what and who they see in the picture.
- Introduce new vocabulary to learners: (See foreword)  

doctor, nurse, baker, police officer, butcher, teacher

After all the words are introduced learners clap the words according to their sounds and blend the sounds again by reading the word again, e.g. d-o-c-t-o-r → doctor
- Teacher points to a word, says the word and learners must say the last sound of each word.
- Practise in pairs:
  - Learner 1: Points to a picture in the workbook and asks a friend, using the SAL: "Who is this?"
  - Learner 2: Answer using the SAL. E.g. This is a doctor.
  - Learners draw a line to match the picture with the correct sentence.
- Let's Talk:
  - Walk to a friend in the class and ask the friend what job he/she wants to do one day, using the SAL as often as possible, but the HL where necessary. Learners may use their hand puppets.  
e.g. "What do you want to do one day?" "I want to be a nurse one day."
- Let's write:
  - Complete activity on p. 69 in DBE Workbook.
- Culturally related questions:** 1 Look at the picture on page 68 and say what job is most respected in your community and say why. 2. Look at the picture of the woman standing with a plan in front of the cranes. Why would some people think this is not the right job for a woman? 3. Do you think it is a good or a bad job for a woman? Give reasons for your answer.

#### CLOSING ACTIVITY: (± 7 minutes)

- Teacher gives learners basic instructions to act out using the SAL, e.g.: Stand up, Sit down, Clean your

table, Take out your lunch, etc.

### SUGGESTIONS FOR EXTENSION:

- **Play Charades** in groups of 4-5.
  - One learner acts out what he/she wants to become one day to the group.
  - The rest of the group must give the answer in the HL e.g. He is a doctor.
  - The acting learner must then confirm his/her action in the SAL, e.g. I am a doctor.
  - Repeat game until all group members had a chance to mime out an action.

### INFORMAL ASSESSMENT:

Use the practise in pairs activity to assess learners.

### LISTENING AND SPEAKING:

Identifies and name objects in the illustrations in the Big Book/poster.

WEEK 34 LESSON 2	
THEME: PEOPLE WHO HELP US – THE JOBS WE DO	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics</p> <p>Learners will be able to recite poems and do actions with confidence in pairs and in small groups.</p> <p>Learners will be able to respond to simple greetings and farewells, using language chunks, for e.g. "Good bye. See you later."</p> <p>Learners will be able to identify, points to, and name objects in the classroom or in a picture in response to the teacher's instructions.</p> <p>Learners will be able to play language games as a class.</p> <p>Learners will be able to respond to simple questions asked by the teacher and learners.</p> <p>Learners will be able to talk about the pictures using the SAL for e.g. "What, Who, Where"</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Prepare flash card for DBE Poster 11, <b>People who help</b></p>
<b>RESOURCES:</b>	<p>DBE Workbook p. 68 - 69</p> <p>DBE Poster nr.11 <b>People who help</b></p> <p>Vocabulary chart with flash cards</p> <p>Objects/pictures related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

### ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.)

### GETTING STARTED: (± 5 minutes)

- Introduce DBE poster 11: **People who help**
- Encourage learners to tell a friend in the SAL who the people are in the poster.
- Allow a few children to tell the class who the people are in the poster.
- Poster questions: How do people help one another in your culture? Can you name some of those ways?

### MAIN ACTIVITY: (± 15 minutes)

- Introduce new vocabulary:
 

postman, police, fireman, teacher, baker, vet, librarian, mechanic, butcher
---
- Move and Learn activity:
  - Teacher points at a picture no. 1 (postman) on the poster.
  - Learners read the English word in the poster and must say the SAL word.
  - Teacher requests one of the learners to paste the SAL flash card next to the English word on the poster.
  - Repeat above steps until all the words have been addressed.
- Play Charades in groups of 4-5.
  - One learner acts out what he/she wants to become one day for the group.
  - The rest of the group must give the answer in the HL e.g. He is a doctor.
  - The acting learner must then confirm his/her action in the SAL, e.g. I am a doctor.
  - Repeat game until all group members had a chance to mime out an action.

- Poem:

- ### SUGGESTIONS FOR EXTENSION:

- Notes:**

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WEEK 35 LESSON 1	
THEME: PEOPLE WHO HELP US – GETTING HELP	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Learners will be able to respond to simple greetings and farewells, using language chunks, for e.g. “Good bye. See you later.”</p> <p>Learners will be able to participate in simple dialogues with support of the teacher.</p> <p>Learners will be able to make simple requests, e.g. “May I leave the classroom?”</p> <p>Learners will be able to use some formulaic language (e.g. ‘Excuse me; I’m sorry’).</p> <p>Learners will be able to identify, points to, and name objects in the classroom or in a picture in response to the teacher’s instructions.</p> <p>Learners will be able to play language games as a class.</p> <p>Learners will be able to clap out the sounds in familiar words.</p> <p>Learners will be able to segment spoken words into sounds and blend them again.</p> <p>Learners will be able to identify the sounds at the beginning of the spoken words.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 70 - 71</p> <p>DBE Poster no. 11 <b>People who help us</b></p> <p>Vocabulary chart with flash cards</p> <p>Beach ball</p> <p>Objects/pictures related to the theme</p> <p>Audio resources, e.g. CD’s, DVD’s</p>

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.") Learners may use their hand puppets.

