

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

GRADE 3 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 3 the toolkit comprises a workbook of 40 worksheets, 12 conversational posters linked with the 13 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 the 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 3 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).

- 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.

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

DATE: _____

CONTENTS

INTRODUCTION	4
ABOUT THE LESSON PLANS AND THE RESOURCES	4
ORGANISATION OF THE SAL THEMES AND WORKBOOK TOPICS	5
COMPONENTS OF THE <i>SAL TOOLKIT</i>	7
THE WORKBOOKS	7
BIG BOOKS	7
THE CONVERSATIONAL POSTERS	9
THE ANTHOLOGY	11
AUDIOS	11
HOW WILL I KNOW HOW TO PACE MY SAL LESSON	11
MANAGING A CLASS WITH LEARNERS AT DIFFERENT LEVELS.....	12
IDEAS FOR HELPING LEARNERS NEEDING EXTRA SUPPORT	12
EXTENSION ACTIVITIES FOR LEARNERS WHO ALREADY SPEAK THE LANGUAGE	12
EMBRACING DIVERSITY	13
CULTURAL PRACTICES TO BE AWARE OF.....	14
ADAPTION OF LESSON PLANS TO SUIT TIMETABLING OPTIONS.....	16
TRACKING PROGRESS ACROSS THE TERMS	16
 TERM 1	 17
TERM 2.....	52
TERM 3.....	87
TERM 4.....	124

INTRODUCTION

ABOUT THE LESSON PLANS AND THE RESOURCES

These Lesson Plans have been written to support the Incremental Implementation of African Languages in Grade 3. The Plans break down the requirements of the **Second Additional Language Curriculum and Assessment Policy Statement** (CAPS) for Grade 3 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 the

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 the 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, Song or Poem	Poster name	Poster number
1	Me and my body	About us	1	Poem: <i>This is me</i> Anthology: <i>Story – Mandu's Secret Diary</i>	Cleanliness	1
		What I enjoy	2	Song: <i>This is the way I ride my bike</i>		
		Being clean	3	Poster: <i>Cleanliness</i> Big Book: <i>Clean Harry</i> Song: <i>Bath time</i>		
2	Friends	Feelings	4	Song: <i>If you happy and you know it ...</i> Anthology: <i>Story – The Wolf and the Seven Little Goats</i> Poem: <i>Feelings</i>	Friends play	2
		Friends	5	Poster: <i>Friends play</i>		
		Having fun	6	Big Book: <i>Things that make me happy</i>		
3	Family and home	My family	7	Anthology: <i>The three pigs</i> Poem: <i>Our Family</i>	Our home	3
		We help at home	8	Big Book: <i>We care</i> Poem: <i>Evening chores</i>		
		At home	9	Poster: <i>Our home</i>		
		Check yourself	10	Check yourself		

TERM 2						
	Theme	Workbook topic	Week	Anthology, Big Book, Song or Poem	Poster name	Poster number
4	Shopping	Shopping	1	Song: <i>Healthiness from soil</i>	Clothes Shopping	4
		Shopping for clothes	2	Song: <i>Healthiness from soil</i>		
		Buying food	3	Big Book 1: <i>Lets go shopping</i>		
5	At school	Learning at school	4	Anthology: <i>The Hare and the Tortoise</i>	School Clean-up	5
		Eating at school	5	Big Book: <i>The cleanest school in town</i>		
		Cleaning at school	6	Poster 5: <i>Cleaning at school</i> Poem: <i>What do you do?</i>		
6	Weather and Seasons	Rainy and sunny days	7	Anthology: <i>The wind and the sun</i> Song: <i>Rain, rain, go away</i>	Weather and Seasons	6
		Hot and cold weather	8	Big Book: <i>Weather and months</i>		
		Seasons	9	Poster 6: <i>Weather and Seasons</i>		
		Check yourself	10	Anthology: <i>The Lion and the Mouse</i>		

TERM 3						
	Theme	Workbook topic	Week	Anthology, Big Book, Song or Poem	Poster name	Poster number
7	Farm	Fresh from the farm	1	Song: <i>Old McDonald had a farm</i> Anthology: <i>The Little Red Hen</i>	Fresh from the farm	7
		Dairy Farm	2	Poster: <i>Fresh from the Farm</i> Poem: <i>The cow</i>		
		Working on the farm	3	Big Book: <i>Off we go to the farm</i> Poster: <i>Fresh from the Farm</i>		
8	Sport	Keeping fit	4	Anthology: <i>The Gingerbread Man</i> Poem: <i>When I climb a tree</i>	Sport	8
		Sports day	5	Poster: <i>Sport</i>		
		My sport	6	Big Book: <i>Help at soccer</i>		
9	Animals	Big and small animals	7	Anthology: <i>Poem – Five Little Chickens</i> Poster: <i>Farm animals</i> Anthology: <i>Song – Old McDonald had a farm</i>	Farm animals	9
		Chicken and egg	8	Anthology: <i>The Ugly Duckling</i> Poem: <i>Two Little Dicky Birds</i>		
		Wild animals	9	Big Book: <i>Animal sports day</i> Anthology: <i>The Lion Sleeps Tonight (song)</i>		
		Check yourself	10	Anthology: <i>How the Zebra got its Stripes</i>		

TERM 4						
	Theme	Workbook topic	Week	Anthology, Big Book, Song or Poem	Poster name	Poster number
10	Food	Growing vegetables	1	Poster: <i>Food pyramid</i> Anthology: <i>How the spider got such thin legs</i> Poem/Song: <i>Healthy food</i>	Food pyramid	10
		Making a sandwich	2	Poem: <i>Pat-a-cake</i> Big Book: <i>How to make a fruit salad</i>		
11	Transport	Road safety	3	Anthology: <i>Bheki's new bike</i> Poem: <i>The Robot</i> Anthology: <i>The wheels of the bus (song)</i>	School transport	11
		School Transport	4	Poster: <i>School transport</i> Song: <i>The wheels of the bus</i>		
		Land, air and water	5	Big Book: <i>Drawing our pictures</i>		

12	Celebrations	<i>A birthday party</i>	6	Anthology: <i>Super Swift Suzy Saves the Day</i> Song: <i>Happy Birthday</i> Poem: <i>Our Toys</i>	<i>Use your class calendar, Weather chart and Birthday chart</i>	N/A
		<i>Months of the year</i>	7	Anthology: <i>Super Swift Suzy Saves the Day</i> Song: <i>Happy Birthday</i> Song: <i>January, February, March</i>		
13	People who help	<i>People who care</i>	8	Anthology: <i>Wendy Whale to the rescue</i> Poster: <i>People who help</i>	<i>People who help</i>	12
		<i>Thank you teacher</i>	9	Big Book: <i>People who help</i> Poem: <i>I'm a little fireman</i> Poem: <i>What do you do?</i>		
		Check yourself	10	Anthology: <i>p. 76 It's a dog's life</i>		

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 stickers and the words provide the learners 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 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 an 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 the 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 the 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 3 SAL Big Books (Big Book 1 and 2)** each contain 6 stories, three per term. The stories are related to 12 of the 13 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 the 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 the new vocabulary.
 - Then read the story, using expressions 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 can 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 the learners the opportunity to chorus language chunks and 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 the **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 the 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 THE 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 each alphabet letter 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.
- Prepare theme/topic related flash cards. Consult DBE lesson plans.

HOW TO USE A VOCABULARY CHART?

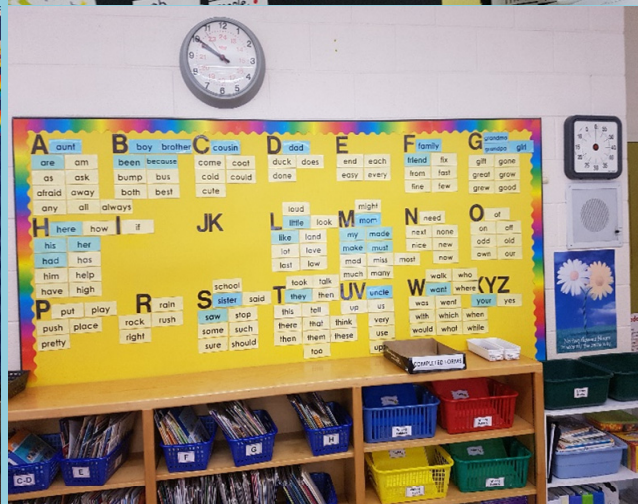
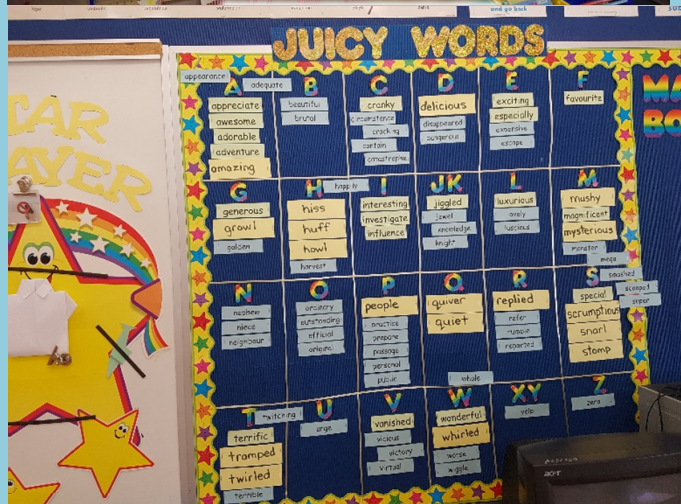
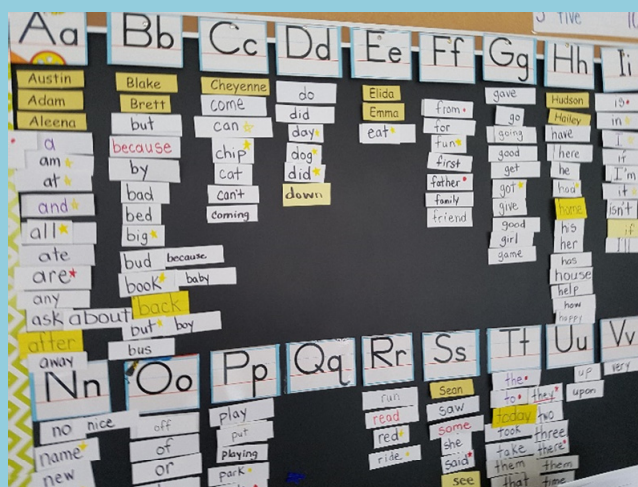
- Paste weekly theme/topic/vocabulary words on the chart as you teach the words.
- You will need to remove the words at the end of each theme, so that you can start pasting the new words on the chart when you start with a new theme. Paste the 'old' theme's words on the Word Wall in alphabetical order.

HOW TO INTRODUCE THEME and TOPIC WORDS?

- Introduce the theme and topic in the learners' HL first.
- Show the HL flash card with theme/topic and the learners read it to the teacher.
- The 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 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?

- The teacher shows the HL flash card with a word and the learners read it to the teacher.
- The teacher then pastes the flash card on the **Vocabulary chart** for the week.
- The teacher then shows and says 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.



HOW DO I TEACH NEW VOCABULARY USING THE WORKBOOKS?

- Each workbook lesson begins with a picture that you can use to do a picture discussion in the home language. The key words that should 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 the word and the learners read it to the teacher.
- The teacher then pastes the flash card on the Vocabulary chart for the week.
- The teacher then shows and says 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 the learners point to the pictures and the 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 apply multi language teaching 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 the 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 the 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 could result in learners 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 could result in learners having gaps in their vocabulary and in skills. This could 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 should be able to 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 long. 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. In some classes there will be some learners for whom the language offered at the 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 the 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 the 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
- Apply multi language strategies 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, 2 or 3 readers.

You will need to also adapt the extension activities we give you for the target SAL language you are teaching.

- In Grade 3 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 in the HL level classes.
- Children come to school being able to speak their home language fluently. This is not the case with an additional language. Therefore, the teacher has to start teaching a new language from scratch. In addition, while the 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 SAL.
- 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 3, 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 learning fun. Much of the focus in Grade 3 is on extending learners' vocabulary and getting learners to practise using the language.

WHAT ACTIVITIES ARE INCLUDED IN THE SAL GRADE 3 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

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

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.

Let's write

Let's write

We have also included a "Let's write" activity in Gr. 3 for each lesson. These are activities that give the learners the opportunity to show that they can apply the learnt theme/topic/vocabulary words that they have been exposed to during the theme/topic. This includes drawing activities as well as activities where theme/topic related pictures must be identified or words to be filled in to ensure understanding.

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 the 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

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

Khoi-Khoi 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.

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.

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.

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 1820's 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 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 the 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 lessons 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 have been developed as two half hour lessons per week, (1 x 30 minute lesson on 2 days per week e.g. Monday and Wednesday), they can be adapted to suit the various timetabling options namely:

- 3 x 20 minute lessons (1 x 20 minute lesson on 3 days per week e.g. Monday to Wednesday) or
- 4 x 15 minute lessons (1 x 15 minute lesson on 4 days per week e.g. 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 3
SECOND
ADDITIONAL LANGUAGE
(SAL)
LESSON PLANS
TERM 1**

GRADE 3 SECOND ADDITIONAL LANGUAGE

REQUIREMENTS TERM 1
LISTENING AND SPEAKING
<p>Weekly activities</p> <p>Two or more of the following activities in a lesson in a week:</p> <ul style="list-style-type: none"> Continues to develop an oral (listening and speaking) vocabulary using themes or topics Identifies a person, animal or object from a simple oral description, with two clues in pairs and small groups 'I have two legs. I can fly. Who am I?' Memorises and performs simple poems and action songs in pairs and groups Participates in simple role-plays and dialogues with (2-3 sentences) with support of teacher modelling greetings and farewells etc. in pairs and small groups Responds to and makes simple requests, for example, 'May I have a glass of water?' Uses some formulaic language (e.g. 'Excuse me; I'm sorry') Talks about objects in a picture in response to the teacher's instructions Plays language games as a class Responds physically to simple oral instructions given by teacher individually and in pairs Responds to simple questions asked by the teacher and learners who take the role of teacher, for example, 'What, Who, Where, How <p>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.</p> <ul style="list-style-type: none"> Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups Answers simple literal questions about a story with short answers (Who, What, Where)
<p>Development of concepts, vocabulary and language structures</p> <p>Through taking part in the above activities:</p> <ul style="list-style-type: none"> continues to build and model the acquired vocabulary and language chunks in simple dialogues uses some formulaic language (e.g. 'excuse me; I'm sorry') responds to simple questions asked by the teacher and learners who take the role of teacher, for example, what, who, where, how understands and begins to use some simple language structures in context, for example, the modal 'can': I can jump / skip / run etc. I can touch my toes.
EMERGENT LITERACY
<p>Phonological and Phonemic Awareness</p> <ul style="list-style-type: none"> Segments spoken words into syllables and blends them together again Identifies the sounds at the beginning and end of spoken words Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week. Use syllable cards to build words (look, say and do)
<p>Shared Reading (at least 15 minutes twice per week)</p> <ul style="list-style-type: none"> Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers reads more fluently. Answers simple literal questions about a story with short answers, (Where What Who, How) Names some of the things in the picture in response to questions from the teacher and peers, for example, 'What is this?' 'A fish.' Acts out parts of the story, using some of the dialogue in pairs and small groups Recognises and reads some common words in the SAL print in the classroom, e.g. wall display.

Gr. 3 SAL TERM 1 PACE SETTER

	CAPS CONTENT/CONCEPTS/SKILLS	WEEK									
		1	2	3	4	5	6	7	8	9	10
LISTENING AND SPEAKING	Weekly activities										
	Continues to develop an oral (listening and speaking) vocabulary using themes or topics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identifies a person, animal or object from a simple oral description, with two clues in pairs and small groups 'I have two legs. I can fly. Who am I?'		✓		✓		✓	✓			✓
	Memorises and performs simple poems and action songs in pairs and groups	✓	✓	✓	✓			✓	✓		✓
	Participates in simple role-plays and dialogues with (2-3 sentences) with support of teacher modelling greetings and farewells etc. in pairs and small groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Responds to and makes simple requests, for example, 'May I have a glass of water?'	✓	✓	✓		✓	✓				✓
	Uses some formulaic language (e.g. 'Excuse me; I'm sorry')	✓	✓			✓	✓			✓	✓
	Talks about objects in a picture in response to the teacher's instructions	✓		✓	✓	✓		✓	✓	✓	✓
	Plays language games as a class	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Responds physically to simple oral instructions given by teacher individually and in pairs	✓	✓	✓	✓		✓	✓	✓	✓	✓
	Responds to simple questions asked by the teacher and learners who take the role of teacher, for example, 'What, Who, Where, How	✓	✓	✓	✓		✓	✓	✓	✓	✓
	Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups.		✓	✓	✓	✓	✓	✓	✓	✓	
	Answers simple literal questions about a story with short answers (Who, What, Where)	✓	✓	✓	✓		✓	✓	✓	✓	
	Development of concepts, vocabulary and language structures										
	Continues to build and model the acquired vocabulary and language chunks in simple dialogues		✓		✓	✓		✓	✓	✓	✓
	Uses some formulaic language (e.g. 'excuse me; I'm sorry')		✓	✓	✓	✓		✓	✓		✓
	Responds to simple questions asked by the teacher and learners who take the role of teacher, for example, what, who, where, how	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Understands and begins to use some simple language structures in context, for example, the modal 'can': I can jump / skip / run etc. I can touch my toes.	✓	✓	✓	✓	✓	✓	✓		✓	✓
EMERGENT LITERACY	Phonological and Phonemic Awareness										
	Segments spoken words into syllables and blends them together again		✓	✓	✓	✓	✓	✓			✓
	Identifies the sounds at the beginning and end of spoken words	✓	✓	✓	✓	✓	✓	✓	✓		
	Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.		✓	✓	✓	✓	✓	✓	✓	✓	
	Use syllable cards to build words (look, say and do)	✓	✓	✓	✓	✓	✓		✓	✓	✓

Shared Reading (at least 15 minutes twice per week)										
Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster	✓	✓	✓	✓		✓	✓	✓	✓	✓
Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher	✓	✓		✓		✓	✓	✓	✓	✓
Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers reads more fluently.		✓	✓	✓		✓	✓	✓	✓	✓
Answers simple literal questions about a story with short answers, (Where What Who, How)	✓	✓	✓	✓		✓	✓		✓	✓
Names some of the things in the picture in response to questions from the teacher and peers, for example, 'What is this?' 'A fish.'	✓	✓	✓	✓	✓	✓	✓		✓	✓
Acts out parts of the story, using some of the dialogue in pairs and small groups		✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognises and reads some common words in the SAL print in the classroom, e.g. wall display.		✓	✓	✓	✓	✓	✓	✓	✓	✓

Gr. 3 SAL TERM 1

SUMMARY OF ACTIVITIES

WEEKS 1 – 3 THEME: ME AND MY BODY				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
1	1	Class discussion themselves	Picture discussion , read text and practise oral sentences.	Memorise a poem
	2	Identify and name items/pictures	Introduce d-words, practise oral sentences and complete Let's write activity.	Learners listen to story: <i>Mandu's Secret Diary</i> and answer simple questions. Paste in the vocabulary stickers.
2	1	Class discussion on what learners like to do in the afternoons and weekends.	Picture discussion , read text, asks questions and answers them.	Song: <i>This is the way I ride my bike ...</i>
	2	Act out actions.	Introduce b-words, practise oral sentences and complete Let's write activity.	Song: <i>This is the way I ride my bike ...</i> Paste in the vocabulary stickers.
3	1	Poster discussion.	Picture discussion , read text, asks questions and answers them.	Walk and talk activity – mime cleaning activities.
	2	Sing and act out song: <i>Bath time</i>	Introduce m-words, practise oral sentences and shared reading from Big Book 1 .	Complete Let's write activity . Paste in the vocabulary stickers.
WEEKS 4 – 6 THEME: FRIENDS				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
4	1	<u>Song:</u> <i>If you happy and you know it</i> Class discussion about feelings.	Picture discussion , read text, asks questions and answers them.	Learners listen to story: <i>The Wolf and The Seven Little Goats</i> and answer simple questions.
	2	Learners use facial expressions to show their feelings.	Introduce n-words, practise oral sentences and complete Let's write activity.	Poem: <i>Feelings</i> Paste in the vocabulary stickers.
5	1	Class discussion – qualities of good friends	Picture discussion, read text, recognise actions in picture and say what he/she/they are doing.	Play guessing game – <i>Guess who my friend is?</i>
	2	Introduce DBE poster 2 – <i>Friends play</i>	Introduce p-words, practise oral sentences and complete Let's write activity.	Poem: <i>My friends</i> Paste in the vocabulary stickers.
6	1	Class discussion – What do you like to do for fun?	Picture discussion, read text, recognise actions in picture and say what he/she/they are doing. Ask and answer riddles.	Complete Let's write activity.
	2	<u>Song:</u> <i>If you happy and you know it ...</i>	Introduce f-words, practise oral sentences and shared reading from Big Book 1 .	Answer questions from the story. Paste in the vocabulary stickers.

WEEKS 7 – 9 THEME: FAMILY AND HOME				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
7	1	Class discussion – about the learners families	Picture discussion, read text, identifies pictures and build oral sentences.	Learners listen to story: <i>The Three Little Pigs</i> and answer simple questions.
	2	Poem: <i>Our Family</i>	Introduce r-words, practise oral sentences and complete Let's write activity.	Play language game: Beach ball activity
8	1	Class discussion – <i>How does your family help and support each other.</i>	Picture discussion, read text, identify pictures and listen to Big Book story.	Poem: <i>Evening chores</i>
	2	Re-read Big Book story – <i>We care</i>	Introduce s-words, practise oral sentences and complete Let's write activity.	Learners act out parts of the Big Book story.
9	1	Introduce the DBE Poster 3	Class discussion – Poster, Read text with understanding.	Beach ball activity – ask and answer questions
	2	Sing an appropriate song.	Introduce t-words, practise oral sentences and complete Let's write activity.	Learners mime and guess activities.
WEEKS 10 THEME: CHECK YOURSELF				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
10	1	Sing songs learnt this term.	Match the sticker with the word.	Beach ball activity – reinforcement of vocabulary.
	2	Recite poems learnt this term.	Match the sticker with the word.	Beach ball activity – reinforcement of vocabulary.