- Start the lesson with a **CLASS QUIZ** between boys and girls. Keep record of correct answers on the blackboard to determine the winner. Teacher shows a picture (vocabulary words). Boys and girls take turns to identify the picture. If correct they score 1 point, if incorrect they lose a point.
  - Round 1: Teacher points to a picture in the poster. Girls must give the SAL name for the picture.
  - Round 2: Teacher points to another picture in the poster. Boys must give the SAL name for the picture.
  - Repeat until all vocabulary words have been addressed.

- Introduce the week's Topic **Getting help** to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 70 & 71.
- Encourage learners to tell a friend who the people are and what are they doing in the picture on page 70, using the SAL as much as possible and the HL where necessary.
- Introduce new vocabulary to learners: (See foreword)  

vet, mechanic, chief, coach, soccer team, dog
- After all the words are introduced learners must clap the words according to their sounds and blend the sounds again by reading the word again, e.g. p-o-s-t-m-a-n → postman
- Learners must say and clap the words according to the syllables.
- Teacher points to a word, says the word and learners must say the beginning sound of each word.
- Teacher models reading the sentences. Learners repeat the sentences.
- Practise in pairs:
  - Learners ask each other the following question and answer the questions for each other.
  - Learner 1: Who is this? Learner 2: This is \_\_\_\_\_.
- Practise with Pule and Pam:  
 Teacher uses hand puppets to have a SAL dialogue. e.g.
 

○ Teacher:	Good morning, Pam.	Pam:	Good morning, teacher.
○ Teacher:	How are you?	Pam:	I am fine thank you.
○ Teacher:	Let's do our work.	Pam:	Will you help me, please?
○ Teacher:	Yes.	Pam:	Thank you teacher.
- Learners use their own hand puppets and mimic the teacher until they can do the dialogue with confidence.



- **Culturally related questions:** Look at the picture on page 70 where the father is speaking to the chief. What is he asking the chief and why does he do this? What is unusual in the picture of the man and woman standing next to the car on page 70? Do you think it is a bad or a good thing? Give reasons for your answer.

#### **CLOSING ACTIVITY: (± 7 minutes)**

- Let's write:
  - Learners complete activity in DBE Workbook on p. 71

#### **SUGGESTIONS FOR EXTENSION:**

- **Beach ball activity:**
  - Learner who throws the ball asks "How are you?" just before throwing.
  - Learner who catches the ball must answer the throwers' question and then repeat the question for the next learner.
  - All the learners in the group must get a chance to catch and throw.

#### **INFORMAL ASSESSMENT:**

Use the dialogue activity to assess learners.

- **EMERGENT LITERACY:**  
Makes simple requests, for example, 'May I leave the room?'

<b>WEEK 35 LESSON 2</b>	
<b>THEME: PEOPLE WHO HELP US – GETTING HELP</b>	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Learners will be able to recite poems and do actions with confidence in pairs and in small groups.</p> <p>Learners will be able to respond to simple greetings and farewells, using language chunks, for e.g. "Good bye. See you later."</p> <p>Learners will be able to talk about the pictures using the SAL.</p> <p>Learners will be able to read the text aloud with the teacher.</p> <p>Learners will be able to join in chorusing and repeat language chunks where appropriate in pairs and in small groups.</p> <p>Learners will be able to recognise and read some common words in the classroom, e.g. wall display.</p> <p>Learners will be able to act out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets in pairs and in small groups.</p> <p>Learners will be able to segment oral sentences into individual words by clapping on each word.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Big Book 2 p. 33 – 40 <b>House on fire</b></p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p> <p>Pictures/objects related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

#### **ROUTINES: (± 3 minutes)**

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.") Learners may use their hand puppets.

#### **GETTING STARTED: (± 5 minutes)**

- Recite the poems
  - **What do they do?**
- Sing a song
  - **I'm a little fireman** (See Term 2, Week 16 lesson 1)

- Shared Reading: Big Book 2 p. 33 –40: **House on fire**
- Teacher guides learners to talk about the pictures in the story using the SAL as often as possible.
- Teacher introduces vocabulary words:  
quick, phone, fire brigade, house, engine, strong, fire fighters, long, hose, ambulance, hooray
- Teacher models how to read a story to learners, using a pointer, while learners follow.
- Teacher re-reads the story sentence by sentence to learners. Learners repeat sentences orally and clap words in spoken sentences.
- Teacher re-reads the story a third time and encourages learners to join her in reading the story, allowing learners to read “Look at the\_\_\_” on their own.
- Learners act out the story in groups.
- Big Book questions: Is it true that when there is fire at home you should leave everything and go outside? What are some of the things that can cause a fire? What do firefighters do? What is the main colour you see on a firefighter’s outfit?