Gr. 3 SAL TERM 1

SUGGESTED INFORMAL ASSESSMENT ACTIVITIES

SKILL	CONTENT	WEEKS	ASSESSMENT ACTIVITY
LISTENING AND SPEAKING	Oral and/or practical/Observation Demonstrate understanding of some basic oral vocabulary by pointing to objects in a picture	Week 7 Lesson 1	The teacher says a word from column 1 – 3 on p. 14 and the learners must point to the picture that matches to the word.
	Oral and/or practical/Observation Memorise and perform simple poems or action songs.	Week 1 Lesson 1	Closing activity: Memorise and recite an appropriate poem.
	Oral and/or practical/Observation Respond to simple questions e.g. Where do you live?	Week 9 Lesson 1	Closing activity: Beach ball activity: The learners ask each other questions and answer friend's questions.
	Oral and/or practical/Observation Participate in simple role-plays and dialogues using (2-3 sentences), with support of the teacher modelling greetings and farewells etc. in pairs and in small groups.	Week 3 Lesson 1	Routine activity: Role play greetings, using puppets.
EMERGENT LITERACY	Oral and/or practical/Observation Segment spoken words into syllables and blending them again.	Week 3 Lesson 2	Main activity: The learners clap words according to their sounds.
	Oral and/or practical/Observation Identify the sounds at the beginning and end of spoken words.	Week 4 Lesson 1	Main activity: The teacher points to a word, says the learners must say the beginning and end sounds of each word.
	Oral and/or practical/Observation Identify the letter-sound relationships in familiar words in the SAL and in the HL	Week 7 Lesson 2	Main activity: Request the learners to give examples of words that begin with the letter r in the HL.
	Oral and/or practical/Observation Read the text aloud with the teacher	Week 5 Lesson 1	Main activity: The learners read the text aloud with the teacher.
	Oral and/or practical/Observation Answer simple literal questions about a story giving short answers	Week 6 Lesson 2	Closing activity: The teacher pages again through Big Book 1 , p 9 -16: <i>Things that make me happy</i> , and ask simple questions about each page.
	Oral and/or practical/Observation Demonstrate understanding of vocabulary in the story by naming objects in the pictures in response to instructions from the teacher.	Week 8 Lesson 2	Getting started activity: The teacher points to people/objects in the story and the learners must demonstrate understanding of vocabulary in the story by naming the people/objects in the pictures of the story.
	Oral and/or practical/Observation After repeated readings, join in chorusing and repeat language chunks where appropriate in pairs and in small groups	Week 8 Lesson 1	Main activity: Re-reads the story a third time, allowing the learners to read some phrases on their own.
	Oral and/or practical/Observation Act out parts of the story using some gestures and simple dialogue in pairs and in small groups	Week 8 Lesson 2	Closing activity: The learners act out parts of the story using some gestures and simple dialogue in pairs and in small groups.

WEEK 1 LESSON 1	
THEME: ME AND MY BODY – ABOUT US	
LEARNING OBJECTIVES	Learners will be able to: Participate in simple role-plays and dialogues in (2-3 sentences) with support of the teacher modelling greetings and farewells etc.; in pairs and in small groups. Continue to develop an oral (listening and speaking) vocabulary using themes or topics. Talk about objects in a picture in response to the teacher's instructions. Memorise a simple poem in pairs and in groups. Segment spoken words into syllables and blend them again. Identify the sounds at the beginning and at the end of spoken words. Read the text aloud with the teacher.
NOTES	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.
RESOURCES	DBE Workbook p. 2 & 3; Vocabulary chart with flash cards; Syllable cards Objects related to the theme; Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- Begin a class discussion in the HL (to activate thinking and reasoning skills). Learners will be able to tell a friend something about themselves, (name, how old and Grade) e.g. 'My name is Anita.' I am 9 years old. I am in Grade 3.
- Continue discussion in the HL. The learners will be able to tell a friend when their birthday is, in which school they are and what is the name of their teacher, e.g. 'My birthday is on 1 September'. I am in Lesedi Primary School. My teacher is Mrs. Coetzee.
- Poster discussion – My Body** Discuss the poster with the learners and ask the following questions
 - Why is your head important?
 - Can you describe your eyes?
 - What do you use your hands for?
 - What do you use your ears for?
 - What do you do when your knee is sore?

MAIN ACTIVITY: (± 15 minutes)

- Introduce the Theme: Me and my body for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week's Topic: About us to the learners in the HL and then in the SAL. (See foreword).
- Request the learners to open their **DBE Workbooks** on page 2.
- Encourage the learners to tell a friend what the children are doing in the picture on page 2, using the HL.
- Allow a few children to tell the class what the children are doing in the picture.
- Introduce new vocabulary from the text on p. 4 to the learners: (See the introduction)

baby, years, nursery, school, Grade, Keke, Rama, Nana, Joe
- The teacher models the reading of the text on page 2, while the learners follow in their workbooks.
- The teacher re-reads the text and prompts learners to read with her.
- Introduce the **Word box** to the learners:

boy, girl, birthday, face, body, backpack, three, seven, nine
- After all the words are introduced, the learners must clap the words according to their sounds.
- The teacher points to a word, says the word and the learners must say the beginning sound of each word.
- The teacher points to a picture in the **Word box** on p. 2 and the learners must say the SAL word.
- Practise Pairs' activity:
 - The learners practise the "Ask your friend" sentences on p.3 in pairs.
 - Learner A: "How old are you?"
 - Learner B: "I am ___ years old." etc.

CLOSING ACTIVITY: (± 7 minutes)

- Memorise and recite an appropriate poem, e.g.
This is me
This is me, here's my neck
Here my arms that stretch and stretch
I can jump in the air with my legs so strong
My hands are busy all day long.

SUGGESTIONS FOR EXTENSION:**Matching game/worksheet:**

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

INFORMAL ASSESSMENT:

- Use the activity in which the learners recite a poem to assess learners for:

LISTENING AND SPEAKING:

- Memorise and perform simple poems or action songs.

WEEK 1 LESSON 2	
THEME: ME AND MY BODY – ABOUT US	
LEARNING OBJECTIVES:	Learners will be able to: Participate in simple role-plays and dialogues with (2-3 sentences) with support of the teacher modelling greetings and farewells etc., in pairs and in small groups. Continue to develop an oral (listening and speaking) vocabulary using themes or topics. Talk about objects in a picture, in response to the teacher's instructions. Segment spoken words into syllables and blend them again. Identify the sounds at the beginning and at end of spoken words. Listen to a story read by the teacher and respond to simple questions asked by the teacher 'What, Who, Where'
NOTES:	Prepare topic related flash cards and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 2 & 3 DBE Anthology p. 100 <i>Mandu's Secret Diary</i> Hand puppets and other props to act out dialogues Vocabulary flash cards Syllable cards Beach ball Objects related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- Pule and Pam was introduced to learners in Grade 2. The teacher informs learners that Pule and Pam are also in Gr. 3 this year and remind the learners that they can only understand the SAL.
- The teacher notifies the class that she is going to point at an item/picture and the class must then tell Pule what the name of the item/picture is in the SAL. The teacher shows the items/pictures of previous lesson's **Word box**.
- Poster discussion – Cleanliness** Discuss the poster with the learners and ask the following questions:
 - When do you brush your teeth?
 - Why do you wash your hands before touching food?
 - How many times a week do you bath/wash?
 - Do you use a bath or a bucket to wash yourself?

MAIN ACTIVITY: (\pm 15 minutes)

- The teacher introduces the letter **d** to the learners and request the learners to give examples of words that begin with the letter **d** in the HL.
- The teacher introduces the **d-words** in the Workbook on p. 3 in the workbook, and the learners repeat the words.
- The teacher use the words in a sentences and the learners repeat the sentences.
- The learners clap the words in the Workbook on page 3 according to their sounds.
- The learners make their own hand puppets, the DBE Workbook p. 3.
- The teacher uses hand puppets and model the conversation between *Pule and Pam*, the Workbook p. 3.
- The learners use their own hand puppets and mimic the teacher.
- **Let's write activity:** The teacher models how to complete the activity, in the **DBE Workbook** p. 3 and the learners complete the activity.
- Paste in the stickers of the relevant vocabulary theme words on page 20 in the workbook. Stickers are found in the back of the workbook.

CLOSING ACTIVITY: (\pm 7 minutes)

- Reading for enjoyment: **Anthology p. 100:** Mandu's Secret Diary
- The teacher reads the story to the learners for enjoyment and the learners look at the pictures.
- The teacher asks simple literal questions about the story (Who, What, Where).
- The learners answers with short answers.

SUGGESTIONS FOR EXTENSION:

Beach ball activity:

- The learners throw a beach ball to each other in their groups.
- The learner who throws the ball must ask one of the questions in the practise **Pairs' activity**, the **DBE Workbook** p. 3,
- The learner who catches the ball must answer the question, using the sentence frame as in the above mentioned activity.

Notes:

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice. There are no margins, text, or other markings on the page.

WEEK 2 LESSON 1	
THEME: ME AND MY BODY – WHAT I ENJOY	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues in (2-3 sentences) with support of the teacher modelling greetings and farewells etc. in pairs and in small groups.</p> <p>Continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Talk about objects in a picture in response to the teacher's instructions.</p> <p>Segment spoken words into syllables and blend them again.</p> <p>Identify the sounds at the beginning and end of spoken words.</p> <p>Read text aloud with the teacher.</p> <p>Ask and respond to simple questions asked by the teacher and the learner.</p> <p>Memorise and perform action songs in pairs and in groups.</p>
NOTES:	Prepare topic related flash cards (HL & SAL).
RESOURCES:	<p>DBE Workbook p. 4 & 5</p> <p>Hand puppets and other props to act out dialogues</p> <p>Vocabulary flash cards</p> <p>Syllable 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 (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- The teacher encourages the learners to tell a friend what he/she likes to do during the afternoons and over weekends, using the HL.
- Allow feedback from some learners to tell the class what they like to do, using the HL.
- The teacher replies in the SAL. E.g. Learner (HL): I like to ride my bike.
Teacher (SAL): He/She likes to ride his/her bike.

MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic What I enjoy to the learners in the HL and then in the SAL. (See foreword).
- Request the learners to open their DBE Workbooks on page 4 & 5.
- Encourage the learners to tell a friend what the children are doing in the picture on page 4, using the HL.
- Allow feedback from some learners in the HL. The teacher repeats the learner's feedback in the SAL.
- Class repeats the teacher's sentence.
- Introduce new vocabulary from the text on p. 4 to learners: (See foreword)
like, ride, bike, sing, dance, play, soccer, cook, mess
- The teacher models the reading of the text on page 4, while the learners follow in their workbooks.
- The teacher re-reads the text and prompt learners to read with her.
- Introduce **Word box** words to the learners:
bike, road, bed, boots, goal, foot, bowl, spoon, book
- After all the words are introduced the learners must clap the words according to their sounds.
- The teacher points to a word and asks the learners to say the word. The learners must say the first sound of each word.
- Practise Pairs' activity:** Use the learnt vocabulary to complete the activity.
Learner 1: Points to the picture and ask a friends an appropriate question, using the SAL?
What is he/she doing?
Learner 2: Answer the question using the appropriate answer, using the SAL.
"He is ____.", or "She is ____."

CLOSING ACTIVITY: (± 7 minutes)

- Sing an appropriate action song, e.g.
This is the way ...
This is the way I ride my bike ...
This is the way I sing and dance
This is the way I play soccer ...
This is the way I cook food ...

SUGGESTIONS FOR EXTENSION:

- Draw a picture of what you like to do during the afternoons or over weekends and write a caption for your picture using the SAL.

WEEK 2 LESSON 2	
THEME: AT SCHOOL – WE PLAY	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues (2-3 sentences) with the support of the teacher who models greetings and farewells etc. This to take place in pairs and in small groups.</p> <p>Continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Segment spoken words into syllables and blend them again.</p> <p>Identify the sounds at the beginning and at the end of spoken words.</p> <p>Ask and respond to simple questions asked by the teacher and the learners</p> <p>Memorise and perform action songs in pairs and in groups.</p> <p>Complete sentences by using learnt vocabulary.</p>
NOTES:	<p>Prepare topic related flash cards (HL & SAL).</p> <p>Prepare action word flash cards</p>
RESOURCES:	<p>DBE Workbook p 4 & 5</p> <p>Hand puppets and other props for dialogues</p> <ul style="list-style-type: none"> • Vocabulary flash cards • Syllable cards <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 (2-3 sentences) in pairs. (e.g. “Good morning Anita. How are you?” “Good morning Nomsa. I am fine thank you. Hope you have a great day.”)

GETTING STARTED: (± 5 minutes)

- Learners sing an appropriate action song, e.g. ‘This is the way I ride my bike’.
- Acting out actions:
 - The teacher points to an action word (dancing, cooking, sleeping, playing, reading and riding) on the **Vocabulary chart** and the learners must act out the action.
 - The teacher then asks using the SAL: What are you doing?
 - The learners must answer using the SAL e.g. I am _____.
 - Repeat exercise until at least 5 words are addressed.

MAIN ACTIVITY: (± 15 minutes)

- The teacher introduces the letter **b** to the learners and request the learners to give examples of words that begin with the letter **b** in the HL.
- The teacher introduces the **b-words** in the Workbook on p. 5 in the workbook, and the learners repeat the words. The teacher uses the words in a sentences and the learners repeat the sentences.
- The learners clap the words in the **Workbook** on page 5 according to their sounds.
- The teacher uses hand puppets and models the conversation between Pule and Pam, from the **DBE Workbook p. 5**.
- The learners use their own hand puppets and mimic the teacher.
- **Let’s write activity:** The teacher models how to complete the activity, the **DBE Workbook** p. 5 and the learners complete the activity.

CLOSING ACTIVITY: (± 7 minutes)

- The learners sing an appropriate action song, e.g. ‘This is the way I ride my bike’.
- Paste the stickers of the relevant vocabulary theme words on p. 20 in the workbook. Stickers are found in the back of the workbook.

SUGGESTIONS FOR EXTENSION:

- **Play Charades** in groups of 4-5.
 - One learner acts (dancing, cooking, sleeping, playing, reading, and riding) what he/she is doing for the group.
 - The rest of the group must give the answer in the HL e.g. He/she is singing.
 - The acting learner must then confirm his/her action in the SAL, e.g. I am singing.
 - Repeat the game until all group members had a chance to mime out an action.
- Make up own songs in groups
 - The learners make up their own songs about what they enjoy doing. E.g. This is the way I like to swim ...

WEEK 3 LESSON 1	
THEME: ME AND MY BODY – BEING CLEAN	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues with (2-3 sentences) support of the teacher.</p> <p>Continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Talk about objects in a picture in response to the teacher's instructions.</p> <p>Segment spoken words into syllables and blend them again.</p> <p>Identify the sounds at the beginning and end of spoken words.</p> <p>Ask and respond to simple questions asked by the teacher and the learners.</p> <p>Read text aloud with the teacher.</p>
NOTES:	<p>Prepare topic related flash- and syllable cards (HL & SAL).</p> <p>Prepare flash card for the DBE Poster 1, Cleanliness</p>
RESOURCES:	<p>DBE Workbook p. 6 & 7;</p> <p>DBE Poster 1 - Cleanliness</p> <p>Hand puppets and other props</p> <p>Vocabulary chart with flash cards;</p> <p>Syllable cards</p> <p>Audio resources, e.g. CD's, DVD's</p>

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- The teacher encourages learners to tell a friend what they see in the pictures on the poster, using the HL or the SAL.
- The teacher introduces vocabulary words from the poster.
- Allow feedback from some of the 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 'Being clean' to the learners in the HL and then in the SAL.
- Request the learners to open their **DBE Workbooks** on page 4 & 5.
- Encourage the learners to tell a friend what the children are doing in the picture on page 6, using the HL or the SAL.
- Introduce new vocabulary from the text on p. 6 to the learners: (See the introduction)

every day, wash, hands, face, brush, teeth, comb, hair, clean
- The teacher models the reading of the text on page 6, while the learners follow in their workbooks.
- The teacher re-reads the text and prompts the learners to read with her.
- Introduce the **Word box** to the learners:

soap, shampoo, toothbrush, water, comb, face cloth, hair, hand, teeth
- After all the words are introduced, the learners clap the words according to the sounds.
- The teacher points to a word, says the word and the learners must say the beginning sound of each word.
- Practise **Pairs' activity**: Use learnt vocabulary to complete the activity.
 Learner 1: Points to the picture and ask a friend *an appropriate* question using the SAL?
 o What is he/she doing?
 Learner 2: Answers the question using the appropriate answer, using the SAL.
 o He is _____. or She is ____

CLOSING ACTIVITY: (± 7 minutes)

- Walk and talk activity:
 - Learner 1: Act a cleaning activity.
 - Learner 2: Tell the learner 1 what he/she is doing.

SUGGESTIONS FOR EXTENSION:

Matching game/worksheet:

- Provide the learners with topic related pictures and word flash cards. The learners must match the word with the picture.
- Compile a worksheet where the learners have to 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:

- Participates in simple role-plays and dialogues with (2-3 sentences) with support of the teacher modelling greetings and farewells etc. in pairs and in small groups.

WEEK 3 LESSON 2	
THEME: ME AND MY BODY – BEING CLEAN	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues (2-3 sentences) with the support of the teacher</p> <p>Continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Segment spoken words into syllables and blend them together again.</p> <p>Identify the sounds at the beginning and end of spoken words.</p> <p>Ask and respond to simple questions asked by the teacher and the learners.</p> <p>Complete the sentences by using the learnt vocabulary.</p> <p>Memorise and perform action songs in pairs and in groups.</p> <p>Name some of the things in the big book pictures in response to questions from the teacher and peers, for example, 'what is this?'</p> <p>Listen to short stories from a Big book.</p> <p>Read the text aloud with the teacher.</p> <p>Answer simple questions about a story with short answers.</p>
NOTES:	Prepare topic related flash – and syllable cards (HL & SAL).
RESOURCES:	<p>DBE Workbook p. 6 & 7</p> <p>DBE Big Book 1 p 1 - 8: <i>Clean Harry</i></p> <p>Hand puppets and other props</p> <p>Beach ball</p> <p>Vocabulary chart with flash cards</p> <p>Syllable cards and audio resources, e.g. CD's, DVD's</p>

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- Sing and act out the song: "Bath time" (Tune: Incey wincey spider.)
Bath time
 Splashing in the water,
 rub my skin with soap.
 Then I wash my hair
 and comb it oh so neat.
 Now I brush my teeth
 and cut my nails so short.
 Mm, I smell all too good now,
 no more smelly feet.
- **Big Book** – Culturally related questions
 - Discuss the following questions with the learner
 - If you didn't have soap, how would you clean yourself?
 - Would you go to a party with dirty clothes? Give reasons for your answer.

MAIN ACTIVITY: (± 15 minutes)

- The teacher introduces the letter **m** to the learners and request learners to give examples of words that begin with the letter **m** in the HL.
- The teacher introduces the **m-words** in the Workbook on p. 7 in the workbook, and the learners must repeat the words. The teacher uses the words in a sentences and the learners repeat the sentences.
- The learners clap the words in the Workbook on p. 7 according to their sounds.
- **Shared Reading:** Big Book 1 p. 1 – 8, *Clean Harry*
 - The teacher guides the learners to talk about the pictures in the story using the SAL as often as possible.
 - The teacher introduces Big Book story vocabulary words:
 - Harry, mother, father, washed, bright, clean, fell, and dirty

- CLOSING ACTIVITY:** (± 7 minutes)

- ### SUGGESTIONS FOR EXTENSION:

WEEK 4 LESSON 1	
THEME: FRIENDS - FEELINGS	
LEARNING OBJECTIVES:	<p>Learners will be able to :</p> <p>Participate in simple role-plays and dialogues (2-3 sentences) with support of the teacher.</p> <p>Continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Talk about objects in a picture in response to the teacher's instructions.</p> <p>Segment spoken words into syllables and blend them again.</p> <p>Identify the sounds at the beginning and at <i>the end</i> of spoken words.</p> <p>Ask and respond to questions asked by the teacher and the learners</p> <p>Read text aloud with the teacher.</p> <p>Memorise and perform action songs in pairs and in groups.</p> <p>Listen to a story for enjoyment.</p>
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	<p>DBE Workbook p. 8 & 9;</p> <p>DBE Anthology p. 52 <i>The Wolf and the Seven Little Goats</i></p> <p>Hand puppets and other props</p> <p>Vocabulary chart with flash cards;</p> <p>Syllable cards and aAudio resources, e.g. CD's, DVD's</p>

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- Sing an appropriate song, e.g. If you are happy and you know it ...
- Begin a class discussion using the HL (to activate thinking and reasoning skills) about feelings.
- Ask questions like: What makes you happy/sad/angry? Etc...

MAIN ACTIVITY: (± 15 minutes)

- Introduce the Theme: Friends for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week's topic Feelings to the learners in the HL and then in the SAL. (See foreword).
- Request the learners to open their **DBE Workbooks** on page 8, and then to look at the picture of the friends.
- The learners must identify the feelings of the friends and tell a friend, using the HL, how the children feel and why they feel like that.
- Introduce new vocabulary from the text on p. 8 to the learners: (See the introduction)

happy, play, friends, puppy, sad
- The teacher models the reading of the text on page 8, while the learners follow in their workbooks.
- The teacher re-reads the text and prompts the learners to read with her.
- Introduce word box words to learners:

happy, sad, angry, smile, cry, friends, play, pet, picnic basket
- After all the words are introduced, the learners must clap the words according to their sounds.
- The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word.
- The teacher points to a picture in column 1 – 3 on p. 8 and the learners must say the SAL word.
- Practise Pairs' activity:** Use learnt vocabulary to complete the activity.
Learner 1: Points to the picture and ask a friend an appropriate question using the SAL?
How does he/she feel?
Learner 2: Answer the question using the appropriate answer, using the SAL.
He is _____. or She is ____
The learners tell each other what makes them happy and sad.

CLOSING ACTIVITY: (± 7 minutes)

- Reading for enjoyment: **Anthology** p. 52: *The Wolf and the Seven Little Goats*
- The teacher reads the story to learners for enjoyment and the learners look at the pictures.
- The teacher asks simple questions about the feelings of the little goats in the story.
- How did they feel when their mother left the house to go shopping?
- How did they feel when the wolf came into the house? Etc.
- The learners answer giving short answers.

SUGGESTIONS FOR EXTENSION:**Beach Ball activity:**

- The learner throwing the ball calls out a feeling, using the HL, e.g. happy, sad, angry, afraid
- The learner catching the ball must repeat the feeling, using the SAL and call out another feeling, using the HL.
- Repeat until all the learners had a chance.

INFORMAL ASSESSMENT:

- Use the activity in which the teacher points to a word, learner says the word and must say the beginning and end sounds of each word.