- Teacher pages through Big Book 2, p 33 –40: **House on fire**, and ask simple questions or gives instructions, e.g. point to the red fire engine.
- Learners answer questions using the SAL as often as possible but the HL where necessary. e.g.

Page:	Teacher:	Learners:
34	Who must the boy phone?	He must phone the fire brigade.
35	Why must he phone the fire brigade?	The house is on fire.
36	What colour is the fire engine?	The fire engine is red.
37	Who is strong?	The fire fighters are strong.
38	What is long?	The hose is long.
39	What is this? (Teacher point to ambulance)	It is an ambulance.
40	Why did the children shout. "Hooray"?	Because the fire was put out.

- ### SUGGESTIONS FOR EXTENSION:

- Learners use their hand puppets to do their own dialogues.
- One learner is the fire fighter; the other learner is the child. e.g.
  - Child: (Pretend to phone the fire brigade.)
  - Fire fighter: Good morning, what's the matter?
  - Child: Please help. The house is on fire.
  - Fire fighter: What is the address?
  - Child: North Street 12.
  - Fire fighter: We are on our way.
  - Child: Thank you, good buy.
  - Fire fighter: Good buy, see you soon.

Use the activity where learners repeat sentences orally and clap words in spoken sentences to assess learners.

Segment oral sentences into individual words by clapping on each word.

[illegible]

WEEK 36 LESSON 1	
THEME: PEOPLE WHO HELP US – JABU HURTS HIMSELF	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Learners will be able to sing simple songs and do actions with confidence in pairs and in small groups.</p> <p>Learners will be able to participate in simple dialogues with support of the teacher.</p> <p>Learners will be able to respond to simple questions asked by the teacher and learners who take the role of the teacher, for e.g. "What, Who, Where"</p> <p>Learners will be able to clap out the sounds in familiar words.</p> <p>Learners will be able to segment spoken words into sounds and blending them again.</p> <p>Learners will be able to identify the sounds at the beginning and at end of spoken words.</p> <p>Learners will be able to talk about the pictures using the SAL.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 72 &amp; 73</p> <p>DBE Anthology p. 122 <b>Five little monkeys</b></p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p> <p>Pictures/objects related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

### GETTING STARTED: (± 5 minutes)

- Introduce the week's Topic **Jabu hurts himself** to the learners in the HL and then in the SAL. (See foreword).
- Teacher encourages learners to tell a friend what they think happened in the story on p. 72 & 73, using the HL or the SAL.
- Allow feedback from some learners to tell the class what they see in the pictures, using the HL or the SAL

### MAIN ACTIVITY: (± 15 minutes)

- Introduce new vocabulary to learners: (See foreword)  

trip, fall, arm, doctor, nurse, hospital, run
- After all the words are introduced learners must clap the words according to their sounds and blend the sounds to again by reading the word again, e.g. p-o-s-t-m-a-n → postman
- Learners must say and clap the words according to their syllables.
- Teacher points to a word, says the word and learners must say the end sound of each word.
- Group activity: Learners work in pairs  
 One learner points to a picture in the workbook. He/she asks the question: e.g. "Who is this?" or "What is he/she doing?" or "What happened to him?"
  - The rest of the group must give the correct answer in the HL e.g. "It is a dog."
  - The learner showing the item must then confirm in the SAL, e.g. "It is a dog."
- Teacher uses hand puppets to have a SAL dialogue. e.g.
 

○ Doctor: Good afternoon, Jabu.	Jabu: Good afternoon, doctor.
○ Doctor: How can I help you?	Jabu: I hurt my arm.
○ Doctor: Sit on the bed.	Jabu: Okay.
○ Doctor: What happened?	Jabu: I ran and tripped over my dog.
○ Doctor: There you are, that's better.	Jabu: Thank you doctor, good buy.
○ Doctor: Good buy Jabu.	
- Learners use their own hand puppets and mimic the teacher until they can do the dialogue with confidence.
- Learners use their hand puppets to do their own dialogues.
- Culturally related questions:** Who is treating Jabu on 73? Do you think this job should only be done by men? Give reasons for your answer. Do you like playing with a dog? Say why or why not?

### CLOSING ACTIVITY: (± 7 minutes)

- Let's write:  
Complete the sentences in the DBE Workbook p. 73
- Sing a familiar song e.g. **Five little monkeys** (DBE Anthology p. 122)

### SUGGESTIONS FOR EXTENSION:

- **Beach ball activity:**
  - Learners throw a beach ball to each other in their groups.
  - The learner who throws the ball must make a request: "May I leave the room?"
  - The learner who catches the ball must reply with a yes or a no. "Yes, you may leave the room."

WEEK 36 LESSON 2	
THEME: PEOPLE WHO HELP US – JABU HURTS HIMSELF	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics. Learners will be able to sing simple songs and do actions with confidence in pairs and in small groups. Learners will be able to talk about the pictures using the SAL. Learners will be able to act out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets in pairs and in small groups.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL). Prepare <b>Wendy Whale to the rescue</b> from Anthology to re-tell to learners for enjoyment.
<b>RESOURCES:</b>	DBE Poster no. 11 <b>People who help us</b> DBE Anthology p. 90 – 93 <b>Wendy Whale to the rescue</b> Vocabulary chart with flash cards Pictures/objects related to the theme and audio resources, e.g. CD's, DVD's

### ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.)
- Sing a familiar song e.g. **Five little monkeys** (DBE Anthology p. 122)

### GETTING STARTED: (± 5 minutes)

- Use DBE poster 11, **People who help**, to start the lesson with a **CLASS QUIZ** between boys and girls. Keep record of correct answers on the black board to determine the winner.  
Teacher points to a picture or word (vocabulary words).  
Boys and girls take turns to identify the picture/read the word.  
If correct they score 1 point, if incorrect they lose a point.
  - Round 1: Teacher points to a picture/word. Girls must give the SAL name for the picture or to read the word.
  - Round 2: Teacher points to a picture/word. Boys must give the SAL name for the picture or to read the word.
  - Repeat until all vocabulary words addressed.

### MAIN ACTIVITY: (± 15 minutes)

- Shared Reading: Anthology p. 90: **Wendy Whale to the rescue**
  - Teacher guides learners to talk about the pictures on pages 90 & 91, using SAL as often as possible but using the HL where necessary.
  - Teacher asks learners to predict what is going to happen in the story.
  - Learners predict what is going to happen, using the SAL as often as possible but use the HL where necessary.
  - Teacher tells story to learners.
  - Teacher re-tells the story and encourages learners to help her to re-tell the story.
  - Teacher asks simple questions from the story using the SAL. "What is this?" "Who is this?"
  - Learners answer using the SAL as much as possible and the HL where necessary. e.g. "That is \_\_\_\_\_."
- Poster questions: 1. Look at the first picture showing the postman delivering a letter and gives it to the girl. Why is this practice not so common these days? 2. Study the picture showing the fire fighter. What would you use to put out a fire if there isn't fire fighter in your area with a fire extinguisher?

### CLOSING ACTIVITY: (± 7 minutes)

- Learners act out the story.
- Paste the stickers of the relevant vocabulary theme words on page 80 in the workbook.

### **SUGGESTIONS FOR EXTENSION:**

- Learners compile their own theme related Big Book using learnt vocabulary.
- **Matching game/worksheet:**
  - Provide learners with topic related pictures and sentence strips. Learners must match the sentence with the picture.
  - Compile a worksheet where learners must match topic related pictures with sentences.

### **Notes:**

Handwriting practice lines with a large diagonal watermark reading 'DRAFT'.

WEEK 37 LESSON 1	
THEME: CELEBRATE WITH FRIENDS – THE SCHOOL MARKET	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Learners will be able to participate in simple dialogues with support of the teacher.</p> <p>Learners will be able to make simple requests, e.g. “May I leave the classroom please?”</p> <p>Learners will be able to use some formulaic language (e.g. ‘Excuse me; I’m sorry’).</p> <p>Learners will be able to respond to simple questions asked by the teacher and learners who take the role of teacher, for e.g. “What, Who, Where”</p> <p>Learners will be able to begin to develop understanding and ability to use simple language structures in the context of meaningful spoken language e.g. personal pronouns (I, my, we etc.)</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p.74 &amp; 75</p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p> <p>Pictures/objects related to the theme</p> <p>Audio resources, e.g. CD’s, DVD’s</p>

### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: “Good morning class.” Class: “Good morning teacher and friends.”)
- Teacher then gives basic instructions, i.e.: Please stand. Sit down. Learners react to the instructions.

### GETTING STARTED: (± 5 minutes)

- Introduce the Theme: **Celebrate with friends** for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week’s Topic: **The school market** to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 74
- Teacher encourages learners to tell a friend what the people are doing in the picture, using the HL.