EMERGENT LITERACY:

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

WEEK 4 LESSON 2	
THEME: MY FAMILY – FRIENDS – FEELINGS	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues (2-3 sentences) with the support of the teacher</p> <p>Continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Segment spoken words into syllables and blend them again.</p> <p>Identify the sounds at the beginning and at the end of spoken words.</p> <p>Ask and respond to simple questions asked by the teacher and the learners.</p> <p>Identify facial expressions and match them with the correct word.</p> <p>Memorise and perform a poem in pairs and in groups.</p>
NOTES:	<p>Prepare topic related flash- and syllables cards (HL & SAL).</p> <p>Make a “How I feel poster” in the following way: Pin an arrow on a sheet of paper (such as a poster) so that it can rotate. Draw/or paste in a circle different facial expressions indicating emotions (such as angry, afraid, surprised, happy, sad, disgusted, etc.)</p>
RESOURCES:	<p>DBE Workbook p. 8 - 9</p> <p>Vocabulary chart with flash cards</p> <p>Syllable cards</p> <p>Audio resources, e.g. CD's, DVD's</p>

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. (e.g. “Good morning Anita. How are you?” “Good morning Nomsa. I am fine thank you. Hope you have a great day.”)

GETTING STARTED: (± 5 minutes)

- The teacher calls out an emotion, e.g. happy, sad, afraid, and the learners must show the feeling (emotion) with their faces.

MAIN ACTIVITY: (± 15 minutes)

- The teacher introduces the letter **n** to the learners and request the learners to give examples of words that begin with the letter **n** in the HL.
- The teacher introduces the **n-words** in the Workbook on p. 9 in the workbook, and the learners repeat the words.
- The teacher uses the words in a sentences and the learners repeat the sentences.
- The learners clap the words in the Workbook on page 9 according to their sounds.
- Practise Pule and Pam activity:
 - The teacher uses hand puppets and model the conversation with Pule, DBE Workbook p. 9.
 - The learners use their own hand puppets and mimic the teacher.
- **Let's write activity:** Teacher models how to complete the activity, DBE Workbook p. 9 and the learners complete the activity.

CLOSING ACTIVITY: (\pm 7 minutes)

- Teach the learners an appropriate poem:

Feelings

One, two, three

I am feeling free!

Four, five, six

I play with Trix

Seven, eight, nine,

I am feeling fine.

Ten, eleven, twelve

I'm happy with myself!

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

SUGGESTIONS FOR EXTENSION:

- Leaners make a “How do I feel?” poster.

Notes:

[illegible]

WEEK 5 LESSON 1	
THEME: FRIENDS – FRIENDS PLAY	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues (2-3 sentences) with support of the teacher</p> <p>Continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Talk about objects in a picture in response to the teacher's instructions.</p> <p>Segment spoken words into syllables and blend them again.</p> <p>Identify the sounds at the beginning and at the end of spoken words.</p> <p>Ask and respond to simple questions asked by the teacher and the learners.</p> <p>Read text aloud with the teacher.</p> <p>Memorise and perform action songs in pairs and in groups.</p>
NOTES:	<p>Prepare topic related flash- and syllable cards (HL & SAL).</p> <p>Have old magazines and paper plates/cardboard available for extended activity.</p>
RESOURCES:	<p>DBE Workbook p. 10 & 11</p> <p>DBE Poster 2: <i>Friends play</i></p> <p>Hand puppets and other props</p> <p>Vocabulary chart with flash cards</p> <p>Syllable 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 (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- The teacher encourages the learners to tell a friend what they like to do when they play with their friends, using the HL.
- Class discussion: The teacher guides learners to talk about the qualities of a good friend. It is important that learners must realise that to have a good friend, one should be a good friend.

MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's topic *Friends* to the learner in the HL and then in the SAL. (See introduction).
- Request the learners to open their DBE Workbooks on p. 10 & 11.
- Encourage the learners to tell a friend what they think the children are doing in the picture on p. 10 & 11, using the HL.
- Introduce new vocabulary from the text on p.10 to the learners: (See the introduction)
like, play, slide, read, swing, help, each, other
- The teacher models the reading of the text on p. 10, while the learners follow in their workbooks.
- The learners read the text aloud with the teacher.
- Introduce the **Word box** to the learners:
run, kick, read, slide, swing, climb, jump, swim, sit
- After all the words are introduced the learners must clap the words according to their sounds.
- The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word.
- **Practise Pairs' activity:** Point to a picture and tell a friend what he/she/they like/s to do.
 - Learner 1: Point to a picture.
 - Learner 2: Tells learner 1 what he/she/they like/s to do.

CLOSING ACTIVITY: (± 7 minutes)

- Play a game in your group: Guess who is my friend?
 - The learner describes a friend, e.g. 'My friend is a girl. She has blond long hair and blue eyes. She is friendly and likes to play netball. Who is she?'
 - Class must guess who the learner described.

SUGGESTIONS FOR EXTENSION:

- Make a thank you card for your best friend.

INFORMAL ASSESSMENT:

- The learners use the activities and read the texts aloud on their own.

EMERGENT LITERACY:

- The learners read the text aloud with the help of the teacher

WEEK 5 LESSON 2	
THEME: FRIENDS – FRIENDS PLAY	
LEARNING OBJECTIVES:	Learners will be able to: Participate in simple role-plays and dialogues (2-3 sentences) with support of the teacher to continue developing an oral (listening and speaking) vocabulary using themes or topics. Segment spoken words into syllables and blend them again. Identify the sounds at the beginning and at the end of spoken words. Ask and respond to simple questions asked by the teacher and the learners. Complete sentences by using the learnt vocabulary. Memorise a poem.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p 10 & 11 Hand puppets and other props Vocabulary chart with flash cards Syllable cards Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. (e.g. “Good morning Anita. How are you?” “Good morning Nomsa. I am fine thank you. Hope you have a great day.”)

GETTING STARTED: (± 5 minutes)

- Introduce the **DBE poster 2: Friends play**
- Encourage the learners to tell a friend in the SAL *what are the children doing* in the poster.
- Allow a few children to tell the class *what the children are doing* in the poster.
- Move and Learn activity:**
 - The teacher points at a picture with an English word on the poster, e.g. friends.
 - The learners read the English word in the poster and must say the SAL word.
 - The 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.
 - The teacher points to pictures on the poster and ask questions, e.g. ‘Who do you think this is?’ What are they/he/she doing? How many children do you see in the poster? Etc.

MAIN ACTIVITY: (± 15 minutes)

- The teacher introduces the letter **p** to the learners and request the learners to give examples of words that begin with the letter **p** in the HL.
- The teacher introduces the **p-words** in the **Workbook on p. 11** in the workbook, and the learners repeat the words
- The teacher uses the words in a sentences and the learners repeat the sentences.
- The learners clap the words in the **Workbook on p. 11** according to their sounds.
- The teacher uses the hand puppets and model the conversation between Pule and Pam, the **DBE Workbook p. 11**.
- The learners use their own hand puppets and mimic the teacher.
- Let's write activity:** Teacher models how to complete the activity, the **DBE Workbook p. 11** and learners complete the activity.

CLOSING ACTIVITY: (± 7 minutes)

- Teach the learners an appropriate poem:
My friends
I love my friends with all my heart
and think they are very smart.
We like to play and have some fun
we swing, climb and slide in the sun!
- Paste the stickers of the relevant vocabulary theme words on p. 20 in the workbook. Stickers are found in the back of the workbook.

SUGGESTIONS FOR EXTENSION:

- Play Charades in groups of 4-5.
 - One learner mimes an action (for e.g. swimming, reading, swinging, kicking, running, sliding, jumping, climbing, sitting).
 - The rest of the group must give the answer in the HL e.g. He/she is swimming.
 - The acting learner must then confirm his/her action in the SAL, e.g. I am swimming.
 - Repeat the game until all group members had a chance to mime out an action.
 - The learners draw their friends and write a caption for each friend, indicating who it is.

Notes:

[illegible]

WEEK 6 LESSON 1	
THEME: FRIENDS - HAVING FUN	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues (2-3 sentences) with support of the teacher and they continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Talk about objects and actions in a picture in response to the teacher's instructions.</p> <p>Segment spoken words into syllables and blend them again.</p> <p>Identify the sounds at the beginning and at the end of spoken words.</p> <p>Ask and respond to simple questions asked by the teacher and the learners.</p> <p>Read text aloud with the teacher.</p> <p>Complete sentences by using learnt vocabulary.</p>
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	<p>DBE Workbook p.12 & 13</p> <p>Hand puppets and other props</p> <p>Vocabulary chart with flash cards</p> <p>Syllable cards and audio resources, e.g. CD's, DVD's</p>

ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- The teacher encourages learners to tell a friend what they like to do for fun, using the HL, e.g. bake a cake, play with friends, go to the movies, and have a party.
- **Poster discussion – Friends Play** Discuss the poster with the learners and ask the following questions.
 - How many friends do you have at school?
 - What games do you play at school?
 - What games do you play after school?
 - Why do you like to play with animals?
 - If you don't like playing with animals, why not?

MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's topic 'Having fun' to the learners in the HL and then in the SAL. (See foreword).
- Class discussion about the picture on p. 12. The learners respond to questions asked by the teacher.
- Request the learners to open their DBE Workbooks on p. 12 & 13.
- Introduce new vocabulary from the text on p. 12 to the learners: (See the introduction)

cook, bake, cake, Let's, party, fun
- The teacher models the reading of the text on p. 12, whilst the learners follow in their workbooks.
- The teacher re-reads the text and prompts the learners to read with her.
- Introduce word box words to learners:

stove, rolling pin, pan, cake, cupcake, flour, dish cloth, dough, cookie cutter
- After all the words are introduced the learners must clap the words according to their sounds and syllables.
- The teacher points to a word, says the word and the learners must say the beginning and last sound of each word.
- Have a class discussion using the SAL as often as possible, and use the HL where necessary.
- Is it fun to bake a cake? Give a reason for your answer.
- Practise Pairs' activity:

Learner 1: Ask the riddle, e.g. 'What am I? I am made from glass and you drink from me.'

Learner 2: You are a glass.

Note

This can also be done as a class activity where the teacher asks the riddle and allow learners to answer.

- Practise with Pule and Pam activity:
 - The teacher uses hand puppets and model the conversation between Pule and Pam, **DBE Workbook p. 13.**
 - The learners use their own hand puppets and mimic the teacher.

CLOSING ACTIVITY: (± 7 minutes)

- **Let's write activity:**
 - The teacher models the completion of the activity and the learners complete the activity.

SUGGESTIONS FOR EXTENSION:

- **Play Charades** in groups of 4-5.
 - One learner acts out a fun activity he/she likes to do, e.g. (baking, watching TV, reading a book) to the group.
 - The rest of the group must give the answer in the HL e.g. "You are watching TV."
 - The acting learner must then confirm his/her action in the SAL, e.g. "I am watching TV."
 - Repeat game until all group members had a chance to mime out an action.

WEEK 6 LESSON 2	
THEME: FRIENDS - HAVING FUN	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues (2-3 sentences) with support of the teacher</p> <p>Continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Segment spoken words into syllables and blend them again.</p> <p>Identify the sounds at the beginning and at the end of spoken words.</p> <p>Memorise and perform action songs in pairs and in groups.</p> <p>Name some of the things in the Big book pictures in response to the questions from the teacher and the peers, for example, 'what is this?'</p> <p>Listen to short stories from a Big book.</p> <p>Read the text aloud with the teacher.</p> <p>Learners should be to 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>After repeated readings, the learners will be able to join in chorusing and repeat language chunks where appropriate in pairs and in small groups.</p>
NOTES:	<p>Prepare topic related flash- and syllable cards (HL & SAL).</p> <p>Prepare Big Book vocabulary cards.</p>
RESOURCES:	<p>DBE Workbook p 12 - 13</p> <p>DBE Big Book 1, p. 9 – 16 <i>Things that make me happy</i></p> <p>Vocabulary chart with flash cards</p> <p>Syllable cards</p> <p>Audio resources, e.g. CD's, DVD's</p>

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- Sing and act out an appropriate song: e.g. If you happy and you know it ...
- **Big Book** – Culturally related questions

Discuss the following questions with the learners

 - How do you celebrate birthdays in your family?
 - Why do you think it is important to speak English?

MAIN ACTIVITY: (± 15 minutes)

- The teacher introduces the letter **f** to the learners and request the learners to give examples of words that begin with the letter **f** in the HL.
- The teacher introduces the **f-words** in the Workbook on p. 13 in the workbook, and the learners repeat the words.
- The teacher use the words in a sentences and the learners repeat the sentences.
- The learners clap the words in the **Workbook** on page 13 according to their sounds.
- **Shared Reading: Big Book 1** p. 9 – 16: *Things that make me happy*
 - The teacher guides learners to talk about the pictures in the story using the SAL as often as possible.
 - The teacher introduces the **Big Book** story vocabulary words:

little, wanted, school, friends, young, learn, birthday, cute, care, thank you
 - The teacher models how to read a story to the learners, using a pointer, while the learners follow.
 - The teacher re-reads the story and encourages the learners to join her in reading the story.

CLOSING ACTIVITY: (\pm 7 minutes)

- The teacher pages again through the **Big Book 1**, p 9 -16: Things that make me happy, and ask simple questions about each page.
- The learners answer questions using the SAL as often as possible but in the HL where necessary. e.g.

Page:	Teacher:	Learners will be able to:
10	What did the boy want to do?	He wanted to go to school.
11	What did the boy want?	He wanted to have lots of friends.
12	Why could he not have a dog?	He was too young.
13	What language did he want to speak?	He wanted to speak English.
14	Describe his Gr. 3 friends.	They are big, small, brown, white, boys and girls.
15	What did he get for his birthday?	He has a cute little dog.
16	Was the boy thankful for his gifts?	Yes, he thanked all his friends.

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

SUGGESTIONS FOR EXTENSION:

- The learners will be able to compile their own **Big Book** about their friends using learnt vocabulary.

INFORMAL ASSESSMENT:

- Use the closing activity in which the teacher asks questions about the story for:

LISTENING AND SPEAKING:

- Answers simple questions about a story giving short answers.

Notes:

[illegible]

WEEK 7 LESSON 1	
THEME: FAMILY AND HOME – MY FAMILY	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues (2-3 sentences) with support of the teacher</p> <p>Continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Talk about objects in a picture in response to the teacher's instructions.</p> <p>Segment spoken words into syllables and blend them again.</p> <p>Identify the sounds at the beginning and at the end of spoken words.</p> <p>Ask and respond to simple questions asked by the teacher and the learners.</p> <p>Read text aloud with the teacher.</p> <p>Listen to a story from the anthology and give answers to simple questions.</p>
NOTES:	<p>Prepare topic related flash cards (HL & SAL).</p> <p>Prepare worksheets for extension activities.</p>
RESOURCES:	<p>DBE Workbook p.14 & 15</p> <p>DBE Anthology p. 48 <i>The Three Little Pigs</i></p> <p>Hand puppets and other props</p> <p>Vocabulary chart with flash cards</p> <p>Syllables cards</p> <p>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 (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- Begin a class discussion in the HL (to activate thinking and reasoning skills) about the family.
- The learners tell a friend about their family, using the HL.
- **Poster discussion – Our home** Discuss the poster with the learners and ask the following questions.
 - With whom do you live?
 - What part of your home do you like the most?
 - How do you help other people at home?
 - Who lives next door to you?
 - Describe your home.

MAIN ACTIVITY: (± 15 minutes)

- Introduce the Theme: Family and home for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week's topic: My Family to the Learners in the HL and then in the SAL. (See foreword).
- Request learners to open their **DBE Workbooks** on p. 14 & 15.
- Encourage learners to tell a friend who they think the family members are in the picture on p.14, using the SAL as often as possible.
- Allow a few learners to tell the class who they think the family members are in the picture.
- Introduce new vocabulary to the learners, p. 14: (See the introduction)

family, mother, father, brother, sister, grandmother, grandfather, aunt, uncle, cousin
--
- The teacher models the reading of the text on p.14, while the learners follow in their workbooks.
- The teacher re-reads the text and prompts the learners to read with her.
- The learners read the words in the **Word box** and clap the words according to their sounds.
- The learners must segment vocabulary words into syllables.
- The teacher points to a word, says the word and the learners must say the beginning and end sound of each word.
- The teacher says a word from column 1 – 3 on p. 14 and the learners must then point to the picture that matches the word.

CLOSING ACTIVITY: (± 7 minutes)

- Reading for enjoyment: **Anthology** p. 48: *The Three Little Pigs*
- The teacher reads the story to the learners for enjoyment and the learners look at the pictures.
- The teacher asks simple questions about the story.
 - How many children are there in the pig family? etc.
- The learners answer in short answers.

SUGGESTIONS FOR EXTENSION:**Matching game/worksheet:**

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

INFORMAL ASSESSMENT:

- The teacher says a word from column 1 – 3 on p. 14 and the learners must point to the picture that matches the word for: family, mother, father, brother, sister, grandmother, grandfather, etc.

LISTENING AND SPEAKING:

- Demonstrates an understanding of some basic oral vocabulary by pointing to objects in a picture

WEEK 7 LESSON 2	
THEME: FAMILY AND HOUSE – MY FAMILY	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues with support of the teacher</p> <p>Continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Segment spoken words into syllables and blend them again.</p> <p>Identify the sounds at the beginning and at the end of the spoken words.</p> <p>Ask and respond to simple questions asked by the teacher and the learners.</p> <p>Complete sentences by using learnt vocabulary.</p> <p>Memorise a poem in pairs and in groups.</p> <p>Play a language game.</p>
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	<p>DBE Workbook p. 14 & 15</p> <p>Vocabulary chart with flash cards</p> <p>Syllable 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 (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- Learners memorise an appropriate poem, e.g.
Our family
 I love my dad with all my heart
 And Mommy says I'm smart
 But Granny says: My, how she grows
 And Grandpa nods. He knows!

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their **DBE Workbooks** on p. 14 & 15.
- The teacher introduces the letter **r** to the learners and request the learners to give examples of words that begin with the letter **r** in the HL.
- The teacher introduces the **r-words** in the **Workbook** on p. 15 in the workbook, and the learners repeat the words. The teacher uses the words in the sentences and the learners repeat the sentences.
- The learners clap the words in the **Workbook** on p. 15 according to their sounds.
- Practise Pairs' activity on p. 15.
 - Learner 1: Points to picture 1 and reads the sentence: "This is my mother."
 - Learner 2: Points to picture 2 and reads the sentence: "This is my father."
- Repeat until both learners have read all 4 sentences.
- Practise with Pule and Pam activity:
 - The teacher demonstrates the conversation between Pule and Pam.
 - The learners use their own hand puppets and mimic the teacher.
- **Let's write activity:** The teacher models how to complete the activity, **DBE Workbook** p. 15 and the learners complete the activity.

CLOSING ACTIVITY: (\pm 7 minutes)

Beach ball activity:

- The learners will be able to throw a beach ball to each other in their groups.
 - The learners throw a beach ball to each other in their groups.
 - The learner who throws the ball must call out a family member name e.g. mother, using the HL.
 - The learner who catches the ball must repeat the word mentioned by the thrower using the SAL, and then call out another family member's name, using the HL.
 - Repeat activity until all group members had a turn.
- Paste the stickers of the relevant vocabulary theme words on p. 20 and 21 in the workbook. Stickers are found in the back of the workbook.

SUGGESTIONS FOR EXTENSION:

- The learners draw their family and write a caption for each family member, indicating who it is. They may use the words in the **Word box** to help them.

INFORMAL ASSESSMENT:

- Request the learners to give examples of words that begin with the letter r in the HL and the SAL for:

LISTENING AND SPEAKING:

- Identify the letter-sound relationships in familiar words in the SAL and in the HL

Notes:

[illegible]

WEEK 8 LESSON 1	
THEME: FAMILY AND HOME – WE HELP AT HOME	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues (2-3 sentences) with the support of the teacher.</p> <p>Continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Talk about objects in a picture in response to the teacher's instructions.</p> <p>Segment spoken words into syllables and blend them again.</p> <p>Identify the sounds at the beginning and at the end of spoken words.</p> <p>Read text aloud with the teacher.</p> <p>Listen to short stories from a big book.</p> <p>Memorise and perform action poems in pairs and in groups.</p>
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	<p>DBE Workbook p. 16 & 17</p> <p>DBE Big Book 1 p. 17 – 24 <i>We care</i></p> <p>Hand puppets and other props</p> <p>Vocabulary chart with flash cards</p> <p>Syllable cards</p> <p>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 (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- The teacher begins a class discussion by asking: "How does your family help and support each other?"
- Allow feedback from some learners to tell the class how their families help and support each other, using the HL.
- The teacher repeats sentence using the SAL. Class then repeats the teacher's sentence. e.g. The learner (HL): I wash the dishes. The teacher (SAL): I wash the dishes. The class (SAL): I wash the dishes.
- Big Book** – Culturally related questions
Discuss the following questions with the learners
 - How do you care for old people in your culture?
 - Do you know of any plants that can be used as medicine?

MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's topic '*We help at home*' to the learners in the HL and then in the SAL. (See foreword).
- Request the learners to open their **DBE Workbooks** on p. 16 & 17.
- Encourage the learners to tell a friend how the family members are helping and supporting each other in the picture on p.16, using the SAL and the HL where necessary.
- Introduce new vocabulary from the text on p.16 to the learners: (See the introduction)
Koli, kind, helps, grandmother, cares, baby, sister, friends
- The teacher models the reading of the text on p.16, while the learners follow in their workbooks.
- The teacher re-reads the text and prompts the learners to read with her.
- Introduce **Word box** words to learners:
children, family, baby, hut, goat, cow, animals, flowers, garden
- After all the words are introduced the learners must clap the words according to their sounds.
- The learners will be able to segment spoken words into syllables.
- The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word.
- Shared Reading: Big Book** 1 p. 17 – 24: *We care*
 - The teacher guides learners to talk about the pictures in the story using the SAL as often as possible.
 - The teacher introduces **Big Book** story vocabulary words:
 - planted, John, cares, cleaned, litter, playground, river, SPCA, phoned, fire brigade, report, veld,
 - The teacher models how to read a story to the learners using a pointer, while the learners follow.
 - The teacher re-reads the story and encourages the learners to join her in reading the story.
 - The teacher re-reads the story a third time, allowing the learners to read some phrases on their own.

CLOSING ACTIVITY: (± 7 minutes)

- The teacher explains the poem.
Evening chores
Mommy cooks the veggies and meat,
and I lay the table nice and neat.
Dad and brother wash the dishes so clean,
and Grandma puts them away,
there is nothing to be seen.
Then it is time to sit on Grandpa's lap
for a story, kiss and a long, long nap.

SUGGESTIONS FOR EXTENSION:**Pictionary game: (Class/group/pair activity)**

- One learner must draw a picture of a family member, e.g. grandmother
- Other learners must guess who the learner drew, using the SAL to the answer.
- The learner who answers correctly is the next one to draw.

INFORMAL ASSESSMENT:

- The teacher re-reads the story a third time, allowing the learners to read some phrases on their own for:

LISTENING AND SPEAKING:

- After repeated readings the learners join in chorusing and they repeat the language chunks where appropriate in pairs and in small groups.

WEEK 8 LESSON 2	
THEME: FAMILY AND HOME	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues with (2-3 sentences) with the support of the teacher</p> <p>Continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Talk about objects in a picture in response to the teacher's instructions.</p> <p>Segment spoken words into syllables and blend them again.</p> <p>Identify the sounds at the beginning and at the end of spoken words.</p> <p>Ask and respond to simple questions asked by the teacher and learners.</p> <p>Listen to a Big book story and act out parts of the story.</p>
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	<p>DBE Workbook p. 16 & 17</p> <p>DBE Big Book 1 p. 17 – 24 <i>We care</i></p> <p>Vocabulary chart with flash cards</p> <p>Syllable 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. Hope you have a great day")

GETTING STARTED: (± 5 minutes)

- Re-read the **Big Book story** – *We care*
- The teacher points to people/objects in the story and the learners must demonstrate an understanding of vocabulary in the story by naming the people/objects in the pictures of the story.

MAIN ACTIVITY: (± 15 minutes)

- Request the learners to open their **DBE Workbooks** on page 16 & 17.
- The teacher introduces the letter **s** to the learners and request the learners to give examples of words that begin with the letter s in the HL.
- The teacher introduces the **s-words** in the **Workbook** on p. 17 in the workbook, and the learners repeat the words. The teacher uses the words in a sentences and the learners repeat the sentences.
- The learners clap the words in the **Workbook** on p. 17 according to their sounds.

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

- ### SUGGESTIONS FOR EXTENSION:

- INFORMAL ASSESSMENT:**

- ## EMERGENT LITERACY:

- Notes:**

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width, providing a template for handwriting practice or general note-taking. The margins are consistent on all sides.

WEEK 9 LESSON 1	
THEME: FAMILY AND HOME – AT HOME	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues with (2-3 sentences) with support of the teacher</p> <p>Continue to develop an oral (listening and speaking) vocabulary using themes or topics.</p> <p>Talks about objects in a picture in response to the teacher's instructions.</p> <p>Segment spoken words into syllables and blend them again.</p> <p>Identify the sounds at the beginning and at the end of spoken words.</p> <p>Ask and respond to simple questions asked by the teacher and the learners.</p> <p>Read text aloud with the teacher.</p>
NOTES:	<p>Prepare topic related flash- and syllable cards (HL & SAL).</p> <p>Prepare flash card for DBE Poster no. 3 – <i>Our Home</i></p> <p>Prepare question strips, and answer frame work strips for the Closing Activity</p> <p>Prepare snap cards of each group, draw 2 columns and 6 rows on an A4 cardboard to make 12 cards. Write the names of the rooms in the left column: bathroom, bedroom, kitchen, study, lounge and dining room. Cut out one item per room from a magazine and paste it in the column on the right, e.g. bath/toilet, bed, mixer, books, sofa, dining room table. Cut the cards so that the learners are able to play snap with them.</p>
RESOURCES:	<p>DBE Workbook p. 18 & 19</p> <p>DBE Poster 3: Our Home</p> <p>Hand puppets and other props</p> <p>Vocabulary Chart with flash cards;</p> <p>Syllable cards</p> <p>Objects/pictures related to the theme</p> <p>Audio resources, e.g. DVD's & CD's</p>

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you .Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- Introduce the week's Topic At home to the learners in the HL and then in the SAL. (See foreword).
- Introduce **DBE poster** 3: Our Home
- Encourage the learners to tell a friend using the SAL which rooms are illustrated in the poster.
- Poster discussion – My Family** Discuss the poster with the learners and ask the following questions.
 - Why are families important?
 - What do you like most about your family?
 - How do you help in the family?
 - What information can you share about your family?
 - Who does most of the work in the house and why?

MAIN ACTIVITY: (± 15 minutes)

- Have a class discussion about the Poster the learners respond to teacher's questions about the pictures.
- Move and Learn activity:**
 - The teacher points at the table picture in the poster.
 - The learners read the English word on the poster and must say the SAL word.
 - The 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.
- Request the learners to open their **DBE Workbooks** on p. 18 & 19.
- Introduce new vocabulary from the text on p. 18 to the learners: (See the introduction)

cook, kitchen, wash, bathroom, sleep, bedroom, watch, lounge
- The teacher models the reading of the text on p. 18, and the learners follow in their workbooks.
- The teacher re-reads the text and prompts the learners to read with her.
- Introduce the **Word box** to the learners:

table, chair, fridge, TV, sofa, lamp, curtain, window, toilet
- After all the words are introduced the learners must clap the words according to their sounds.
- The learners will be able to segment spoken words into syllables.
- The teacher points to a word, says the word and the learners must say the beginning and the end sound of each word.

CLOSING ACTIVITY: (± 7 minutes)**Beach ball activity:**

- The learner who throws the ball asks any of the questions below before throwing.
- The 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 turn to catch and throw.

Questions asked during the theme:	Answers learned during the theme:
In which town do you live?	I live in _____.
What is your address?	My address is _____.
How many members are there in your family?	We are _____ members in our family.
What do you do in a kitchen?	You can _____ in the kitchen.
What do you do in the bathroom?	I can _____ in the bathroom.
What do you do in the bedroom?	I _____ in the bedroom.
What do you do in the lounge?	I watch _____ in the lounge.

SUGGESTIONS FOR EXTENSION:**Play snap:**

- The teacher provides the cards for each group.
- The learners shuffle the cards and play "snap" by matching the room name with the item.

INFORMAL ASSESSMENT:

- Use the Closing Activity in which the learners ask each other questions and answers their friend's question.

EMERGENT LITERACY:

- Respond to simple questions e.g. Where do you live?

WEEK 9 LESSON 2	
THEME: TRANSPORT – GETTING AROUND	
LEARNING OBJECTIVES:	Learners will be able to: Participate in simple role-plays and dialogues with (2-3 sentences) with the support of the teacher Continue to develop an oral (listening and speaking) vocabulary using themes or topics. Segment spoken words into syllables and blend them again. Identify the sounds at the beginning and at the end of spoken words. Ask and respond to simple questions asked by the teacher and the learners. Complete the sentences by using learnt vocabulary. Memorise and perform action songs in pairs and in groups. Read the text aloud with the teacher. Answer simple questions about a story giving short answers.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 18 & 19 Hand puppets and other props Vocabulary chart with flash cards, Syllable cards Objects related to the theme and audio resources, e.g. DVD's & CD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- Sing an appropriate song, e.g.
Our home (tune: This old man)
 Sitting room, kitchen too,
 Bed rooms, bathroom, dining room
 There's my mommy
 There's my dad,
 We're all happy in our home.

MAIN ACTIVITY: (\pm 15 minutes)

- Request learners to open their **DBE Workbook** on p. 18 & 19.
- The teacher introduces the letter **t** to the learners and request the learners to give examples of words that begin with the letter **t** in the HL.
- The teacher introduces the **t-words** in the Workbook on p. 19 in the workbook, and the learners repeat the words. The teacher uses the words in a sentences and the learners repeat the sentences.
- The learners clap the words in the Workbook on p.19 according to their sounds.
- **Practise in pairs activity:**
The learners take turns to point to a picture and they read the appropriate sentence.
- **Pule and Pam activity:**
The teacher uses hand puppets and model the conversation between Pule and Pam, **DBE Workbook** p. 19.
The learners use their own hand puppets and mimic the teacher.
- **Let's write activity:** The teacher models how to complete the activity, **DBE Workbook** p. 19 and the learners complete the activity.

CLOSING ACTIVITY: (± 7 minutes)

- **Walk and talk activity:**
 - One learner in the group mimes an activity he/she does in his/her house.
 - The group must guess what he/she is doing, and says the answer, e.g. 'you are cooking'.
- Paste the stickers of the relevant vocabulary theme words on p. 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.

Notes:

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

WEEK 10 LESSON 1	
CHECK YOURSELF Across all three themes learnt this term	
LEARNING OBJECTIVES:	Learners will be able to: Participate in simple role-plays and dialogues with (2-3 sentences) with support of the teacher Continue to develop an oral (listening and speaking) vocabulary. Read words aloud. Match stickers and words.
NOTES:	
RESOURCES:	DBE Workbook p. 20 Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. (e.g. "Good morning Anita. How are you?" "Good morning Nomsa. I am fine thank you. Hope you have a great day.")

GETTING STARTED: (± 5 minutes)

- Sing songs learnt this term.

MAIN ACTIVITY: (± 15 minutes)

- Read the words on p. 21 in the **DBE Workbook** aloud as a class.
- Practise in pairs:
Learner 1: Points to a picture and ask his/her friend: "What is this?" using the SAL.
Learner 2: Answers the question: "It is a _____", using the SAL.
- Build oral sentences with these words for example: bedroom, love, lounge, helping, family, smart, auntie, wanted, dough, and slide.

CLOSING ACTIVITY: (± 7 minutes)

Beach ball activity:

- The learner throwing the ball says one of the words on p. 20, using the SAL.
- The learner catching the ball must translate the word, using the HL and then say another word from p. 20, using the 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: Says 3 words randomly from page 20.
 - Learner 2: Repeats the words in the correct order.
 - Learner 2: Says 3 words randomly from page 20.
 - Learner 1: Repeats the words in the correct order.
 - If learners are able to remember 3 words, then increase the number of words they say in the following rounds.
 - Who can remember the most words at a time?

WEEK 10 LESSON 2	
CHECK YOURSELF Across all three themes learnt this term	
LEARNING OBJECTIVES:	Learners will be able to: Participate in simple role-plays and dialogues with (2-3 sentences) with support of the teacher Continue to develop an oral (listening and speaking) vocabulary. Read words aloud. Match stickers and words.
NOTES:	
RESOURCES:	DBE Workbook p. 21 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. Hope you have a great day")

GETTING STARTED: (± 5 minutes)

- Recite Poems learnt this term.

MAIN ACTIVITY: (\pm 15 minutes)

- Read the words on p. 21 in the **DBE Workbook** aloud as a class.
- **Practise in pairs:**
 - Learner 1: Points to picture and ask his/her friend: "What is this?" using the SAL.
 - Learner 2: Answers the question: "It is a _____", using the SAL.
- Build oral sentences with these words.

CLOSING ACTIVITY: (± 7 minutes)

Beach ball activity:

- The learner throwing the ball says one of the words on p. 21, using the SAL.
- The learner catching the ball must translate the word, using the HL and then say another word from p. 20, using the SAL as he/she throws the ball to another group member.
- Repeat until all learners had a chance.

SUGGESTIONS FOR EXTENSION:

Beach ball activity:

- The learner who throws the ball asks any of the questions learnt during the term just before throwing.
- The 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 the ball, answer the question, ask a new question and then throw the ball to another learner; until all learners had a turn,

Notes:

[illegible]

**IIAL GRADE 3
SECOND
ADDITIONAL LANGUAGE
(SAL)
LESSON PLANS
TERM 2**

GRADE 3 SECOND ADDITIONAL LANGUAGE

REQUIREMENTS TERM 2
LISTENING AND SPEAKING
<p>Weekly activities</p> <p>Two or more of the following activities in a lesson in a week:</p> <ul style="list-style-type: none"> Continues to develop an oral (listening and speaking) vocabulary using themes or topics Memorises and performs simple poems and action songs in pairs and groups Uses some formulaic language (e.g. 'Excuse me; I'm sorry') Role-plays and participates in a short conversation using some formulaic language (2-3 sentences) with support of teacher, e.g. meeting and greeting in pairs and small groups. Makes simple requests, for example, 'May I take a book?' Talks about objects in a picture in response to teacher's instructions, for example, 'What can you see in the picture?' 'Tell me what you can see in the picture.' Identifies a person, animal or object from a simple oral description, with two clues in pairs and small groups 'I have two legs. I can fly. Who am I?' Plays language games in pairs and small groups Responds physically to simple oral instructions given by teacher individually and in pairs Responds to simple questions asked by the teacher and Learners will be able to who take the role of teacher, for example, 'What, Who, Where, How <p>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.</p> <ul style="list-style-type: none"> Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups Answers simple literal questions about a story with short answers (Who, What, Where) Relate visuals to printed text
<p>Development of concepts, vocabulary and language structures</p> <p>Through taking part in the above activities:</p> <ul style="list-style-type: none"> Continues to build oral vocabulary Role-plays and participates in a short conversation using some formulaic language (2-3 sentences) with support of teacher. Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, understands and begins to use the modal 'can'; I can run; some negative forms: I cannot fly
EMERGENT LITERACY
<p>Phonological and Phonemic Awareness</p> <p>The activities should be integrated into Listening and Speaking activities and Shared Reading.</p> <ul style="list-style-type: none"> Claps individual sounds (phonemes) in spoken words Identifies the sounds at the beginning and end of spoken words Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week. Teach some sounds that may be different, e.g. vowels. Use syllable cards to build words (look, say and do)
<p>Shared Reading (at least 15 minutes twice per week)</p> <ul style="list-style-type: none"> Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster, with enjoyment and joins in choruses at the appropriate time Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers recognises common words and reads more fluently Answers simple literal questions about a story with short answers, (Where What Who, How) Names some of the things in the picture in response to questions from the teacher and peers, for example, 'What is this?' 'A fish.' Acts out the story using some of the dialogue in pairs and small groups With help from the teacher, retells parts of the story in pairs. Recognises and reads some common words in the SAL print in the classroom, e.g. wall display.

Gr. 3 SAL TERM 2 PACE SETTER

	CAPS CONTENT/CONCEPTS/SKILLS	WEEK									
		11	12	13	14	15	16	17	18	19	20
LISTENING AND SPEAKING	Weekly activities										
	Continues to develop an oral (listening and speaking) vocabulary using themes or topics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Memorises and performs simple poems and action songs in pairs and groups	✓			✓		✓	✓	✓		✓
	Uses some formulaic language (e.g. 'Excuse me; I'm sorry')	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Role-plays and participates in a short conversation using some formulaic language (2-3 sentences) with support of teacher, e.g. meeting and greeting in pairs and small groups.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Makes simple requests, for example, 'May I take a book?'		✓	✓							✓
	Talks about objects in a picture in response to teacher's instructions, for example, 'What can you see in the picture?' 'Tell me what you can see in the picture.'	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identifies a person, animal or object from a simple oral description, with two clues in pairs and small groups 'I have two legs. I can fly. Who am I?'	✓			✓				✓		
	Plays language games in pairs and small groups	✓		✓	✓	✓	✓	✓	✓	✓	✓
	Responds physically to simple oral instructions given by teacher individually and in pairs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Responds to simple questions asked by the teacher and Learners will be able to who take the role of teacher, for example, 'What, Who, Where, How	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups			✓	✓	✓		✓	✓		✓
	Answers simple literal questions about a story with short answers (Who, What, Where)			✓	✓	✓		✓	✓		
	Relate visuals to printed text	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Development of concepts, vocabulary and language structures										
	Continues to build oral vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Role-plays and participates in a short conversation using some formulaic language (2-3 sentences) with support of teacher.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, understands and begins to use the modal 'can'; I can run; some negative forms: I cannot fly		✓	✓						✓	

EMERGENT LITERACY	Phonological and Phonemic Awareness									
	Claps individual sounds (phonemes) in spoken words	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identifies the sounds at the beginning and end of spoken words	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Teach some sounds that may be different, e.g. vowels.					✓		✓		
	Use syllable cards to build words (look, say and do)	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Shared Reading (at least 15 minutes twice per week)									
	Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster, with enjoyment and joins in choruses at the appropriate time		✓	✓		✓	✓		✓	✓
	Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher	✓	✓	✓	✓	✓	✓	✓	✓	
	Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers recognises common words and reads more fluently	✓	✓	✓	✓	✓	✓	✓	✓	
	Answers simple literal questions about a story with short answers, (Where What Who, How)			✓	✓		✓	✓	✓	
	Names some of the things in the picture in response to questions from the teacher and peers, for example, 'What is this?' 'A fish.'	✓	✓	✓	✓	✓	✓	✓	✓	
	Acts out the story using some of the dialogue in pairs and small groups			✓			✓	✓		
	With help from the teacher, retells parts of the story in pairs.			✓			✓		✓	
	Recognises and reads some common words in the SAL print in the classroom, e.g. wall display.	✓	✓	✓	✓	✓	✓	✓	✓	✓

Gr. 3 SAL TERM 2

SUMMARY OF ACTIVITIES

WEEKS 11 – 13 THEME: SHOPPING				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
11	1	Class discussion about shopping.	Picture discussion, read text and practise oral sentences.	Ask riddles and sing an appropriate song. <i>Healthiness from soil</i>
	2	Recap vocabulary and sing an appropriate song, e.g. <i>Healthiness from soil</i>	Introduce w-words, practise oral sentences and complete Let's write activity.	Play a language game – <i>I guess</i> to reinforce word Vocabulary box
12	1	Learners tell a friend what their favourite clothing is.	Poster discussion read text and identifies sounds.	Practise oral sentences.
	2	<i>Class Quiz</i> – identify vocabulary words.	Introduce w-words, practise oral sentences and complete Let's write activity.	Pictionary game to reinforce vocabulary.
13	1	Picture Discussion	Shared Reading – Big Book 1 Let's go shopping	Language game to reinforce vocabulary
	2	Re-tell the Big Book story – Let's go shopping.	Read text and identifies sounds. Introduce v-words, practise oral sentences and complete Let's write activity.	Complete Walk and talk activity.
WEEKS 14 – 16 THEME: AT SCHOOL				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
14	1	Class discussion about objects in the class.	Picture discussion, read text and practise oral sentences.	Learners listen to a story for enjoyment, <i>The Hare and the Tortoise</i>
	2	Role play sentences	Introduce j-words, practise oral sentences and complete Let's write activity.	Language game to reinforce learned Vocabulary box.
15	1	Picture discussion	Shared reading: Big Book 1 – The cleanest school in town	Learners act out the story
	2	Re-tell Big Book story, <i>The cleanest school in town</i>	Read text, introduce y-words, practise oral sentences and complete Let's write activity.	Play language game - <i>Charades</i>
16	1	Class discussion about poster.	Picture discussion, read text and practise oral sentences.	Beach ball activity to reinforce questions learnt during the theme.
	2	Class quiz – vocabulary words	Introduce c-words, practise oral sentences and complete Let's write activity.	Poem: <i>What do you do?</i>

WEEKS 17 – 19 THEME: WEATHER AND SEASONS				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
17	1	Class discussion about weather and seasons.	Picture discussion, read text and practise oral sentences.	Listen to a story, <i>The sun and the wind</i> and sing an appropriate song.
	2	Class quiz to reinforce word box words.	Introduce u-words, practise oral sentences and complete Let's write activity.	Act out story, <i>The sun and the wind</i> and sing an appropriate song.
18	1	Picture discussion	Read text, introduce s-words, practise oral sentences and complete Let's write activity.	Play a language game – I guess ...
	2	Learners describe the day's weather.	Read Big Book story – <i>Weather and months</i>	Memorise and recite poem, <i>I hear thunder</i>
19	1	Picture discussion – Poster 6	Read text and practise oral sentences.	Group activity – Learners ask each other questions about the picture.
	2	Class quiz to reinforce learnt vocabulary	Introduce w-words, practise oral sentences and complete Let's write activities.	Beach ball activity – Ask and answer questions.
WEEKS 20 THEME: CHECK YOURSELF				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
20	1	Sing songs learnt this term.	Recognise pictures and read words.	Beach ball activity – reinforce vocabulary
	2	Recite poems learnt this term.	Recognise pictures and read words.	Listen to story, <i>The Lion and the Mouse</i> for enjoyment.

Gr. 3 SAL TERM 2

SUGGESTED INFORMAL ASSESSMENT ACTIVITIES

SKILL	CONTENT	WEEKS	ASSESSMENT ACTIVITY
LISTENING AND SPEAKING	Oral and/or practical /Observation Demonstrate understanding and use of some basic oral vocabulary by naming objects	Week 12 Lesson 2	Getting started: Class Quiz – learners must identify pictures of vocabulary words
	Oral and/or practical /Observation Memorise and perform simple poems and action songs with confidence	Week 11 Lesson 2	Getting started activity: Sing an appropriate song, e.g. <i>Healthiness from soil</i>
	Oral and/or practical /Observation Respond physically to simple oral instructions given by the teacher and learners respond individually and in pairs	Week 13 Lesson 2	Closing activity: Learners must ask 5 friends what food they like and complete the table.
	Oral and/or practical /Observation Role-play and participate in a short conversations using some formulaic language (2-3 sentences) with support of the teacher, e.g. meeting and greeting in pairs and in small groups.	Week 16 Lesson 1	Closing activity: Beach ball activity – Learners ask and answer questions learnt during the theme.
	Oral and/or practical /Observation Respond to simple questions asked by the teacher and their peers.	Week 18 Lesson 1	Main activity: Practise in pairs: Ask questions from a friend and the friend responds to them.
EMERGENT LITERACY	Oral and/or practical /Observation Segment spoken words into syllables and blend them again	Week 12 Lesson 2	Main activity: Learners clap the words in the workbook on page 25 according to their sounds.
	Oral and/or practical /Observation Identify the sounds at the beginning and end of spoken words	Week 13 Lesson 2	Main activity: Learners must say the beginning and end sounds of each word.
	Oral and/or practical /Observation Identify the letter-sound relationships in familiar words in the SAL	Week 14 Lesson 2	Main activity: Learners give examples of words that begin with the letter j in the HL and identify the relationship with the letter j in the SAL.
	Oral and/or practical /Observation Read the text aloud with the teacher	Week 15 Lesson 1	Main activity: The teacher re-reads the story and encourages learners to join her in reading the story.
	Oral and/or practical /Observation Answers simple questions about a story giving short answers	Week 15 Lesson 1	Main activity: The teacher asks simple questions based on the story and learners answer the questions.
	Oral and/or practical /Observation Demonstrate understanding of vocabulary in the story by naming objects in the pictures in response to instructions from the teacher.	Week 18 Lesson 2	Main activity: Learners talk about the pictures in the story using the SAL as much as possible.
	Oral and/or practical /Observation After repeated readings, joins in chorusing and repeat language chunks where appropriate in pairs and in small groups	Week 15 Lesson 1	Main activity: Learners read, chorusing chunks on their own, e.g. We cleaned up ...
	Oral and/or practical /Observation Act out parts of the story using some gestures and simple dialogue in pairs and in small groups	Week 17 Lesson 2	Closing activity: Learners act out the story, <i>The sun and the wind</i> .

WEEK 11 LESSON 1	
THEME: SHOPPING - SHOPPING	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture in response to the teacher's instructions. Identify sounds at the beginning and end of spoken words. Read the text aloud with the teacher. Role-play short conversations using formulaic language. Identify an object from a simple oral description. Relate visuals to printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare worksheets for extension activities.
RESOURCES:	DBE Workbook p. 22 & 23 Hand puppets and other props Vocabulary Chart with flash cards Syllable cards Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. e.g.
"Good morning Anita. How are you?"
"Good morning Nomsa. I am fine thank you. Hope you have a great day."
"Thank you, Nomsa."