### MAIN ACTIVITY: (± 15 minutes)

- Allow a few children to tell the class *what is happening* in the picture, using the HL.
- Introduce new vocabulary to learners: (See foreword)  

cooking, eating, selling, buying, stove, food, chicken , pap, hot dog, fish, chips, cake
- After all the words are introduced learners must clap the words according to their sounds and blend the sounds again by reading the word again, e.g. p-o-s-t-m-a-n → postman
- Learners must say and clap the words according to their syllables.
- Teacher points to a word, says the word and learners must say the beginning sound of each word.
- Group activity:
  - One learner points to a vocabulary picture in the DBE Workbook on p. 75.
  - He/she asks the question: “What is this?” “Who is this?” What is he/she doing?”
  - The rest of the group must give the answer in the HL e.g. “That is a dog.”
  - The learner showing the item must then confirm in the SAL, e.g. “That is a dog.”
  - Repeat activity with all the vocabulary words.
- Practise in pairs
  - Teacher reads the sentences in the DBE Workbook p 75.
  - Learners repeat the sentences, again and again until they can read the sentences with confidence.
  - Learners now read the sentences to a friend.
- Practise with Pule and Pam: Workbook p 75 (Use hand puppets)
- Teacher uses hand puppets to have a SAL dialogue. e.g.
 

○ Pule: Please, may I have some pap.	Pam: Thank you.
○ Pule: Please, may I have some chicken.	Pam: Thank you.
○ Pule: Please, may I have some cake.	Pam: Thank you.
○ Pule: Please, may I have some chips.	Pam: Thank you.
- Learners use their own hand puppets and mimic the teacher until they can do the dialogue with confidence.
- **Culturally related questions:** 1.A school fete is held to earn money for a school. What would you do in your community to raise money for the school? 2. Name the different cultures you are able to identify at the school fete.

**CLOSING ACTIVITY: (± 7 minutes)**

- Learners role play their own dialogues using their puppets.
- Paste the stickers of the relevant vocabulary theme words on page 80 in the workbook.

**SUGGESTIONS FOR EXTENSION:**

- **Play snap:**
  - Learners make their own playing cards by drawing or writing the vocabulary words on cards. One picture name on a card. Make 2 sets of cards.
  - Learners shuffle the cards and play “snap”.

WEEK 37 LESSON 2	
THEME: CELEBRATE WITH FRIENDS – THE SCHOOL FETE	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Learners will be able to talk about the pictures using the SAL.</p> <p>Learners will be able to read the text aloud with the teacher.</p> <p>Learners will be able to join in chorusing and repeat language chunks where appropriate in pairs and small groups.</p> <p>Learners will be able to recognise and read some common words in the classroom, e.g. wall display.</p> <p>Learners will be able to act out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets in pairs and in small groups.</p> <p>Learners will be able to segment oral sentences into individual words by clapping on each word.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Big Book 2, p. 41 – 48 <b>It is holiday time</b></p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p> <p>Pictures/objects related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

**ROUTINES: (± 3 minutes)**

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. “Good morning Anita. How are you?” “Good morning Nomsa. I am fine, thank you.”)

**GETTING STARTED: (± 5 minutes)**

- Teacher encourages learners to tell a friend about him/herself (home language, culture, traditional foods, dances, festivals etc., using the HL.

**MAIN ACTIVITY: (± 15 minutes)**

- Shared Reading: Big Book 2 p. 41 – 48: **It is holiday time**
- Teacher guides learners to talk about the pictures in the story using SAL as often as possible.
- Teacher introduces vocabulary words:
 

lights, candles, Hanukka, sweets, Eid, cake, Christmas, presents, lamps, Diwali, delicious, children
- Teacher models how to read a story to learners, using a pointer, while learners follow.
- Teacher re-reads the story, **sentence** by sentence to the learners. Learners repeat sentences orally and clap words in spoken sentences.
- Teacher re-reads the story a third time and encourages learners to join her in reading the story.
- Big Book questions: What holidays do your family celebrate? Which holiday do you like the most? What do you do during holiday time?

**CLOSING ACTIVITY: (± 7 minutes)**

- Teacher pages through the Big Book 2, p 41 - 48: **It is holiday time**, and ask simple questions about the story.



- Learners answer questions using the SAL as often as possible but the HL where necessary. e.g.

Page:	Teacher:	Learners:
42	When do Jabu and Anita eat lots of sweets and cakes?	At Christmas time.
43	What do they get during Christmas time?	They get presents.
44	When does Chintha lights lamps?	Chintha lights lamps for Diwali.
45	What do they eat?	They eat delicious sweets.
46	What does Selwyn do?	He lights the 13 candles for Hanukka.
47	When do Hasina and Peter eat sweets and cake?	They eat sweets and cake for Eid.
48	What did the teacher tell the children?	Don't eat too many sweets children.

- Paste the stickers of the relevant vocabulary theme words on page 80 in the workbook.

### SUGGESTIONS FOR EXTENSION:

- Sing the National Anthem: **Nkosi Sikeleli Africa**

**INFORMAL ASSESSMENT:**

Use the activity where learners read the Big Book story with the teacher to assess learners.