GETTING STARTED: (± 5 minutes)

- Introduce the Theme: Shopping for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Teacher encourages learners to answer the following questions to a friend, in the HL (to activate thinking and reasoning skills).
 - Do you like to go shopping?
 - What do you like to buy? (Food/toys/medicine/clothes, etc.)
- Tell your friend where you are able to buy medicine, food, toys, clothes, etc.
- Allow feedback from some learners, asking them to tell the class what they like to shop for, and where do they shop for it? Using the SAL as much as possible and the HL if needed.
- Poster discussion – Shopping for Clothes** Discuss the poster with the learners and ask the following questions
 - Where do you shop; name the shops you shop at?
 - Which shop do you like the most and why?
 - Who buys your clothes?
 - What do you like wearing the most?
 - What is your favourite colour?

MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic: Shopping to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 22 & 23.
- Have a class discussion about the picture on p.22. Learners should respond to the teacher's questions in response to the picture.
- Introduce new vocabulary from the text on p.22 to the learners: (See the introduction)

morning, today, please, much, thank you
- Shared Reading:**
 - Teacher models the reading of the text on page 22, whilst learners follow in their workbooks.
 - Teacher re-reads the text and prompts the learners to read with her.
- Introduces the Word box words to learners:

Monday, change, shopping bag, shopkeeper, oil, sugar, toilet paper, toothpaste, dishwashing liquid
- After all the words are introduced, the learners must clap the words according to their sounds and syllables.
- The teacher points to a word, says the word and learners must say the beginning and end sounds of each word.
- Practise in pairs activity:**
Learners take turns to ask the questions to each other on p. 23:
Learner A: "How much does the milk cost?"
Learner B: "It costs R20."

CLOSING ACTIVITY: (± 7 minutes)

- Ask appropriate riddles, e.g.

All wrapped up in a blanket green, My rows of children can be seen. (mealie)	I look so sweet, but I'm a liar. I'll set you little mouth on fire! (red chili)
In a big green bag, In a rose-pink pudding, Lies little black pips. (watermelon)	A row of little green beads. Lie beneath a bright green roof. You can eat them cooked, raw or dried in soup. (peas)
Under the soil I swell and grow, I am purple you know! (beetroot)	Eat one of me a day, and it will keep the doctor away! (apple)

- Sing an appropriate song, e.g.
Healthiness from soil (Tune: *Twinkle, Twinkle Little Star*)
Lemons, oranges and lime,
Keep us well in winter time!
Pears and apples crisp and sweet,
Are delicious things to eat?
Peaches, plums and strawberries,
Summer treat for you and me.

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 11 LESSON 2	
THEME: SHOPPING - SHOPPING	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build their oral vocabulary. Memorise a song Clap individual sounds in spoken words. Identify letter-sound relationships of single letters. Role-play conversations (2-3 sentences) with the support of the teacher, e.g. greeting Play language games in pairs or in groups Respond to oral instructions and questions
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p.22 & 23 Vocabulary chart with flash cards Syllable cards Objects/pictures related to the theme and a basket Audio resources, e.g. CD's, DVD's Beach ball

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. e.g.
 "Good morning Anita. How are you?"
 "Good morning Nomsa. I am fine thank you. Hope you have a great day."
 "Thank you, Nomsa."

GETTING STARTED: (± 5 minutes)

- Teacher recaps the words that were introduced to the learners in the previous lesson.
- Sing an appropriate song, e.g. *Healthiness from soil* (see previous lesson)

MAIN ACTIVITY: (15 minutes)

- Request learners to open their DBE Workbooks on page 22 & 23.
- Shared Reading:** Read the text on p. 22
- Teacher introduces the letter w to the learners and request the learners to give examples of words that begin with the letter w in the HL.
- Teacher introduces the w-words on p. 23 in the workbook, and learners repeat the words. Teacher uses the words in sentences and learners repeat the sentences.
- Learners clap the words in the workbook on page 23 according to their sounds.
- Practise with Pule and Pam activity:
Teacher uses hand puppets and model the conversation between Pule and Pam, DBE Workbook p. 23.

- **Let's write activity:**

- Have a class discussion about a shopping list. Ask learners some questions, e.g.
- What is a shopping list?
- Why should one make a shopping list?
- Have you ever made or used a shopping list? If you say yes, then say what was on it. If you say no, then explain why you did not make a shopping list.

- Teacher models how to complete the activity, DBE Workbook p. 23 and learners complete the activity.

CLOSING ACTIVITY: (± 7 minutes)

- I guess ...

- Teacher provides a closed basket/box with the following items in it: shopping bag, money (notes & coins), oil, sugar, toilet paper, toothpaste and dishwashing liquid. (word box words)
- One learner is blind folded.
- One of the other learners in the class hands the blind folded learner an object from the closed basket/box.
- Blind folded learner must guess what it is. He/she may touch it to guess what it is. . He/she answers in the HL.
- Blind folded learner removes the blindfold and asks one of the class members to say the SAL word for the object.
- The learner who answers correctly gets a turn to be blind folded.
- Repeat until all the objects have been drawn.

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

SUGGESTIONS FOR EXTENSION:

Beach Ball activity:

- Learner throwing the ball calls out one of the word box words using the SAL.
- Learner catching the ball must repeat the word, using the HL and call out a new word from the word box, using the SAL.
- Repeat until all learners had a turn.

INFORMAL ASSESSMENT:

- Use the activity in which the learners sing an appropriate song, e.g. *Healthiness from soil* for:

LISTENING AND SPEAKING:

- Memorise and perform simple poems and action songs with confidence.

Notes:

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing. There are no margins, text, or other markings on the page.

WEEK 12 LESSON 1	
THEME: SHOPPING – SHOPPING FOR CLOTHES	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture in response to the teacher's instructions. Identify sounds at the beginning and end of the spoken words. Read the text aloud with the teacher. Role-play short conversations using formulaic language. Identify an object from a simple oral description. Relate visuals to the printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards for DBE Poster 4
RESOURCES:	DBE Workbook p. 24 and 25 DBE Poster 4: Clothes shopping Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs, for e.g.
“Good morning Anita. How are you?”
“Good morning Nomsa. I am fine thank you. Hope you have a great day.”
“Thank you, Nomsa.”

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 them?

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).
 - Introduce DBE poster 4: Clothes Shopping
 - Encourage learners to tell a friend in the SAL what they can see in the poster.
 - Allow a few learners to tell the class what they can see in the poster.
- Introduce poster vocabulary.
- **Move and Learn activity:**
 - Teacher points at first word 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.
- Request learners to open their DBE Workbooks on page 24 & 25.
- Introduce new vocabulary from the text on p.24 to the learners: (See the introduction)

today, went, shop, yellow, blue, dress, cost
- **Shared Reading:**
 - Teacher models the reading of the text on page 24, whilst the learners follow in their workbooks.
 - Teacher re-reads the text and prompts the learners to read with her.
 - Introduces **Word Box Words** to the learners:

dress, skirt, shoes, socks, T-shirt, handbag, shirt, shorts, hat
 - After all the words are introduced, the learners must clap the words according to their sounds.
 - Learners must clap the words according to their syllables.
 - The teacher points to a word, says the word and learners must say the beginning and end sounds of each word.

CLOSING ACTIVITY: (± 7 minutes)

- **Practise in pairs activity:**
 - Learners take turns to ask the questions to each other on p. 25:
Learner A: "I would like to buy this dress please." "How much does it cost?"
Learner B: "It costs R55."
 - Repeat until both learners had a turn to ask all the questions.

SUGGESTIONS FOR EXTENSION:

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

WEEK 12 LESSON 2	
THEME: SHOPPING – SHOPPING FOR CLOTHES	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Memorise a song Clap individual sounds in spoken words. Identify letter-sound relationships of single letters. Role-play conversations (2-3 sentences) with the support of the teacher. The one sentence could be by making a greeting, for e.g. "Good day, my name is ...". What is your name please? The third sentence could be by making a simple request, for e.g. , " May I please ..." Plays language games in pairs or in groups Respond to oral instructions and questions
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 24 and 25 DBE Poster 4: Clothes Shopping Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's Basket with clothing in for the extension activity

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. e.g.
 "Good morning Anita. How are you?"
 "Good morning Nomsa. I am fine thank you. Hope you have a great day."
 "Thank you, Nomsa."

GETTING STARTED: (± 10 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 of the 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 the learners had a turn.

MAIN ACTIVITY: (± 10 minutes)

- Request learners to open their DBE Workbooks on page 24 & 25.
- **Shared Reading:** Read the text on p. 24
 - Teacher introduces the letter **h** to the learners and request learners to give examples of words that begin with the letter **h** in the HL.
 - Teacher introduces the **h-words** on p. 25 in the workbook, and learners repeat the words.
 - Teacher use the words in sentences and learners repeat the sentences.
 - Learners clap the words in the workbook on page 25 according to their sounds.
- **Practise with Pule and Pam activity:**
 - Teacher uses hand puppets and model the conversation between Pule and Pam, DBE Workbook p. 25.
 - Learners use their own hand puppets and mimic the teacher.

- **Let's write activity:**
 - Teacher models how to complete the activity, DBE Workbook p. 25 and learners complete the activity.

- **Pictionary game:** (Class/group/pair activity)
 - One learner must draw a picture of an item of clothing 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 40 in the workbook. Stickers are found in the back of the workbook.

- **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 the item to try to guess what it is. He/she identify the item in SAL.
 - Learners take turns to be blind folded.

- Use the activity in which the learners must identify pictures of the vocabulary words for:

- Demonstrate an understanding and use of some basic oral vocabulary by naming the objects.

- Use the activity in which the learners clap the words in the workbook on p. 25 according to their sounds.

- Segments spoken words into syllables and blends them again.

[illegible]

WEEK 13 LESSON 1	
THEME: SHOPPING – BUYING FOOD	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify sounds at the beginning and at the end of spoken words. Listen to short stories from a Big Book. Read the text aloud with the teacher. Answer simple questions about the story. Identify an object from a simple oral description. Relate visuals to printed text. Play a language game.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 26 and 27 DBE Big Book 1 p. 25 – 32 Lets go shopping 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 your friend. Role plays greetings (2-3 sentences) in pairs. e.g.
“Good morning Anita. How are you?”
“Good morning Nomsa. I am fine thank you. Hope you have a great day.”
“Thank you, Nomsa.”

GETTING STARTED: (± 5 minutes)

- Introduce the week's Topic: **Buying food** to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their DBE Workbooks on page 26 & 27.
- Have a class discussion about the picture on p.26
- Learners respond to the teacher's questions about the picture.
- Poster discussion – Shopping** Discuss the poster with the learners and ask the following questions
 - When last did you go shopping for food?
 - What is the most expensive food your family buys?
 - What is the cheapest food that one can buy?
 - How many times a month does your family shop for food?
 - Why are plastic bags bad for the environment?

MAIN ACTIVITY: (± 15 minutes)

- Shared Reading: Big Book 1 p. 25 – 32: Let's go shopping**
 - Teacher guides learners to talk about the pictures in the story using the SAL as much as possible.
 - Teacher introduces Big Book story vocabulary words:

shopping list, money, bread, eggs, soap, excuse, toilet, milk, spinach, potatoes, tired, apples
 - The teacher models how to read a story to learners, using a pointer, whilst learners follow.
 - The 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 on their own.
 - The teacher asks simple questions from the story using the SAL. E.g. What must they do?
 - The learners answers the questions, using the SAL. E.g. They must _____.
- Big Book – Culturally related questions**
Discuss the following questions with the learners
 - How did people buy things or goods before the invention of money?
 - In the area where you live name the different kinds of shops and what you can buy from them?

CLOSING ACTIVITY: (± 7 minutes)

Beach Ball activity:

- Learner throwing the ball calls out the name of an item in the picture on p. 26, 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.

WEEK 13 LESSON 2	
THEME: SHOPPING – BUYING FOOD	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Clap individual sounds in spoken words. Identify letter-sound relationships of single letters. Role-play conversations (2-3 sentences) with the support of the teacher, e.g. greeting. Play language games in pairs or in groups. Respond to oral instructions and questions.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 26 & 27 DBE Big Book 1 p 25 – 32 Let's go shopping Vocabulary chart with flash cards Syllable cards and hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2-3 sentences) in pairs. e.g.
“Good morning Anita. How are you?”
“Good morning Nomsa. I am fine thank you. Hope you have a great day.”
“Thank you, Nomsa.”

GETTING STARTED: (± 5 minutes)

- Learners re-tell the Big Book story: Let's go shopping, to a friend, using the SAL as much as possible.

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their DBE Workbooks on page 26 & 27.
- Introduce new vocabulary from the text on p.26 to learners: (See the introduction)
trolley, family, mealies, cabbage, sweets
- Shared Reading:**
 - The teacher models the reading of the text on page 26, whilst learners follow in their workbooks.
 - The teacher re-reads the text and prompt learners to read with her.
- Introduce **word box words** to learners:
bread, orange juice, coke, carrots, spinach, pineapple, chips, cake, sweets
- After all the words are introduced learners must clap the words according to their sounds.
- Learners must clap the words according to their syllables.
- The teacher points to a word, says the word and learners must say the beginning and end sounds of each word.
- The teacher introduces the letter **v** to the learners and request learners to give examples of words that begin with the letter **v** in the HL.
- The teacher introduces the **v-words** on p. 27 in the workbook, and learners repeat the words.
- The teacher uses the words in sentences and learners repeat the sentences.
- The learners clap the words in the workbook on p. 27 according to their sounds.
- Practise in pairs activity:**
 - Learners practise the role play with a friend
- Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and model the conversation between Pule and Pam.
 - The learners use their own hand puppets and mimic the teacher.
- Let's write activity:**
 - The teacher models how to complete the activity, DBE Workbook p. 27 and learners complete the activity.

CLOSING ACTIVITY: (± 7 minutes)

- Walk and talk activity:**
 - The learners ask 5 friends what food they like and complete the table.
- Paste the stickers of the relevant vocabulary theme words on p. 40 in the workbook. Stickers are found in the back of the workbook.

SUGGESTIONS FOR EXTENSION:

- Role play the Big Book story – Let's go shopping

INFORMAL ASSESSMENT:

- Use the activity in which the learners must ask 5 friends what food they like for:

LISTENING AND SPEAKING:

- Respond physically to simple oral instructions given by teacher individually and in pairs.

INFORMAL ASSESSMENT:

- Use the activity in which the learners must say the beginning and end sounds of each word.

EMERGENT LITERACY:

- Identify the sounds at the beginning and end of spoken words.

Notes:

[illegible]

WEEK 14 LESSON 1	
THEME: AT SCHOOL – LEARNING AT SCHOOL	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Role-play short conversations using formulaic language. Talk about objects in a picture in response to the teacher's instructions. Identify sounds at the beginning and end of spoken words. Read the text aloud with the teacher. Relate visuals to the printed text. Listen to a short story for enjoyment.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare worksheets of extension activity.
RESOURCES:	DBE Workbook p. 28 – 29 DBE Anthology p. 2 The Hare and the Tortoise Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. e.g.
“Good morning Anita. How are you?”
“Good morning Nomsa. I am fine thank you. Hope you have a great day.”
“Thank you, Nomsa.”

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.
- Poster discussion – Cleaning at school** Discuss the poster with the learners and ask the following questions
 - Why must we keep the school clean?
 - Why must we throw litter into bins?
 - How do you feel if your school is dirty – why?
 - What part of the school is usually the dirtiest?

MAIN ACTIVITY: (± 15 minutes)

- Introduce the Theme: At school for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week's Topic: Learning at school to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their DBE Workbooks on p. 28 - 29.
- Encourage learners to tell a friend what the children are doing in the picture on p. 28, using the HL.
- Allow a few children to tell the class what the children are doing in the picture.
- Introduce new vocabulary from the text on p.28 to learners: (See the introduction)

learn, read, play, together, help, speak, English
- Shared Reading:**
 - The teacher models the reading of the text on p. 28, whilst learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
 - Introduce word box words to learners:

teacher, chalk board, desk, eraser, school bag, school, pen, pencil, ruler
 - After all the words are introduced learners must clap the words according to their sounds.
 - The learners must clap the words according to their syllables.
 - The teacher points to a word, says the word and learners must say the beginning and end sounds of each word
- Group activity:**
 - One learner in the group shows a stationery 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's a pencil.
 - The learner showing the item must then confirm in the SAL, e.g. This is my pencil.

CLOSING ACTIVITY: (± 7 minutes)

- Reading for enjoyment: Anthology p. 2, *The Hare and the Tortoise*
 - The teacher reads the story to the learners for enjoyment.
 - The learners listen attentively and look at the pictures.
 - The teacher asks simple questions about the story (Who, What, Where).
 - The learners answers in short answers.
- 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. The learners must match the word with the picture.
- Compile a worksheet where the learners must match topic related pictures with words.

WEEK 14 LESSON 2	
THEME: AT SCHOOL – LEARNING AT SCHOOL	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Clap individual sounds in spoken words. Identify letter-sound relationships of single letters. Role-play conversations (2-3 sentences) with the support of the teacher, e.g. greeting Play language games in pairs or groups Respond to oral instructions and questions
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 28 - 29 Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. e.g.
 “Good morning Anita. How are you?”
 “Good morning Nomsa. I am fine thank you. Hope you have a great day.”
 “Thank you, Nomsa.”

GETTING STARTED: (± 5 minutes)

- Request learners to open their DBE Workbooks on p. 28 & 29.
- **Practise in pairs activity:**
 - Learners practise the role play with a friend.

MAIN ACTIVITY: (± 15 minutes)

- **Shared Reading:** Read text on p. 28
 - The teacher introduces the letter **j** to the learners and request learners to give examples of words that begin with the letter **j** in the HL.
 - The teacher introduces the **j-words** on p. 29 in the workbook, and learners repeat the words.
 - The teacher uses the words in sentences and learners repeat the sentences.
 - The learners clap the words in the workbook on p. 29 according to their sounds.
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and model the conversation between Pule and Pam, DBE Workbook p. 29.
 - The learners use their own hand puppets and mimic the teacher.
- **Walk talk activity**
 - The learners ask 3 friends to show them what is in their school bags/pencil cases.
 - The learners must show their friend and reply in the SAL. “This is my _____”
- **Let's write activity:**
 - The teacher models how to complete the activity, DBE Workbook p. 23 and learners complete the activity using learnt vocabulary.

Pictionary game: (Class/group/pair activity)

- ### SUGGESTIONS FOR EXTENSION:

- One learner in the group must describe a stationery item, e.g. ruler in the HL.
- Group members must guess what he/she is describing and answer in the SAL.
- The learner who answers correctly is the next one to describe an item.

- Use the activity in which the learners give examples of words that begin with the letter **j** in the HL and identify the relationship with the letter **j** in the SAL.

- Identifies the letter-sound relationships in familiar words in the SAL

[illegible]

WEEK 15 LESSON 1	
THEME: AT SCHOOL – EATING AT SCHOOL	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture in response to the teacher's instructions. Identify sounds at the beginning and at the end of spoken words. Listen to short stories from a Big Book. Read the text aloud with the teacher. Answer simple questions about the story. Identify an object from a simple oral description. Relate visuals to the printed text. Play a language game.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 30 and 31 DBE Big Book 1 p. 33 – 40 The cleanest school in town Hand puppets and other props to act out stories for role-play Vocabulary chart with flash cards and syllable 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 (2-3 sentences) in pairs. e.g.
“Good morning Anita. How are you?”
“Good morning Nomsa. I am fine thank you. Hope you have a great day.”
“Thank you, Nomsa.”

GETTING STARTED: (± 5 minutes)

- Introduce the week's Topic: Eating at school to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their DBE Workbooks on p. 30 & 31.
- Have a class discussion about the picture on p.31
- Learners respond to the teacher's questions about the picture.

MAIN ACTIVITY: (± 15 minutes)

- Shared Reading:** Big Book 1 p. 33 – 40: *The cleanest school in town*
 - Teacher guides learners to talk about the pictures in the story using the SAL as much as possible.
 - Teacher introduces Big Book story vocabulary words:

cleanest, clean-up, competition, principal, teacher, children, flower, vegetable, playground, windows, everything, sparkling, mayor
 - The teacher models how to read a story to the learners, using a pointer, whilst learners follow.
 - The teacher re-reads the story and encourages learners to join her in reading the story.
 - The teacher re-reads the story a third time, allowing learners to read on their own.
 - Teacher asks simple questions from the story using the SAL. E.g. What must they do?
 - Learners answer the questions, using the SAL. E.g. They must _____.
- Big Book** – Culturally related questions
 - Discuss the following questions with the learners
 - What kind of litter can be reused and what would you make from it?
 - In the picture you see a boy helping the girls to clean the kitchen. Discuss the role girls and boys should play in cleaning the house.

CLOSING ACTIVITY: (± 7 minutes)

- The learners act out the story using some of the dialogue in pairs or in small groups.

SUGGESTIONS FOR EXTENSION:

- The learners re-tell the story to a friend.

INFORMAL ASSESSMENT:

- Use the activity in which the learners read the story with the teacher, read on their own and answer questions about the story.

EMERGENT LITERACY:

- Reads the text aloud with the teacher
- Answers simple questions about a story with short answers
- After repeated readings, join in chorusing and repeat language chunks where appropriate in pairs and in small groups.

WEEK 15 LESSON 2	
THEME: AT SCHOOL – EATING AT SCHOOL	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Clap individual sounds in spoken words. Recognise that the same vowel e.g. y in you/hungry sounds differently Role-play conversations (2-3 sentences) with the support of the teacher, e.g. greeting. Demonstrate understanding of the vocabulary in the story by naming objects in the pictures in response to instructions from the teacher Read the text aloud with the teacher. Play language games in pairs or in groups. Respond to oral instructions and questions.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 30 & 31 DBE Big Book 1 p. 33 – 40 The cleanest school in town Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. e.g.
“Good morning Anita. How are you?”
“Good morning Nomsa. I am fine thank you. Hope you have a great day.”
“Thank you, Nomsa.”

GETTING STARTED: (± 5 minutes)

- Learners re-tell the Big Book story, **The cleanest school in town**, whilst the teacher pages through the book, using the SAL as much as possible.

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their DBE Workbooks on p. 30 & 31.
- Introduce new vocabulary from the text on p.30 to learners: (See the introduction)

learn, hungry, school, food, thank you
- Shared Reading:**
 - The teacher models the reading of the text on p. 30, whilst learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
- Introduce **word box words** to the learners:

pot, table, bowl, plate, food, eat, apples, oranges, bananas
- After all the words are introduced the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and learners must say the beginning and end sounds of each word.
- The teacher introduces the letter **y** to the learners and request learners to give examples of words with the letter **y** in the HL.
- The teacher introduces the **y-words** on p. 31 in the workbook, and learners repeat the words.
- Teach learners that the same vowel can sounds differently, e.g. **y** in you/hungry
- The teacher uses the words in sentences and learners repeat the sentences.
- The learners clap the words in the workbook on p. 31 according to their sounds.
- Practise in pairs activity:**
 - The learners practise the role play with a friend
- Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam.
 - The learners use their own hand puppets and mimic the teacher.
- Walk and talk activity:**
 - The learners ask 3 friends “What are you doing?”
- Let's write activity:**
 - The teacher models how to complete the activity, DBE Workbook p. 31 and the learners complete the activity.

CLOSING ACTIVITY: (± 7 minutes)

Play Charades in groups of 4-5.

- One learner acts out a cleaning action, e.g. sweeping the class, washing the pots, washing the windows etc.
- The rest of the group must give the answer in the HL e.g. *He/She is sweeping the classroom.*
- The acting learner must then confirm his/her action in the SAL, e.g. *I am sweeping the classroom.*
- Repeat the game until all group members had a turn to mime out an action.
- Paste the stickers of the relevant vocabulary theme words on p. 40 & 41 in the workbook. Stickers are found in the back of the workbook.

SUGGESTIONS FOR EXTENSION:

- Learners make a CLEAN-UP poster.

Notes:

[illegible]

WEEK 16 LESSON 1	
THEME: AT SCHOOL – CLEANING AT SCHOOL	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture in response to the teacher's instructions. Identify sounds at the beginning and end of spoken words. Read the text aloud with the teacher. Role-play short conversations using formulaic language. Relate visuals to the printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards for DBE Poster 5
RESOURCES:	DBE Workbook p. 32 and 33 DBE Poster 5: School Clean-up Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2-3 sentences) in pairs. e.g.
“Good morning Anita. How are you?”
“Good morning Nomsa. I am fine thank you. Hope you have a great day.”
“Thank you, Nomsa.”

GETTING STARTED: (± 5 minutes)

- Introduce the week's Topic Cleaning at school to the learners in the HL and then in the SAL. (See foreword).
- Introduce DBE poster 5: School Clean-up
- Encourage learners to tell a friend in the HL (to activate thinking and reasoning skills) what *they can see* in the poster.
- Allow a few children to tell the class *what they can see* in the poster.

MAIN ACTIVITY: (± 15 minutes)

- Introduce vocabulary of poster.
- **Move and Learn activity:**
 - The teacher points to the first word on the poster.
 - The learners read the English word on the poster and must then say the SAL word.
 - The 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.
- Request learners to open their DBE Workbooks on p. 32 & 33.
 - Begin a class discussion about the picture. \The teacher ask questions e.g. Do you think all the learners should help to keep the school clean? Give a reason for your answer. Do you think recycling is important? What is recyclable?
- Introduce new vocabulary from the text on p.32 to learners: (See the introduction)

clean-up, playground, frog, lean
- **Shared Reading:**
 - The teacher models the reading of the text on p. 32, whilst the learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
 - The learners read the words in the word box – words introduced with the poster are:

broom, bin bag, wheel-barrow, litter, garbage bin, recycle bin, paper, glass, plastic
 - The learners must clap the words according to their sounds.
 - The learners must clap the words according to their syllables.
 - The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word.
- **Practise in pairs activity:**
 - The learners practise the role play with a friend

CLOSING ACTIVITY: (± 7 minutes)• **Beach ball activity:**

- The learner who throws the ball asks any of the questions learnt during the theme.
- The learner who catches the ball must answer the throwers' question and must then ask a new question and then throws the ball to another learner. .
- All the learners in the group must get a chance to catch, answer the questions, ask a question and then throw the ball to another learner until all learners have gone through the sequence.

Questions asked during the theme:	Answers learned during the theme:
What is in your schoolbag?	This is my _____. (pen/ruler/pencil/scissors)
What are you doing?	I am _____. (eating)
What can you bring for the clean-up?	I will bring a _____. (broom/spade/bin bag)

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

SUGGESTIONS FOR EXTENSION:

- Learners clean the school ground and sort the litter into recycling bins/bags.

INFORMAL ASSESSMENT:

Use the activity in which the learners will be able to recite the poem. Assess the learners on their recitation ability by giving constructive feedback.

LISTENING AND SPEAKING:

Role-play and participate in a short conversations using some formulaic language (2-3 sentences) with support of the teacher, e.g. meeting and greeting in pairs and in small groups.

WEEK 16 LESSON 2	
THEME: AT SCHOOL – CLEANING AT SCHOOL	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Memorise a poem Clap individual sounds in spoken words. Identify letter-sound relationships of single letters. Role-play conversations (2-3 sentences) with support of the teacher, e.g. greetings Play language games in pairs or in groups Respond to oral instructions and questions
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards for DBE Poster 5
RESOURCES:	DBE Workbook p. 32 and 33 DBE Poster 5: School Clean-up Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme and audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2-3 sentences) in pairs. e.g.
 "Good morning Anita. How are you?"
 "Good morning Nomsa. I am fine thank you. Hope you have a great day."
 "Thank you, Nomsa."

GETTING STARTED: (± 5 minutes)

- Start the lesson with a CLASS QUIZ between boys and girls.
- Keep a record of correct the answers on the blackboard to determine the winner.
- The teacher shows DBE Poster 5. Boys and girls take turns to identify the picture the teacher points to on the poster.
- If correct they score 1 point, if incorrect they lose a point.
 - Round 1: Girls must give the SAL name for the picture.
 - Round 2: Boys must give the SAL name for the picture.
 - Repeat until all vocabulary words have been addressed.

MAIN ACTIVITY: (\pm 15 minutes)

- Request learners to open their DBE Workbooks on p.32 & 33.
- **Shared Reading:** Read the text on p. 32
 - The teacher introduces the letter **c** to the learners and requests the learners to give examples of words that begin with the letter **c** in the HL.
 - The teacher introduces the **c-words** on p. 33 in the workbook, and learners repeat the words.
 - The teacher uses the words in sentences and the learners repeat the sentences.
 - The learners clap the words in the workbook on p. 33 according to their sounds.
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, DBE Workbook p. 33.
 - The learners use their own hand puppets and mimic the teacher.
- **Let's write activity:** The teacher models how to complete the activity, DBE Workbook p. 23 and the learners complete the activity.

CLOSING ACTIVITY: (± 7 minutes)

- Learners memorise an appropriate poem, e.g.
What do you do?
Teacher, teacher what do you do?
I clean my desk and board too.
Girls, girls what do you do?
We sweep and dust too.
Boys, boys what do you do?
We pick up papers and recycle too.
- Paste the stickers of the relevant vocabulary theme words on p. 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 cleaning the school, using the learnt vocabulary.

INFORMAL ASSESSMENT:

Use the activity in which the learners will be able to recite the poem. . Assess the learners on their recitation ability by giving constructive feedback.

EMERGENT LITERACY:

After repeated readings, the learners join in chorusing and repeat language chunks where appropriate in pairs and in small groups

Notes:

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

WEEK 17 LESSON 1	
THEME: WEATHER AND SEASONS – RAINY AND SUNNY DAYS	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify sounds at the beginning and end of spoken words. Read the text aloud with the teacher. Role-play short conversations using formulaic language. Relate visuals to the printed text. Memorise an appropriate song.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL)
RESOURCES:	DBE Workbook p.34 & 35 DBE Anthology p. 4 The Sun and the Wind Vocabulary chart with flash cards Syllable cards, hand puppets and other props

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. e.g.
“Good morning Anita. How are you?”
“Good morning Nomsa. I am fine thank you. Hope you have a great day.”
“Thank you, Nomsa.”

GETTING STARTED: (± 5 minutes)

- Introduce the Theme: Weather and Seasons for the next three weeks to the learners in the HL and then in the SAL.
- Introduce the week's Topic: Rainy and sunny days to the learners in HL and then in the SAL. (See foreword).
- Begin a class discussion in the HL (to activate thinking and reasoning skills) about the weather and the seasons. Ask relative questions, e.g. How many seasons in a year? What is the weather like during summer/winter/autumn/ spring?
- Poster discussion – Weather and seasons** Discuss the poster with the learners and ask the following questions
 - What is your favourite season and why?
 - What is your favourite summer activity?
 - What is your favourite winter activity?
 - In which season are the leaves mainly green and why?
 - What season do you dislike the most and why?
 - What do you do on rainy days?

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their DBE Workbooks on p. 34 & 35.
- Have a class discussion about the picture on p.34
- The learners respond to the teacher's questions about the picture.
- Introduce new vocabulary from the text on p.34 to the learners: (See the introduction)
rain, wind, clouds, warm, sunny, cloudy, sunny
- Shared Reading:**
 - The teacher models the reading of the text on p. 34, whilst learners follow in their workbooks.
 - The teacher re-reads the text and prompts learners to read with her.
- Introduce word box words to the learners:
rain coat, umbrella, boots, jersey, rain, rainbow, sun hat, sun glasses, sandals
- After all the words are introduced learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word
- Practise in pairs activity:**
 - The learners practise the role play with a friend

CLOSING ACTIVITY: (± 7 minutes)

- Reading for enjoyment:** Anthology p. 4: *The Sun and the Wind*
 - The teacher reads the story to the learners for enjoyment.
 - The learners listen attentively and look at the pictures.
 - The teacher asks simple questions about the story (Who, What, Where, Why).

- **Let's sing activity:**
 - The learners memorise and sing the song on p. 35

SUGGESTIONS FOR EXTENSION:

Matching game/worksheet:

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

WEEK 17 LESSON 2	
THEME: WEATHER AND SEASONS – RAINY AND SUNNY DAYS	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Sing a song Clap individual sounds in spoken words. Recognise that the same vowel e.g. u in bus/use sounds differently Role-play conversations (2-3 sentences) with the support of the teacher, e.g. greeting Play language games in pairs or in groups. Respond to oral instructions and questions
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL)
RESOURCES:	DBE Workbook p.34 & 35 DBE Anthology p. 4 The Sun and the Wind Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. e.g.
 "Good morning Anita. How are you?"
 "Good morning Nomsa. I am fine thank you. Hope you have a great day."
 "Thank you, Nomsa."

GETTING STARTED: (± 5 minutes)

- Start the lesson with a CLASS QUIZ between the boys and the girls.
- Keep record of the correct answers on the blackboard to determine the winner.
- The teacher shows a picture (word box words p. 34). The 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)

- Request learners to open their DBE Workbooks on p. 34 & 35.
- **Shared Reading:** Read the text on p. 34
 - The teacher introduces the letter **u** to the learners and request learners to give examples of words that start with the letter **u** in the HL.
 - The teacher introduces the **u-words** on p. 35 in the workbook, and the learners repeat the words.
 - The teacher uses the words in sentences and the learners repeat the sentences.
 - The learners clap the words in the workbook on p. 35 according to their sounds.
 - Teach learners that the same vowel can sounds differently, e.g. **u** in sun/use
- **Practise in pairs activity:**
 - The learners practise the role play with a friend
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, DBE Workbook p. 35.
 - The learners use their own hand puppets and mimic the teacher.
- **Let's write activity:**
 - The teacher models how to complete the activity, DBE Workbook p. 35 and learners complete the activity using learnt vocabulary.

CLOSING ACTIVITY: (± 7 minutes)

- **Let's sing activity:**

- Learners sing the song on p. 35
- Act out the anthology story, The sun and the wind in groups of 4 or 5.
- Paste the stickers of the relevant vocabulary theme words on p. 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 acts out what he/she will do on a rainy/sunny day.
 - The rest of the group must give the answer in the HL e.g. He/She is _____.
 - The acting learner must then confirm his/her action in the SAL, e.g. I am _____.
 - Repeat game until all group members had a turn to mime out an action.

INFORMAL ASSESSMENT:

- Use the activity in which the learners act out the story, *The sun and the wind*.

EMERGENT LITERACY:

- Acts out parts of the story using some gestures and simple dialogue in pairs and in small groups

Notes:

[illegible]

WEEK 18 LESSON 1	
THEME: WEATHER AND SEASONS – HOT AND COLD WEATHER	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify sounds at the beginning and at end of spoken words. Identify letter-sound relationships of single letters. Role-play short conversations using formulaic language, e.g. greetings Play language games in pairs or in groups Relate visuals to printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL)
RESOURCES:	DBE Workbook p.36 & 37 Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2-3 sentences) in pairs. e.g.
"Good morning Anita. How are you?"
"Good morning Nomsa. I am fine thank you. Hope you have a great day."
"Thank you, Nomsa."

GETTING STARTED: (± 5 minutes)

- Introduce the week's Topic Hot and cold weather to the learners will be able to answer questions in the HL and then in the SAL. (See foreword).
- The teacher encourages learners to tell a friend what they see in the pictures on p. 36 & 37, using the HL or in 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 from the text on p.36 to learners: (See the introduction)

very, cold, snow, windy, fly, kite, hot, sunny, swim
- Shared Reading:**
 - The teacher models the reading of the text on p. 36, whilst learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
- Introduce word box words to learners:

gloves, coat, scarf, hat, kite, pool, costume, cap, shorts
- After all the words are introduced learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and learners must say the beginning and end sounds of each word.
- The teacher introduces the letter **s** to the learners and requests the learners to give examples of words that begin with the letter **s** in the HL.
- The teacher introduces the **s-words** on p. 37 in the workbook, and learners repeat the words.
- The teacher uses the words in sentences and learners repeat the sentences.
- Practise in pairs activity:
 - The learners practise asking their classmates questions and they tell each other what they are wearing.
- Let's write activity:**
 - The teacher models how to complete the activity, DBE Workbook p. 37 and learners complete the activity.

CLOSING ACTIVITY: (± 7 minutes)

Language game: I guess ...

- The teacher provides a closed basket/box with clothing items in it.
- One learner gets blind folded.
- One of the other learners in the group hands the blind folded learner an item from the closed basket/box.
- Blind folded learner must guess what it is. He/she answers in the SAL.
- Repeat until all group members had a turn.

SUGGESTIONS FOR EXTENSION:

Group activity:

- One learner points to a picture in the word box. 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 hat.
- The learner showing the item must then confirm in the SAL, e.g. Yes this is a hat.
- Group members take turns to repeat the activity with all the word box words.

INFORMAL ASSESSMENT:

- Use the activity in which the learners ask questions and a friend respond to them.

LISTENING AND SPEAKING:

- Respond to simple questions asked by the teacher and peers.

WEEK 18 LESSON 2	
THEME: WEATHER AND SEASONS – HOT AND COLD WEATHER	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Demonstrate understanding of vocabulary in the story by naming objects in the pictures in response to instructions from the teacher. Listen to and follow reading of Big Book story by the teacher. Read the text aloud with the teacher. Answer simple questions about the story. Role-play conversations (2-3 sentences) with the support of the teacher, e.g. greeting Play language games in pairs or in groups Responds to oral instructions and questions
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL)
RESOURCES:	DBE Workbook p.36 & 37 DBE Big Boog 1 p. 41 - 48 Weather and months Vocabulary chart with flash cards and syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

Greet your friend. Role play greetings (2-3 sentences) in pairs. e.g.

- Greet your friend. Role plays greetings (2-3 sentences) in pairs. e.g.
“Good morning Anita. How are you?”
“Good morning Nomsa. I am fine thank you. Hope you have a great day.”
“Thank you, Nomsa.”

GETTING STARTED: (± 5 minutes)

- Request learners to tell a friend what the weather is like today.
- Allow feedback from some learners.

MAIN ACTIVITY: (± 15 minutes)

- **Shared Reading:** Big Book 1 p. 41–48: Weather and months
 - The teacher guides learners to talk about the pictures in the story using the SAL as much as possible, but the HL where necessary.
 - The teacher introduces vocabulary words:

birthday, July, winter, cold, cloudy, December, summer, hot, sunny
autumn, windy, spring, sunny, raining, storming, blowing, thunder
 - The teacher models how to read a story to learners, using a pointer, whilst the learners follow.
 - The teacher re-reads the story and encourages learners to join her in reading the story.
 - Re-reads the story a third time, allowing the learners to read some phrases on their own.
 - The teacher asks simple questions from the story using the SAL. e.g. “What is this?”
 - The learners will be able to answer using the SAL. e.g. “That is a _____.”
- **Big Book** – Culturally related questions
 - Discuss the following questions with the learners
 - How do you celebrate birthdays in your family?
 - What are the birth dates of Nelson Mandela, Oliver Tambo, Walter Sisulu.
 - What beliefs do you have about rain?

CLOSING ACTIVITY: (± 7 minutes)

- Memorise and recite a poem, *I hear thunder*, Big Book 1 p. 43.
- Paste the stickers of the relevant vocabulary theme words on p. 41 in the workbook. Stickers are found in the back of the workbook.

SUGGESTIONS FOR EXTENSION:

Group activity - Matching game

- Provide learners with flash cards (names of seasons and weather conditions, e.g. cloudy, windy, sunny, rainy, hot, cold, etc.)
- The learners must match the condition with the season.

INFORMAL ASSESSMENT:

- Use the activities in which the learners are asked to talk about the pictures in the story using the SAL as much as possible, using the HL where necessary.

EMERGENT LITERACY:

- Talk about the pictures and answers some simple oral questions about the story or non-fiction text; use the Big Book or a poster.

Notes:

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings present.

WEEK 19 LESSON 1	
THEME: WEATHER AND SEASONS – SEASONS	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify sounds at the beginning and at the end of spoken words. Read the text aloud with the teacher. Role-play short conversations using formulaic language, e.g. greetings Relate visuals to the printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL) Prepare pictures, flash cards and worksheets for extension activities
RESOURCES:	DBE Workbook p.38 & 39 DBE Poster 6: Weather and seasons Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2-3 sentences) in pairs. e.g.
"Good morning Anita. How are you?"
"Good morning Nomsa. I am fine thank you. Hope you have a great day."
"Thank you, Nomsa."

GETTING STARTED: (± 5 minutes)

- Introduce the week's Topic Seasons to the learners in the HL and then in the SAL. (See foreword).
- Introduce DBE poster 6: Weather and Seasons
- The teacher encourages learners to tell a friend what they see in the poster, using the HL or the SAL.
- Allow feedback from some learners, using the SAL as much as possible and the HL if needed.
- Request learners to tell a friend what their favourite season is, and why?

MAIN ACTIVITY: (± 15 minutes)

- Introduce vocabulary words of poster.
 - The learners read the English word on the poster and must say the SAL word.
 - The 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.
- Request learners to open their DBE Workbooks on p. 38 & 39.
- Introduce vocabulary words from the text on p.38 to learners: (See the introduction)

spring, birds, lambs, summer, sunshine, winter, fire, autumn, leaves
- Shared Reading:**
 - The teacher models the reading of the text on p. 38, whilst learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
 - The teacher points to a word box word and the learners must read the word aloud.
 - The teacher says the words from the word box, and learners must say the beginning and end sounds of each word
 - The learners must clap the words according to their sounds.
 - The learners must clap the words according to their syllables.

CLOSING ACTIVITY: (± 7 minutes)

Group activity: Use the picture on p. 38 for this activity.

- One learner points to a season and ask the question: What season is this?
- The rest of the group must give the answer in the HL e.g. It is summer.
- The learner pointing to the season must then confirm in the SAL, e.g. Yes this is summer.
- Repeat activity until all group members had a turn to point to a season.

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 19 LESSON 2	
THEME: WEATHER AND SEASONS – SEASONS	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Memorise a song Clap individual sounds in spoken words. Identify letter-sound relationships of single letters. Recognise that the same vowel e.g. y in you/hungry sounds differently Role-play conversations (2-3 sentences) with the support of the teacher, e.g. greeting Play language games in pairs or in groups Respond to oral instructions and questions
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL)
RESOURCES:	DBE Workbook p.38 & 39 DBE Poster 6: Weather and seasons Vocabulary chart with flash cards Syllable cards and hand puppets and other props

ROUTINES: (± 3 minutes)

- Greet your friend. Role plays greetings (2-3 sentences) in pairs. e.g.
“Good morning Anita. How are you?”
“Good morning Nomsa. I am fine thank you. Hope you have a great day.”
“Thank you, Nomsa.”

GETTING STARTED: (± 5 minutes)

- Start the lesson with a CLASS QUIZ between boys and girls.
- Keep a record of correct answers on the blackboard to determine the winner.
- The teacher shows a picture (from the word box 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)

- Request learners to open their DBE Workbooks on p. 38 & 39.
- Shared Reading:** Read the text on p. 38
 - The teacher introduces the letter **w** to the learners and request learners to give examples of words that begin with the letter **w** in the HL.
 - The teacher introduces the **w-words** on p. 39 in the workbook, and learners repeat the words.
 - The teacher uses the words in sentences and learners repeat the sentences.
 - The learners clap the words in the workbook on page 39 according to their sounds.
- Practise in pairs activity:**
 - The learners draw appropriate pictures and tell a friend what he/she has drawn.
- Let's write activity:**
 - The teacher models how to complete the activity, DBE Workbook p. 39 and learners complete the activity.

CLOSING ACTIVITY: (± 7 minutes)

Beach ball activity:

- The learner who throws the ball asks an appropriate theme question just before throwing.
- The 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:
What clothes will you wear in summer time?	I will wear _____.
What clothes will you wear in autumn time?	I will wear _____.
What clothes will you wear in winter time?	I will wear _____.
What clothes will you wear in spring time?	I will wear _____.

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

SUGGESTIONS FOR EXTENSION:

- Learners make a weather chart.

WEEK 20 LESSON 1	
THEME: WEATHER AND SEASONS – CHECK YOURSELF	
LEARNING OBJECTIVES:	<p>Learners will be able to</p> <ul style="list-style-type: none"> • Participate in simple role-plays and dialogues with (2-3 sentences) with the support of the teacher • Continue to develop an oral (listening and speaking) vocabulary. • Read words aloud. <p>Match stickers and words.</p>
NOTES:	
RESOURCES:	<p>DBE Workbook p. 40</p> <p>Audio resources, e.g. CD's, DVD's</p>

- Greet your friend. Role plays greetings (2-3 sentences) in pairs. e.g.
 “Good morning Anita. How are you?”
 “Good morning Nomsa. I am fine thank you. Hope you have a great day.”
 “Thank you, Nomsa.”

- Sing songs learnt this term.

- Read the words on p. 40 in the DBE Workbook aloud as a class activity.
- **Practise in pairs:**
 - Learner 1: Points to a picture and ask his/her friend: "What is this?" uses the SAL.
 - Learner 2: Answer question: "It is a _____", uses the SAL.
- Build oral sentences with these words.

Beach ball activity:

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

- Play with a friend:
Round 1:
 - Learner 1: Says 3 words randomly from p. 40.
 - Learner 2: Repeats the words in the correct order.
 - Learner 2: Says 3 words randomly from p.40.
 - Learner 1: Repeats the words in the correct order.
 - If learners are able to remember 3 words, then increase the number of words they must say in the following rounds.