- 

## EMERGENT LITERACY:

After repeated readings, joins in chorusing and repeat language chunks where appropriate in pairs and in small groups with confidence

**Notes:**

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WEEK 38 LESSON 1	
THEME: CELEBRATE WITH FRIENDS – THE SCHOOL CONCERT	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Learners will be able to participate in simple dialogues with support of the teacher.</p> <p>Learners will be able to make simple requests, e.g. “May I leave the classroom?”</p> <p>Learners will be able to use some formulaic language (e.g. ‘Excuse me; I’m sorry’).</p> <p>Learners will be able to respond to simple questions asked by the teacher and learners who take the role of the teacher, for e.g. “What, Who, Where”</p> <p>Learners will be able to identify, points to, and name objects in the classroom or in a picture in response to the teacher’s instructions.</p> <p>Learners will be able to sing simple songs and do actions with confidence in pairs and in small groups.</p> <p>Learners will be able to play language games as a class.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 76 &amp; 77</p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p> <p>Pictures/objects related to the theme</p> <p>Audio resources, e.g. CD’s, DVD’s</p>

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: “Good morning class.” Class: “Good morning teacher and friends.”)
- Learners walk to a friend and make a simple request, using the SAL. They may use their hand puppets.  
E.g. Learner 1: “May I use your \_\_\_\_ please?” Learner 2: “Yes you may \_\_\_\_.”

#### GETTING STARTED: (± 5 minutes)

- Introduce the week’s Topic **The school concert** to the learners in the HL and then in the SAL. (See foreword).
- Teacher encourages learners to tell a friend what the children are doing in the picture on p. 76 & 77, using the HL or the SAL.
- Allow feedback from some learners to tell the class what the children are doing in the picture, using the HL or the SAL

#### MAIN ACTIVITY: (± 15 minutes)

- Introduce new vocabulary to learners: (See foreword)  
sing, dance, concert, piano, drum, boots, teacher
- After all the words are introduced learners must clap the words according to their sounds and blend the sounds again by reading the word again, e.g. d-a-n-c-e → dance
- Learners must say and clap the words according to their syllables.
- Teacher points to a word, says the word and learners must say the last sound of each word.
- Group activity: Learners work in pairs
  - One learner points to a picture in the workbook. He/she asks the question: What is this?
  - The rest of the group must give the answer in the HL e.g. That is a drum.
  - The learner showing the item must then confirm in the SAL, e.g. This is a drum.
  - Repeat activity with all the vocabulary words.
- Practise in pairs
- Play Charades:
  - Learner 1 mime a concert activity e.g. singing
  - Learner 2 guesses what learner 1 is doing.
  - Then learner 2 mimes and learner 1 guess.
  - Repeat the activity 5 times, every time with a new friend.
- Let’s write:
  - Learners ask 5 friends if they can do the activities as indicated in the table and complete the table according to the answers.
  - Complete the sentences.
- Culturally related questions:** 1. What musical instrument is mostly used in your culture? 2. What kind of music do you like?

**CLOSING ACTIVITY: (± 7 minutes)**

- Sing the song:  
**Rainbow nation** (Tune: Frere Jacques)  
Rainbow nation (x2)  
In our land (x2)  
Although we are different (x2)  
Take my hand (x2)

### SUGGESTIONS FOR EXTENSION:

- Learners draw their own concert picture on A3 paper.

**Notes:**

DRAFT

WEEK 38 LESSON 2	
THEME: CELEBRATE WITH FRIENDS – THE SCHOOL CONCERT	
<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Learners will be able to sing simple songs and does actions with confidence in pairs and small groups.</p> <p>Learners will be able to talk about the pictures using the SAL.</p> <p>Learners will be able to act out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets in pairs and small groups.</p>
<b>NOTES:</b>	<p>Prepare topic related flash cards (HL &amp; SAL).</p> <p>Prepare The Gingerbread Man from Anthology to re-tell to learners for enjoyment.</p>
<b>RESOURCES:</b>	<p>DBE Workbook p. 76 &amp; 77</p> <p>DBE Anthology p 46 The Gingerbread man</p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p>

- Greet your friend. Role plays greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you?"  
"Good morning Nomsa. I am fine thank you.")
- Learners walk to a friend and make a simple request, using SAL. They may use their hand puppets.  
e.g. Learner 1 : "May I use your \_\_\_\_\_ please?"                      Learner 2: "Yes you may \_\_\_\_."

- Sing a song: National anthem

Shared Reading: Anthology p. 46 – 47: **The Gingerbread Man**

- Teacher guides learners to talk about the pictures on pages 46, using SAL as much as possible but the HL where necessary.
- Teacher asks learners to predict what is going to happen in the story.
- Learners predict what is going to happen, using SAL as much as possible but the HL where necessary.
- Teacher tells story to learners.
- Teacher re-tells the story and encourages learners to help her to re-tell the story.
- Teacher asks simple questions from the story using SAL. "What is this?" "Who is this?" "Where is/are she/it/they?"
- Learners answer using SAL. e.g. "That is ...".