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

WEEK 20 LESSON 2

THEME: WEATHER AND SEASONS – CHECK YOURSELF

LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Continue to develop an oral (listening and speaking) vocabulary. • Read words aloud. <p>Match stickers and words.</p> <p>Listen to a story for enjoyment</p>
NOTES:	
RESOURCES:	<p>DBE Workbook p. 41</p> <p>DBE Anthology p. 10 The Lion and the Mouse</p> <p>Audio resources, e.g. CD's, DVD's</p>

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (2-3 sentences) in pairs. e.g.
 “Good morning Anita. How are you?”
 “Good morning Nomsa. I am fine thank you. Hope you have a great day.”
 “Thank you, Nomsa.”

GETTING STARTED: (\pm 5 minutes)

- Recite poems learnt this term.

MAIN ACTIVITY: (\pm 15 minutes)

- Read the words on p. 41 in the DBE Workbook aloud as a class.
- **Practise in pairs:**
 - Learner 1: Points to a picture and ask his/her friend: “What is this?” using the SAL.
 - Learner 2: Answers the question: “It is a _____”, using the SAL.
- Build oral sentences with these words.

CLOSING ACTIVITY: (\pm 7 minutes)

- Anthology p. 10, The Lion and the Mouse
- Read the story The Lion and the Mouse to the learners for enjoyment.

Notes:

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

**IIAL GRADE 3
SECOND
ADDITIONAL LANGUAGE
(SAL)**

**LESSON PLANS
TERM 3**

GRADE 3 SECOND ADDITIONAL LANGUAGE

REQUIREMENTS TERM 3
LISTENING AND SPEAKING
<p>Weekly activities</p> <p>The teacher could do one longer activity or two or three short ones per week</p> <ul style="list-style-type: none"> • Develops an oral (listening and speaking) vocabulary using themes or topics • Participates in simple role-plays and dialogues with (3 to 4 sentences) with support of teacher modelling a short conversation in pairs and small groups • Follows a short sequence of 2-3 instructions given by the teacher • Understands and responds to simple questions such as Who, What, Where, Whose? • Makes simple requests and statements in the new language with the support of the teacher for example, 'Can I go outside and play, please?' • Uses some formulaic language (e.g. Today, Tomorrow, Yesterday) • Listens to a simple recount, given by teacher (2 sentences) • Memorises and performs simple poems and songs in pairs and small groups with confidence and enthusiasm • Plays language games outside the classroom with peers and in small groups under teacher supervision. <p>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.</p> <ul style="list-style-type: none"> • Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups • Listens and responds to a short simple story read aloud by the teacher
<p>Development of concepts, vocabulary and language structures by participating in the above activities:</p> <ul style="list-style-type: none"> • Continues to build and model the acquired vocabulary and language chunks in simple dialogues • Uses some formulaic language (e.g. Today, Tomorrow, Yesterday) • Understands and responds to simple questions such as Who, What, Where, Whose? • Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, common words, question forms, personal pronouns, verbs, commands/imperatives
EMERGENT LITERACY
<p>Phonological and Phonemic Awareness</p> <ul style="list-style-type: none"> • Identifies the sounds at the beginning and end of spoken words • Identifies the number of sounds in each syllable in familiar words • Segments spoken words into sounds and blends them together again • Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week. • Identifies some sounds that may be different, e.g. vowels. • Identifies some more initial sounds which may be different in the SAL from the Home Language • Use syllable cards to build words (look, say and do)
<p>Shared Reading (at least 15 minutes twice per week)</p> <ul style="list-style-type: none"> • Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster) with enjoyment and joins in choruses at the appropriate time • Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher • Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers recognises common words and reads more fluently with expression. • Reads fluently, the Shared reading text covered in Term 1 and 2 • Make meaning and respond to simple literal questions (Who, What, Where, How) based on Shared Reading text • Names some of the things in the pictures in response to questions from the teacher and peers • Role-plays parts of a story in small groups • Recognises and reads some common words in the SAL print in the classroom, e.g. wall display

Gr. 3 SAL TERM 3 PACE SETTER

	CAPS CONTENT/CONCEPTS/SKILLS	WEEK									
		21	22	23	24	25	26	27	28	29	30
LISTENING AND SPEAKING	Weekly activities										
	Develops an oral (listening and speaking) vocabulary using themes or topics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Participates in simple role-plays and dialogues with (3 to 4 sentences) with support of teacher modelling a short conversation in pairs and small groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Follows a short sequence of 2-3 instructions given by the teacher	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Understands and responds to simple questions such as Who, What, Where, Whose?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Makes simple requests and statements in the new language with the support of the teacher for example, 'Can I go outside and play, please?'		✓	✓	✓			✓			
	Uses some formulaic language (e.g. Today, Tomorrow, Yesterday)					✓	✓				
	Listens to a simple recount, given by teacher (2 sentences)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Memorises and performs simple poems and songs in pairs and small groups with confidence and enthusiasm	✓	✓		✓		✓	✓	✓	✓	✓
	Plays language games outside the classroom with peers and in small groups under teacher supervision.	✓	✓	✓	✓		✓	✓	✓	✓	✓
	Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups	✓		✓	✓		✓		✓		✓
	Listens and responds to a short simple story read aloud by the teacher	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Development of concepts, vocabulary and language structures										
	Continues to build and model the acquired vocabulary and language chunks in simple dialogues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Uses some formulaic language (e.g. Today, Tomorrow, Yesterday)					✓	✓				
	Understands and responds to simple questions such as Who, What, Where, Whose?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, common words, question forms, personal pronouns, verbs, commands/imperatives	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EMERGENT LITERACY	Phonemic awareness and phonics										
	Identifies the sounds at the beginning and end of spoken words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identifies the number of sounds in each syllable in familiar words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Segments spoken words into sounds and blends them together again	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.	✓	✓		✓	✓	✓				✓
	Identifies some sounds that may be different, e.g. vowels.			✓			✓	✓	✓	✓	✓
	Identifies some more initial sounds which may be different in the SAL from the Home Language				✓		✓				✓
	Use syllable cards to build words (look, say and do)	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Shared Reading (at least 15 minutes twice per week)										
Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster) with enjoyment and joins in choruses at the appropriate time		✓	✓	✓	✓	✓	✓	✓	✓	✓
Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers recognises common words and reads more fluently with expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reads fluently, the Shared reading text covered in Term 1 and 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Make meaning and respond to simple literal questions (Who, What, Where, How) based on Shared Reading text	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Names some of the things in the pictures in response to questions from the teacher and peers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Role-plays parts of a story in small groups					✓	✓		✓	✓	
Recognises and reads some common words in the SAL print in the classroom, e.g. wall display	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

GR. 3 SAL TERM 3

SUMMARY OF ACTIVITIES

WEEKS 21 – 23 THEME: FARM				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
21	1	Class discussion about farms.	Picture discussion, read text and practise oral sentences.	Sing an appropriate action song e.g. <i>Old McDonald had a farm</i>
	2	Class quiz – reinforcement of vocabulary	Learners read text aloud, identify letter relationships, practise oral sentences and complete written activity.	Read and listen for enjoyment – <i>The Little Red Hen</i> .
22	1	Poster discussion and introduction of vocabulary	Picture discussion, read text and practise oral sentences.	Language game: <i>Guess who I am</i> – learners act like a farm animal.
	2	Memorise and appropriate poem, e.g. <i>The cow</i>	Learners read text aloud, identify letter relationships, practise oral sentences and complete written activity.	Language game: Pictionary – draw dairy products
23	1	Picture discussion.	Read Big Book story and introduce Word box words.	Practise sentences.
	2	Retell Big Book story	Learners read text aloud, recognise that the same vowel sounds differently, practise oral sentences and complete written activity.	Language game – reinforce poster vocabulary
WEEKS 24 – 26 THEME: SPORT				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
24	1	Class discussion about: How do you keep yourself fit?	Picture discussion and read text.	Read and listen for enjoyment – <i>The Gingerbread Man</i>
	2	Learn an appropriate poem, e.g. <i>When I climb a tree</i>	Learners read text aloud, identify letter relationships, practise oral sentences and complete written activity.	Learners mime a sport activity.
25	1	Poster discussion	Picture discussion, read text and practise oral sentences.	Language game – Beach ball activity
	2	Class quiz – reinforcement of poster vocabulary.	Learners read text aloud, identify letter relationships, practise oral sentences and complete written activity.	Language game – <i>I guess it is a ...</i>
26	1	Picture discussion.	Read Big Book story and introduce Word box words.	Retell the Big Book story.
	2	Memorise and appropriate poem, e.g. <i>Sport is fun</i>	Learners read text aloud, identify letter relationships, practise oral sentences and complete written activity.	Reread text on p. 52 to a friend.

WEEKS 27 – 29 THEME: ANIMALS				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
27	1	Poster discussion.	Picture discussion, read text and practise oral sentences.	Language game - <i>Guess who am I</i>
	2	Class quiz to reinforce poster vocabulary	Learners read text aloud, recognise that the same vowel sounds differently, practise oral sentences and complete written activity.	Song – <i>Old McDonald ad a farm</i>
28	1	Class discussion – What was first, the chicken or the egg?	Picture discussion, read text and practise oral sentences.	Read and listen for enjoyment – <i>The Ugly Duckling</i>
	2	Pictionary game to reinforce Word box vocabulary.	Learners read text aloud, recognise that the same vowel sounds differently, practise oral sentences and memorise a poem.	Act out the story, <i>The Ugly Duckling</i>
29	1	Picture discussion.	Read Big Book story and introduce Word box words.	Play charades – pretend to be a wild animal.
	2	Sing an appropriate song, e.g. <i>The Lion Sleeps Tonight</i>	Learners read text aloud, recognise that the same vowel sounds differently, practise oral sentences and complete written activity	Memory game
WEEKS 30 THEME: CHECK YOURSELF				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
30	1	Sing songs learnt this term.	Recognise pictures and read words.	Beach ball activity – reinforce vocabulary
	2	Recite poems learnt this term.	Recognise pictures and read words.	Listen to story, <i>How the zebra got its stripes</i>

GR. 3 SAL TERM 3

SUGGESTED INFORMAL ASSESSMENT ACTIVITIES

SKILL	CONTENT	WEEKS	ASSESSMENT ACTIVITY
LISTENING AND SPEAKING	Oral and/or practical /observation Participates in simple role-plays and dialogues with (3 to 4 sentences) with sup-port of teacher modelling a short conversation/greetings in pairs and small groups	Week 22 Lesson 2	Routines: Learners greet a friend
	Oral and/or practical /observation Follows a short sequence of 2-3 instructions given by the teacher	Week 23 Lesson 2	Closing activity Learners follow Beach ball activity instructions correctly.
	Oral and/or practical /observation Gives and responds to simple instructions given by the teacher and peers e.g. Catch the ball	Week 24 Lesson 2	Closing activity Learners follow activity instructions correctly.
	Oral and/or practical /observation Uses some formulaic language (e.g. Today, Tomorrow, Yesterday)	Week 25 Lesson 2	Main activity Learners ask each other the question: What did you do yesterday?
	Oral and/or practical /observation Understands and responds to simple questions such as Who, What, Where, Whose?	Week 26 Lesson 1	Main activity: Learners answer simple literal questions from the Big Book story.
	Oral and/or practical /observation Makes simple requests and statements in the new language with the support of the teacher for example, 'Can I go outside and play, please?'	Week 27 Lesson 2	Main activity: Extended activity in which learners ask: "Can you show me the ____, please."
EMERGENT LITERACY	Oral and/or practical /observation Identifies the sounds at the beginning and end of spoken words	Week 22 Lesson 1	Main activity: Teacher points to a word, says the word and learners must say the beginning and end sounds of each word.
	Oral and/or practical /observation Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc)	Week 22 Lesson 2	Learners give examples of words that begin with the letter c in the HL. Teacher introduces the SAL c-words.
	Oral and/or practical /observation Knows some sounds that may be different, e.g. vowels.	Week 23 Lesson 2	Main activity: Learners recognise that the same vowel can sound differently in words.
	Oral and/or practical /Observation Identifies some more initial sounds which may be different in the SAL from the Home Language	Week 24 Lesson 2	Main activity: Identify initial sounds which sound different in the SAL and the HL.
	Oral and/or practical /observation Uses syllable cards to build words (look, say and do)	Week 24 Lesson 2	Main activity: Build theme words with syllable cards.
	Oral and/or practical /observation Reads the text aloud with the teacher fluently	Week 25 Lesson 2	Main activity: Read the text on p. 50 aloud.
	Oral and/or practical /observation Reads fluently, the Shared reading text covered in Term 1 and 2	Week 26 Lesson 2	Closing activity: Reread text on p 52 to a friend.
	Oral and/or practical /observation Answers simple literal questions about a story with short answers	Week 26 Lesson 1	Main activity: Learners answer simple questions from the Big Book story.

	Oral and/or practical /observation Demonstrates understanding of vocabulary in the story by naming words	Week 28 Lesson 1	Closing activity: Learners demonstrate understanding of vocabulary in the story by naming words of pictures that the teacher points out on the story.
	Oral and/or practical /observation Role plays parts of the story using some gestures and simple dialogue in pairs and in small groups	Week 28 Lesson 2	Closing activity: Learners act out the story, <i>The Ugly Duckling</i> .

WEEK 21 LESSON 1	
THEME: FARM – FRESH FROM THE FARM	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify sounds at the beginning and at the end of spoken words. Segment spoken words into sounds and blends them again Follow the text read by the teacher. Read the text aloud with the teacher. Role-play short conversations using formulaic language, e.g. greetings Relate visuals to printed text. Memorise and perform a song.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards and worksheet for extended activity.
RESOURCES:	DBE Workbook p. 42 and 43 Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

- Begin a class discussion in the HL (to activate thinking and reasoning skills) about what the learners know about a farm. Ask questions like: Who lives on a farm? Who has never been on a farm? What kind of farms do we get? Etc.
- Poster discussion – Fruit and vegetables** Discuss the poster with the learners and ask the following questions
 - Where does your 'family' buy fruit and vegetables?
 - What is your favourite fruit and vegetable?
 - What fruit grows on trees?
 - Name some root vegetables.
 - What vegetables would you like to plant in your garden and why?

MAIN ACTIVITY: (± 15 minutes)

- Introduce the theme **Farm** for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week's topic: **Fresh from the Farm** to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their Workbooks on p. 42 & 43.
- Encourage learners to tell a friend what they see in the picture on p. 42, using the SAL as often as possible.
- Allow a few children to tell the class what they see in the picture.
- Shared Reading:**
 - Introduce new vocabulary from the text on p. 42 to learners:
visit, grandmother, farm, animals, grows, fruit, vegetables
 - The teacher models the reading of the text on page 42, learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
- Introduce **Word box** words to learners:
tractor, farmer, fruit tree, sunflower, pineapple, pear, green beans, onion, pumpkin
- After all the words are introduced learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and learners must say the beginning and end sounds of each word.
- The teacher points to a picture on p. 42 and learners must say the SAL word.

CLOSING ACTIVITY: (± 7 minutes)

- Sing an appropriate action song, e.g. *Old McDonald had a farm*

SUGGESTIONS FOR EXTENSION:

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

WEEK 21 LESSON 2	
THEME: FARM – FRESH FROM THE FARM	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Identify letter-sound relationships of single letters. Follow a short sequence of 2-3 instructions given by the teacher Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Play language games in pairs or in groups Understand and respond to questions Listen to short stories with enjoyment and joins in chorusing
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards and worksheets for extended activity.
RESOURCES:	DBE Workbook p. 42 and 43 DBE Anthology p. 24 The Little Red Hen Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's Beach ball

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

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: The teacher holds up a picture. The girls must give the SAL name for the picture.
 - Round 2: The teacher holds up a picture. The boys must give the SAL name for the picture.
 - Repeat until all vocabulary words of the previous lessons have been addressed.

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their DBE Workbooks on page 42 & 43.
- **Shared Reading:**
 - Learners read the text on p. 42.
- The teacher introduces the letter **f** to the learners and request learners to give examples of words that begin with the letter **f** in the HL.
- The teacher introduces the **f-words** on p. 43 in the workbook, and learners repeat the words.
- The teacher uses the words in sentences and the learners repeat the sentences.
- Class discussion: Re-cap that we get different types of farming, e.g. Cattle, Fruit, Vegetables, etc.
- **Practise in Pairs activity:**
 - Learners practise the dialogue with a friend
- **Walk and talk activity:**
 - Learners walk around and ask their friends to move like an animal.
- **Let's write activity:**
 - Teacher models how to complete the activity, on p. 43 and learners complete the activity.

CLOSING ACTIVITY: (\pm 7 minutes)

- **Shared Reading** - read for enjoyment: Anthology p. 24: *The Little Red Hen*
 - The teacher reads the story to the learners for enjoyment.
 - The learners listen attentively, follow the teacher as she reads and look at the pictures.
 - The teacher asks simple questions about the story (Who, What, Where).
 - The learners answers giving short answers.
- Paste the stickers of the relevant vocabulary theme words on page 60 in the workbook. Stickers are found in the back of the workbook.

SUGGESTIONS FOR EXTENSION:

Beach ball activity:

- The learners throw a beach ball to each other in their groups.
- The learner who starts with the ball must make an animal sound e.g. meow (the sound made by a cat), and throws the ball to another learner.
- The learner who catches the ball must identify the animal, e.g. cat, and make a new animal sound and then throws the ball to the next learner.
- Repeat the activity until all the learners had a turn.

Notes:

[illegible]

WEEK 22 LESSON 1	
THEME: FARM – DAIRY FARM	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify the sounds at the beginning and at the end of spoken words. Segment spoken words into sounds and blend them again Follows the text read by the teacher. Read the text aloud with the teacher. Role-play short conversations using formulaic language, e.g. greetings Identify an object from a simple oral description. Relate visuals to the printed text. Listen and respond to a short simple story read aloud by the teacher
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 44 and 45 DBE Poster 7: Fresh from the Farm Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

- Introduce **DBE poster 7: Fresh from the Farm** to the learners.
- 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 new vocabulary of the poster.
- Move and learn activity:**
 - The teacher points to the first vocabulary word picture on the poster.
 - The learners read the English word on the poster and must say the SAL word.
 - The 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.

MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic **Dairy Farm** to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their Workbooks on page 44 & 45.
- Have a class discussion about the picture on p.44
- The learners respond to the teacher's questions about the picture.
- Shared Reading:**
 - Introduce new vocabulary from the text on p. 44 to the learners:
dairy, cows, cheese, chocolate, barn, hay, yogurt, ice cream
 - The teacher models the reading of the text on page 44, the learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
- Introduce **Word box** words to the learners:
milk, cheese, butter, ice cream, yogurt, chocolate, milk can, fence, windmill
- After all the words are introduced the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word.
- The teacher points to a picture on p. 44 and learners must say the SAL word.

CLOSING ACTIVITY: (± 7 minutes)

- Play a game in your group: **Guess who I am?**
 - One learner in the group pretends to be a farm animal and act like one, e.g. cow – walk on hands and feet and say moo.
 - The group members must guess what he/she is and answer using the HL. “You are a cow.”
 - The acting learner must reply in the SAL e.g.
 - If the group guesses correctly, then the learner says: “Yes, I am a cow.”
 - If the group guesses incorrectly, then the learner says: “No, I am a cow.”
 - Repeat until every group member had a turn to act out a farm animal.

SUGGESTIONS FOR EXTENSION:

- Make a poster showing the dairy products we get from milk. Write a caption for your pictures using the SAL words.

INFORMAL ASSESSMENT:

- Use the activity in which the teacher points to a word, says the word and learners must say the beginning and end sounds of each word.

EMERGENT LITERACY:

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

WEEK 22 LESSON 2	
THEME: FARM – DAIRY FARM	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Memorise a poem and sing a song Clap individual sounds in spoken words. Identify letter-sound relationships of single letters. Follow a short sequence of 2-3 instructions given by the teacher Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Play language games in pairs or in groups Understand and respond to questions Make simple requests and statements
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 44 and 45 DBE Poster 7: Fresh from the Farm Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's Beach ball

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: “Good morning Anita. How are you?”
 Anita: “Good morning Nomsa. I am fine, thank you. How are you?”
 Nomsa: “I am also fine, thank you. Anita. Hope you have a great day!”

GETTING STARTED: (± 5 minutes)

- Learners memorise an appropriate poem: e.g.
 - The cow
 - The friendly cow,
 - all red and white
 - I love with all my heart:
 - she gives me cream
 - with all her might,
 - to eat with apple tart.

- Request learners to open their DBE Workbooks on page 44 & 45.
- **Shared Reading:** Learners read the text on p. 44.
 - The teacher introduces the letter c to the learners and request learners to give examples of words that begin with the letter **c** in the HL.
 - The teacher introduces the **c-words** on p. 45 in the workbook, and learners repeat the words.
 - The teacher use the words in sentences and learners repeat the sentences.
 - The learners clap the words in the workbook on p. 45 according to their sounds.
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, workbook p. 45.
 - The learners use their own hand puppets and mimic the teacher.
- **Practise in pairs activity:**
 - The learner points to a picture and asks a friend questions
 - The friend reply with: “Yes, I like ____” or “No, I don’t like ____”
- **Let’s write activity:**
 - The teacher models how to complete the activity, workbook p. 45 and learners complete the activity.

- One learner must draw a picture of a dairy product 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 p. 20 and 21 in the workbook. Stickers are found in the back of the workbook.

- Learners identify letter-sound relationships of single letters that have the same pronunciation in the HL and in the SAL.

[illegible]

WEEK 23 LESSON 1	
THEME: FARM – WORKING ON THE FARM	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Predict what is going to happen in the Big Book story. Follow the text read by the teacher. Read the text aloud with the teacher. Identify the sounds at the beginning and at the end of spoken words. Identify the number of sounds in each syllable and in familiar words Segment spoken words into sounds and blends them again Role-play short conversations using formulaic language, e.g. greetings Relate visuals to the printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards and worksheets for extended activity.
RESOURCES:	DBE Workbook p. 46 and 47 DBE Big Book 2: p. 1 – 8 Off we go to the farm Vocabulary chart with flash cards and syllable cards Hand puppets and other props Objects/pictures related to the theme and audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

- The teacher encourages learners to tell a friend what they see in the pictures on p. 46 & 47, using the SAL as often as possible.
- Allow feedback from some learners to tell the class what they see in the pictures, using the SAL as often as possible.
- Allow learners to indicate who have been to a farm and what kind of farm it is as an introduction to **Big Book** story.