- Learners act out the story in their groups
- Paste the stickers of the relevant vocabulary theme words on page 80 in the workbook.

- **Play snap:**
  - Learners make their one playing cards by writing the names of wild animals on cards. One name on a card. Make 2 sets of cards.
  - Learners shuffle the cards and play “snap”.

[illegible]

## WEEK 39 LESSON 1

### THEME: CELEBRATE WITH FRIENDS – THANK YOU TEACHER

<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Learners will be able to recite poems and do actions with confidence in pairs and in small groups.</p> <p>Learners will be able to respond to simple greetings and farewells, using language chunks, for e.g. "Good bye. See you later."</p> <p>Learners will be able to participate in simple dialogues with support of teacher.</p> <p>Learners will be able to use some formulaic language (e.g. 'Excuse me; I'm sorry').</p> <p>Learners will be able to play language games as a class.</p> <p>Learners will be able to clap out the sounds in familiar words.</p> <p>Learners will be able to segment spoken words into sounds and blend them again.</p> <p>Learners will be able to identify the sounds at the end of the spoken words.</p>
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	<p>DBE Workbook p. 78 &amp; 79</p> <p>Hand puppets and other props to act out stories for role-play</p> <p>Vocabulary chart with flash cards</p> <p>Pictures/objects related to the theme</p> <p>Audio resources, e.g. CD's, DVD's</p>

#### ROUTINES: (± 3 minutes)

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")
- Learners walk to a friend and use formulaic SAL. They may use their hand puppets.  
e.g. "Excuse me, what is your name?", "Sorry, what did you say?" etc.

#### GETTING STARTED: (± 5 minutes)

- Introduce the week's Topic **Thank you teacher** to the learners in the HL and then in the SAL. (See foreword).
- Teacher encourages learners to tell a friend what is happening in the picture on p. 78, using the HL or the SAL.
- Teacher begins a class discussion, using the HL. How can we show our appreciation towards others, without spending money?

#### MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their DBE Workbooks on p. 78 & 39.
- Introduce new vocabulary to learners: (See foreword)  
flowers, teacher, card, wheelchair
- After all the words are introduced learners must clap the words according to their sounds and blend the sounds again by reading the word again, e.g. p-o-s-t-m-a-n postman
- Learners must say and clap the words according to the syllables.
- Teacher points to a word, says the word and learners must say the beginning sound of each word.
- Practise in pairs:  
Teacher models reading the sentences and the learners repeat the sentences. Once they can say the sentences fluently they can practise it in pairs:
  - Thank you teacher.
  - I can now speak SAL.
  - I can now read and write.
- Practise with Pule and Pam: Workbook p. 79 (Use hand puppets)
- Teacher uses hand puppets to have a SAL dialogue. e.g.
  - Pule: Thank you teacher.  
I can now speak SAL.  
I can now read and write.
  - Teacher: It is a pleasure.
  - Thank you for the card and flowers.
  - Pule: Good bye, teacher.
  - Teacher: Good bye Pule, see you again.
- Learners use their own hand puppets and mimic the teacher until they can do the dialogue with confidence.

- **Culturally related questions:** 1. Look at the picture on page 78. You have now learnt to speak English. What other language/s do you speak? 2. How do you feel if your new friend can also speak to you in your mother tongue? 3. Why would it be important that many more people in South Africa should also be able to speak any one of the languages of Xhosa, Zulu, Sotho, Tshivenda or Tsonga?

**CLOSING ACTIVITY: (± 7 minutes)**

- Recite the poem:  
**Sharing is caring**  
 Sharing is caring  
 It makes everyone smile  
 Sharing is fun  
 It makes everyone happy  
 Sharing is good  
 It makes me jump for joy

**SUGGESTIONS FOR EXTENSION:**

- **Play snap:**
  - Learners make their own playing cards by writing the names of friends on cards. One name on a card. Make 2 sets of cards.
  - Learners shuffle the cards and play “snap”.

WEEK 39 LESSON 2	
THEME: CELEBRATE WITH FRIENDS – THANK YOU TEACHER	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to join in action poems and sing songs. Learners will be able to listen to the story while following the teacher and looking at the pictures. Learners will be able to answer some simple oral questions with the support of the pictures, for example, ‘Who? What? Where?’ Learners will be able to recognise some written words in the SAL in the Shared Reading activity. After repeated readings, learners join in chorusing and repeat language chunks where appropriate in pairs and in small groups.
<b>NOTES:</b>	Prepare topic related flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 78 & 79 DBE Poster 12 <b>Celebrations</b> Hand puppets and other props to act out stories for role-play Vocabulary chart with flash cards Pictures/objects related to the theme Audio resources, e.g. CD’s, DVD’s

**ROUTINES: (± 3 minutes)**

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. “Good morning Anita. How are you” “Good morning Nomsa. I am fine thank you.)
- Learners walk to a friend and make a simple request, using SAL. They may use their hand puppets.  
 E.g. Learner 1: “May I use your \_\_\_\_ please?”                      Learner 2: “Yes you may \_\_\_\_.”

**GETTING STARTED: (± 5 minutes)**

- Recite the poem: **Sharing is caring**

**MAIN ACTIVITY: (± 15 minutes)**

- Introduce new vocabulary:  
New Year, Easter, Christmas, Eid, Hanukkah, Divali
- Move and Learn activity:
  - Teacher points at picture on the poster.
  - Learners read the English word on the poster and must say the SAL word.
  - Teacher requests one of the learners to paste the SAL flash card next to the English word on the poster.
  - Repeat above steps until all the words have been addressed.
    - Teacher asks questions about the picture and learners answer the questions.
    - Let’s write:
    - Teacher models how to make a thank you card for a teacher.





WEEK 40 LESSON 1	
THEME: CELEBRATE WITH FRIENDS – CHECK YOURSELF	
<b>LEARNING OBJECTIVES:</b>	Learners continue to develop topic related vocabulary orally. Learners will be able to respond to simple greetings and farewells, using phrases. Learners will be able to point to and name objects in a picture in response to a teacher's instructions. Learners will be able to sing simple songs and do actions as a class. Learners will be able to play language games.
<b>NOTES:</b>	Prepare flash cards (HL & SAL).
<b>RESOURCES:</b>	DBE Workbook p. 80 Vocabulary chart with flash cards Audio resources, e.g. CD's, DVD's

#### **ROUTINES: (± 3 minutes)**

- Greet the class. (E.g. Teacher: "Good morning class." Class: "Good morning teacher and friends.")

#### **GETTING STARTED: (± 5 minutes)**

- Sing songs learnt this term.

#### **MAIN ACTIVITY: (± 15 minutes)**

- Introduce words that have not been addressed during this term.
- Read the words on p 80 in the DBE Workbook aloud as a class.
- Learners paste stickers in the correct places on p. 80
- Build oral sentences with these words.

#### **CLOSING ACTIVITY: (± 7 minutes)**

- **Beach ball activity:**
  - Learner throwing the ball says one of the words on p. 80, using the SAL.
  - Learner catching the ball must translate the word, using the HL and then say another word from p. 80, using SAL as he/she throws the ball to another group member.
  - Repeat until all learners had a chance.

#### **SUGGESTIONS FOR EXTENSION:**

- Play with a friend:

Round 1:

- Learner 1: Say 3 words randomly from page 80.
- Learner 2: Repeat the words in the correct order.
- Learner 2: Say 3 words randomly from page 80.
- Learner 1: Repeat the words in the correct order.
- If learners are able to remember 3 words, they increase the number of words they say in the following rounds.
- Who can remember the most words at a time?

WEEK 40 LESSON 2

**THEME: CELEBRATE WITH FRIENDS – CHECK YOURSELF**

<b>LEARNING OBJECTIVES:</b>	<p>Learners continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Learners will be able to recite poems and do actions with confidence in pairs and in small groups.</p> <p>Learners will be able to talk about the pictures using the SAL.</p> <p>Learners will be able to act out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets in pairs and in small groups.</p>
<b>NOTES:</b>	<p>Prepare topic flash cards (HL &amp; SAL).</p> <p>Prepare to re-tell the story <b>Ben Finds a New Friend</b></p>
<b>RESOURCES:</b>	<p>DBE Anthology p 56 - 59 <b>Ben Finds a New Friend</b></p> <p>Vocabulary chart with flash cards</p> <p>Audio resources, e.g. CD's, DVD's</p>

**ROUTINES: ( $\pm 3$  minutes)**

- Greet your friend. Role play greetings (2 sentences) in pairs. (e.g. "Good morning Anita. How are you" "Good morning Nomsa. I am fine thank you.)

**GETTING STARTED: ( $\pm$  5 minutes)**

- Recite Poems learnt this term.

**MAIN ACTIVITY: ( $\pm$  15 minutes)**

- Shared Reading: Anthology p. 56 - 59: Ben Finds a New Friend
  - Teacher guides learners to talk about the pictures on pages 56 & 57, using the SAL as often as possible but use the HL where necessary.
  - Teacher asks learners to predict what is going to happen in the story.
  - Learners predict what is going to happen, using the SAL as often as possible but use the HL where necessary.
  - Teacher tells story to learners.
  - Teacher re-tells the story and encourages learners to help her to re-tell the story.
  - Teacher asks simple questions from the story using the SAL. "What is this?" "Who is this?" "Where is/are she/they?"
  - Learners answer using the SAL. e.g. "That is \_\_\_\_\_."

**CLOSING ACTIVITY: (± 7 minutes)**

- Learners tell a friend what they are going to do during the holiday.

**Notes:**