MAIN ACTIVITY: (± 15 minutes)

- Shared Reading: Big Book 2 p. 1 – 8: Off we go to the farm**
 - The teacher guides learners to talk about the pictures in the story using the SAL as often as possible.
 - The teacher introduces **Big Book** story vocabulary words:

climbed, vegetable farm, sugar cane, sunflowers, cattle farm, butcher, poultry farm, supermarket, delicious, stomachs
 - The teacher models how to read the story to the learners, using a pointer, whilst the learners follow.
 - The teacher re-reads the story and encourages the learners to join her in reading the story.
 - Re-reads the story a third time, allowing the learners to read on their own.
 - The teacher asks simple questions from the story using the SAL. At which farm did they stop first?
 - The learners answer using the SAL. E.g. 'They stopped at the vegetable farm'.
- Big Book** – Culturally related questions
Discuss the following questions with the learners
 - How did people farm in the past?
 - Name some traditional food that you like.
- Request learners to open their Workbooks on p. 46 & 47.
- Introduce **Word box** words to learners:

hay, donkey, corn field, donkey cart, ox, plough, kraal, horse, saddle
- After all the words are introduced, the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word.
- The teacher points to a picture on p. 46 and learners must say the SAL word.

CLOSING ACTIVITY: (± 7 minutes)

- Practise in pairs activity:**
Learners tell a friend what the purpose of each animal is.

SUGGESTIONS FOR EXTENSION:

Matching game/worksheet:

- Provide learners with topic related pictures and word flash cards. The learners will be able to match the word with the picture.
- Compile a worksheet where learners will be able to match topic related pictures with words.

WEEK 23 LESSON 2	
THEME: FARM – WORKING ON THE FARM	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Follow the text read by the teacher. Read the text aloud with the teacher. Clap individual sounds in spoken words. Recognise that the same vowel e.g. o in ox/over sounds differently Follow a short sequence of 2-3 instructions given by the teacher Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Play language games in pairs or in groups Understand and respond to questions Make simple requests and statements
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 46 and 47 DBE Big Book 2: p. 1 – 8 Off we go to the farm DBE Poster 7 – Fresh from the farm Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's Beach ball

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

- The teacher pages through **the Big Book**, and the learners must tell the class what happened in the story on each page.

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their Workbooks on p. 46 & 47.
- **Shared Reading:**
 - Introduce new vocabulary from the text on p. 46 to learners:

animals, things, carry
 - The teacher models the reading of the text on p. 46, and the learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
- The teacher introduces the letter **o** to the learners and request the learners to give examples of words with the letter **o** in the HL.
- The teacher introduces the **o-words** on p. 47 in the workbook, and learners repeat the words.
- The teacher help learners to recognise that the same vowel e.g. **o** in ox/over sounds different in the words.
- The learners must recognise the different sounds of **o**.
- The teacher uses the words in sentences and learners repeat the sentences.
- The learners clap the words in the workbook on p. 47 according to their sounds.
- Teach the learners that the same vowel can sound differently, e.g. **o** in ox/open
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, p. 47.
 - The learners use their own hand puppets and mimic the teacher.
- **Let's write activity:**
 - The teacher models how to complete the activity in the, workbook on p. 47, and the learners complete the activity.

- The learner who throws the ball must call out a fruit/vegetable name from the **DBE Poster 7** in English.
- The learner who catches the ball must call out the SAL name for the named fruit/vegetable and call out another fruit/vegetable name from the poster in English.
- Repeat until all the learners in the group had a turn to catch, answer, ask a question and then to throw the ball. .
- Paste the stickers of the relevant vocabulary theme words on p. 60 and 61 in the workbook. Stickers are found in the back of the workbook.

- The learner who throws the ball must call out a fruit/vegetable name from the **DBE Poster 7** in English.
 - The learner who catches the ball must call out the SAL name for the named fruit/vegetable and call out another fruit/vegetable name from the poster in English.
 - Repeat until all the learners in the group had a turn to catch, answer, ask a question and then to throw the ball. .
- Paste the stickers of the relevant vocabulary theme words on p. 60 and 61 in the workbook. Stickers are found in the back of the workbook.

- Learners compile their own **Big Book** using the learnt vocabulary.

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Use the activity in which the learners:

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- ## LISTENING AND SPEAKING:

LISTENING AND SPEAKING:

- ## EMERGENT LITERACY:

EMERGENT LITERACY:

- Notes:**

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

WEEK 24 LESSON 1	
THEME: SPORT – KEEPING FIT	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify sounds at the beginning and at the end of spoken words. Identify the number of sounds in each syllable and in familiar words Segment spoken words into sounds and blend them again Follow the text read by the teacher. Read the text aloud with the teacher. Role-play short conversations using formulaic language, e.g. greetings Identify an object from a simple oral description. Relate visuals to the printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 48 and 49 DBE Anthology: p. 46 The Gingerbread Man Vocabulary chart with flash cards and syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

- Introduce the Theme: **Sport** for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week's Topic: **Keeping fit** 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: How to keep fit?
- Poster discussion - Sport** Discuss the poster with the learners and ask the following questions
 - What sport do you enjoy the most and why?
 - Which sports person is your hero and why?
 - What is the most popular sport in your culture?
 - If you don't like playing sport what do you do instead?
 - What are the national sports of South Africa?

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their **Workbooks** on p. 48.
- Have a class discussion about the picture on p.48
- Learners respond to the teacher's questions about the picture.
- Shared Reading:**
 - Introduce new vocabulary from the text on p. 48 to the learners:

climb, jump, run, skip, exercise, healthy
 - The teacher models the reading of the text on p. 48, and the learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
- Introduce **Word box** words to learners:

kick, run, throw, jump, climb, walk, swing, wheelchair, jungle gym
- After all the words are introduced learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and the end sounds of each word.
- The teacher points to a picture on p. 42 and the learners must say the SAL word.

CLOSING ACTIVITY: (± 7 minutes)

- Shared Reading** - read for enjoyment: Anthology p. 46: *The Gingerbread Man*
 - The teacher reads the story for enjoyment to the learners.
 - The learners listen attentively, follow the teacher as she reads and looks at the pictures.
 - The teacher asks simple questions about the story (Who, What, Where).
 - The learners answers giving short answers.

SUGGESTIONS FOR EXTENSION:

- Play **Charades** with a friend.
- Learner 1 mimes an activity that keeps him/her fit.
- Learner 2 must guess the name of the activity, using the SAL.

WEEK 24 LESSON 2	
THEME: SPORT – KEEPING FIT	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Memorise and perform an appropriate poem. Clap individual sounds in spoken words. Identify the letter-sound relationships of single letters. Identify initial sounds, which may be different in the SAL from the HL. Follow a short sequence of 2-3 instructions given by the teacher. Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Play language games in pairs or in groups. Understand and respond to questions. Make simple requests and statements.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 48 and 49 DBE Anthology: p. 46 <i>The Gingerbread Man</i> Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

- The teacher recaps the words introduced to the learners in the first lesson on '*Keeping fit*'.
- Learn an appropriate poem: e.g.
When I climb a tree
 When I climb a tree,
 I feel free!
 My arms are stretching, stretching,
 my feet must find their footing.
 Sometimes I scratch my leg,
 sometimes I bump my knee.
 But there's nobody I know
 That can climb a tree like me!

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their **DBE Workbooks** on page 48 & 49.
- **Shared Reading:**
 - The Learners read the text on p. 48.
- The teacher introduces the letter **s** to the learners and request the learners to give examples of words that begin with the letter **s** in the HL.
- The teacher guides learners to think about initial sounds that may be different in the SAL from the HL. e.g. the **a** in **apple** (Eng. HL) and the **a** in **appel** (Afr. SAL).
- The teacher introduces the **s-words** on p. 49 in the workbook, and learners repeat the words.
- The teacher uses the words in sentences and learners repeat the sentences.
- The learners clap the words in the workbook on p. 49 according to their sounds.
- The learners build theme words using the syllable cards.
- **Practise in pairs activity:**
 - The learners practise the role play with a friend.
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, p. 49.

WEEK 25 LESSON 1	
THEME: SPORT – SPORTS DAY	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify sounds at the beginning and at the end of spoken words. Identify number of sounds in each syllable in familiar words. Segment spoken words into sounds and blends them again. Follow the text read by the teacher. Read the text aloud with the teacher. Role-play short conversations using formulaic language, e.g. greetings Identify an object from a simple oral description. Relate visuals to printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards and worksheet for extended activity.
RESOURCES:	DBE Workbook p. 50 and 51 DBE Poster 8: Sport Vocabulary chart with flash cards Syllable cards and hand puppets and other props Objects related to the theme, audio resources, e.g. CD's, DVD's and beach ball

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

- Introduce the **DBE poster 8: Sport** to the learners.
- Encourage learners to tell a friend in the SAL what they can see in the poster.
- Allow a few learners to tell the class what they can see in the poster.
- Introduce new vocabulary from the poster.
- Move and Learn activity:**
 - The teacher points at the first vocabulary word picture on the poster.
 - The learners read the English word on the poster and must say the SAL word.
 - The 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.

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their **Workbooks** on p. 50 & 51.
- Have a class discussion about the picture on p. 51
- Learners respond to the teacher's questions about the picture.
- Shared Reading:**
 - Introduce new vocabulary from the text on p. 50 to learners:

sports day, started, rain, class
 - The teacher models the reading of the text on p. 50; learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
- Introduce word box words to the learners:

goalpost, soccer, goal, tennis, net, swimming, running shoes, water bottle, cold drink
- After all the words are introduced learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word.
- The teacher points to a picture on p. 450 and learners must say the SAL word.

CLOSING ACTIVITY: (± 7 minutes)

Beach ball activity:

- The learner who throws the ball must call out a sport name from the DBE **Poster 8** in English.
- The learner who catches the ball must call out the SAL name for the above sport and call out another sport from the poster in English.
- Repeat until all the learners in the group had a turn to catch and throw the ball.

SUGGESTIONS FOR EXTENSION:**Matching game/worksheet:**

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

WEEK 25 LESSON 2	
THEME: SPORT – SPORTS DAY	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Clap individual sounds in spoken words. Identify the letter-sound relationships of single letters. Follow a short sequence of 2-3 instructions given by the teacher Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Play language games in pairs or in groups Understand and respond to questions Make simple requests and statements
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards and worksheets for extended activity.
RESOURCES:	DBE Workbook p. 50 and 51 DBE Poster 8: Sport Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

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

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their **DBE Workbooks** on p. 50 & 51.
- **Shared Reading:**
 - The learners read the text on p. 50.
 - The teacher introduces the letter **s** to the learners and request the learners to give examples of words that begin with the letter **s** in the HL.
 - The teacher introduces the **s-words** on p. 51 in the workbook, and learners repeat the words.
 - The teacher uses the words in sentences and the learners repeat the sentences.
 - The learners clap the words in the workbook on p. 51 according to their sounds.
- **Practise in pairs activity:**
 - Learners practise the activity with a friend.
- **Extended activity for assessment:**
 - Work in pairs. The learners ask questions and answer the questions.
 Learner 1: What did you do yesterday?
 Learner 2: I played _____. (Tennis/soccer/rugby/netball/hockey/cricket)
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, p. 51.
 - The learners use their own hand puppets and mimic the teacher.

- **Let's write activity:**
 - The teacher models how to complete the activity, workbook p. 51 and the learners complete the activity.

CLOSING ACTIVITY: (\pm 7 minutes)

- **I guess it is a ...**
 - The teacher provides a closed basket/box with sport items (bat, netball ball, rugby ball, racket, goggles, running shoes, etc.) to the group of learners.
 - One learner gets blindfolded.
 - One of the other learners in the group hands the blindfolded learner an object from the closed basket/box.
 - The blindfolded learner must guess what it is. He/she may touch to guess. He/she answers in the SAL.
- Paste the stickers of the relevant vocabulary theme words on p. 60 and 61 in the workbook. Stickers are found in the back of the workbook.

SUGGESTIONS FOR EXTENSION:

Matching game/worksheet:

- Provide learners with topic related pictures and word flash cards. The learners must match the word with the picture.

INFORMAL ASSESSMENT:

Use the activity in which the learners:

- Ask each other: What did you do yesterday?
- Learners read the text on p. 50.

LISTENING AND SPEAKING:

- Uses some formulaic language (e.g. Today, Tomorrow, and Yesterday).

EMERGENT LITERACY:

- Fluently read the text aloud with the teacher.

Notes:

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines running across the width of the page. The lines are thin and consistent in thickness. There are no margins, text, or other markings on the paper.

WEEK 26 LESSON 1	
THEME: SPORT – MY SPORT	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Predict what is going to happen in the story. Follow the text read by the teacher. Listen and responds to a short simple story read aloud by the teacher Read the text aloud with the teacher. Identify sounds at the beginning and at the end of spoken words. Identify the number of sounds in each syllable in familiar words Segment spoken words into sounds and blends them again Role-play short conversations using formulaic language, e.g. greetings Relate visuals to the printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 52 and 53 DBE Big Book 2: p. 9 – 16 Help at soccer Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme and audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

- The teacher encourages the learners to tell a friend what they see in the pictures on p. 51 & 52, using the SAL as much as possible.
- Allow feedback from some learners to tell the class what they see in the pictures, using the SAL as much as possible.

MAIN ACTIVITY: (± 15 minutes)

- Shared Reading: Big Book 2** p. 9 – 16: *Help at soccer*
 - The teacher guides the learners to talk about the pictures in the story using the SAL as much as possible.
 - The teacher introduces a **Big Book** story vocabulary words:

fast, kicks, bleeding, helpers, first aid, gloves, tissue, pinch, forward, touch, starting, hurray
 - The teacher models how to read the story to the learners, using a pointer, whilst learners follow.
 - The teacher re-reads the story and encourages the learners to join her in reading the story.
 - The teacher re-reads the story a third time, allowing the learners to read on their own.
 - The teacher asks simple questions from the story using the SAL. e.g. 'What is the title of the story?'
 - The learners answer using the SAL. E.g. '*The title is Help at soccer*'.
- Big Book** – Culturally related questions
Discuss the following questions with the learners
 - What traditional sports do you like?
 - How would you help Peter to stop the bleeding if you did not have a first aid kit?
- Request learners to open their **Workbooks** on p. 52 & 53.
- Introduce **Word box** words to learners:

soccer ball, rugby ball, rugby shirt, netball, tennis ball, racket, netball post, swimming cap, goggles
- After all the words are introduced the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word.
- The teacher points to a picture on p. 52 and the learners must say the SAL word.

CLOSING ACTIVITY: (± 7 minutes)

- The teacher pages through a **Big Book** story and allows the learners to retell the story to the class.

SUGGESTIONS FOR EXTENSION:**Pictionary game: (Class/group/pair activity)**

- One learner must draw a picture of a sport item e.g. bat
- Other learners must guess what it is, using the SAL to answer.
- The learner who answers correctly is the next one to draw.

INFORMAL ASSESSMENT:

- Use the activity in which the learners answers questions asked by the teacher about the **Big Book** story.

LISTENING AND SPEAKING:

- Understands and responds to simple questions such as who, what, where, whose?

EMERGENT LITERACY:

- Answers simple questions about a story with short answers.

WEEK 26 LESSON 2	
THEME: SPORT – MY SPORT	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Memorise and perform a poem and a song Clap individual sounds in spoken words. Identify letter-sound relationships of single letters. Follow a short sequence of 2-3 instructions given by the teacher Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Understand and respond to questions Make simple requests and statements
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 52 and 53 Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

- Memorise an appropriate poem, e.g.
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)

- Request learners to open their **Workbooks** on p. 52 & 33.
- **Shared Reading:**
 - Introduce new vocabulary from the text on p. 52 to learners:

catch, kick, hit, play
 - The teacher models the reading of the text on p. 52; the learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
 - The teacher introduces the letter **h** to the learners and request the learners to give examples of words that begin with the letter **h** in the HL.
 - The teacher introduces the **h-words** on p. 53 in the workbook, and the learners repeat the words.
 - The teacher uses the words in sentences and the learners repeat the sentences.

- The learners clap the words in the workbook on p. 53 according to their sounds.
- **Practise in pairs activity:**
 - The learners practise the activity with a friend.
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, p. 53.
 - The learners use their own hand puppets and mimic the teacher.
- **Let's write activity:**
 - The teacher models how to complete the activity, workbook p. 53 and the learners complete the activity.

- Reread the text on p. 52 to a friend for assessment.
- Paste the stickers of the relevant vocabulary theme words on p. 61 in the workbook. Stickers are found in the back of the workbook.

- Learners will be able to compile their own **Big Book** using learnt vocabulary.

- Use the activity in which the learners reread the text on p. 52 to a friend.

- Reads fluently, the Shared reading text covered.

[illegible]

WEEK 27 LESSON 1	
THEME: ANIMALS – BIG AND SMALL ANIMALS	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify sounds at the beginning and at the end of spoken words. Identify the number of sounds in each syllable in familiar words Segment spoken words into sounds and blends them again Follow the text read by the teacher. Read the text aloud with the teacher. Role-play short conversations using formulaic language, e.g. greetings Identify an object from a simple oral description. Relate visuals to the printed text. Listen and respond to a short simple story read aloud by the teacher Memorise and perform a poem and a song
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards and worksheets for extended activity.
RESOURCES:	DBE Workbook p. 54 and 55 DBE Poster 9: Farm animals DBE Anthology: p. 121 <i>Five Little Chickens</i> (poem) Vocabulary chart with flash cards Syllable cards and hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

- Introduce **DBE poster 9: Farm animals** to the learners.
- Poster discussion - Farm animals** Discuss the poster with the learners and ask the following questions
 - Choose two animals from the poster and imitate the sounds they make.
 - What is your favourite farm animal and why?
 - What is a baby cow and a baby chicken called in your home language?
 - What are these animals called in the SAL?
 - Choose two animals from the poster and tell the teacher what they eat.
 - Name the animals that give us food.
- 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 new vocabulary of the poster.
- Move and Learn activity:**
 - The teacher points at the first vocabulary word picture on the poster.
 - The learners read the English word on the poster and must say the SAL word.
 - The 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.

MAIN ACTIVITY: (± 15 minutes)

- Introduce the Theme: *Animals* for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week's Topic: *Big and small animals* to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their workbooks on p. 54 & 55.
- Have a class discussion about the picture on p. 54
- Learners respond to the teacher's questions about the picture.
- Shared Reading:**
 - Introduce new vocabulary from the text on p. 54 to learners:

cow, lamb, chick, horse, pig
 - The teacher models the reading of the text on p. 54, learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.

- Introduce **Word box** words to the learners:
lamb, horse, cow, pig, goat, duck, frog, rabbit, bee
- After all the words are introduced the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word.
- The teacher points to a picture on p. 54 and the learners must say the SAL word.

CLOSING ACTIVITY: (± 7 minutes)

- Memorise an appropriate poem, e.g. *Five Little Chickens*
- Play a game in your group: **Guess what I am?**
 - One learner in the group acts out the actions of a cow, lamb, horse, pig, goat, duck, frog, rabbit, chicken or 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 the learners with topic related pictures and flash cards. Learners should be able to match the word with the picture.
- Compile a worksheet where learners should be able to match topic related pictures with words.

WEEK 27 LESSON 2	
THEME: ANIMALS – BIG AND SMALL ANIMALS	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Memorise and perform a song Clap individual sounds in spoken words. Recognise that the same vowel e.g. u in up/use sounds differently Follow a short sequence of 2-3 instructions given by the teacher Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Play language games in pairs or in groups Understand and responds to questions Make simple requests and statements Listen to short stories with enjoyment and joins in chorusing.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 54 and 55 DBE Poster 9: Farm animals DBE Anthology: p. 125 <i>Old McDonald had a farm</i> (song) Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

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

MAIN ACTIVITY: (\pm 15 minutes)

- Request learners to open their workbooks on p. 54 & 55.
- **Shared Reading:**
 - Learners read the text on p. 54.
 - The teacher introduces the letter **u** to the learners and request the learners to give examples of words with the letter **u** in the HL.
 - The teacher introduces the **u-words** on p. 55 in the workbook, and the learners repeat the words.
 - Teach the learners that the same vowels can sound differently, e.g. **u** in up/use.
 - The teacher uses the words in sentences and the learners repeat the sentences.
 - The learners clap the words in the workbook on p. 55 according to the sounds.
- **Practise in pairs activity:**
 - The learners practise the activity with a friend
- **Extended activity for assessment:**

Learner 1: Can you show me the _____ (cow/goat/horse/duck/donkey) please?

Learner 2: This is a _____ (cow/goat/horse/duck/donkey).
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, p. 55.
 - The learners use their own hand puppets and mimic the teacher.
- **Walk and talk activity:**
 - The learners walk around and ask their friends what sound does a _____ (use word box words) make?
- **Let's write activity:**
 - The teacher models how to complete the activity, workbook p. 55 and the learners complete the activity.

CLOSING ACTIVITY: (\pm 7 minutes)

- The learners sing an appropriate song, E.g. '*Old Mc Donald had a farm*'.
- Paste the stickers of the relevant vocabulary theme words on p.61 in the workbook. Stickers are found in the back of the workbook.

SUGGESTIONS FOR EXTENSION:

Beach ball activity:

- The learner who throws the ball must call out an animal name from **DBE Poster 9** in English.
- The learner who catches the ball must call out the SAL name for the animal and call out another animal from the poster in English.
- Repeat until all the learners in the group had a turn to catch and throw.

INFORMAL ASSESSMENT:

- Use the extended activity in which the learners ask: “Can you show me the _____, please.”

LISTENING AND SPEAKING:

- Make simple requests and statements in the new language with the support of the teacher for example,
- 'May I go outside and play, please?'

Notes:

[illegible]

WEEK 28 LESSON 1	
THEME: ANIMALS - CHICKEN AND EGG	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to teacher's instructions. Identify sounds at the beginning and at the end of spoken words. Identify the number of sounds in each syllable in familiar words Segment spoken words into sounds and blend them again Follow the text read by the teacher. Read the text aloud with the teacher. Role-play short conversations using formulaic language, e.g. greetings Identify an object from a simple oral description. Relate visuals to the printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 56 and 25 DBE Anthology p. 32 <i>The Ugly Duckling</i> Vocabulary chart with flash cards Syllable cards, hand puppets and other props Objects/pictures related to the theme and audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

- Begin a class discussion in the HL (to activate thinking and reasoning skills). Ask learners to decide what came first, the chicken or the egg.
- Allow feedback from some learners, they must give a reason for their answer.

MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic *Chicken and egg* to the learners who should be able to discuss it in the HL and then in the SAL. (See foreword).
- Request learners to open their workbooks on p. 56 & 57.
- Have a class discussion about the picture on p. 56
- The learners should be asked to respond to teacher's questions about the picture.
- Shared Reading:**
 - Introduce new vocabulary from the text on p. 56 to learners:

lays, egg, chick, hatches, becomes
 - The teacher models the reading of the text on p. 56, and the learners should follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
- Introduce **Word box** words to the learners:

bird, hen, chick, rooster, eggs, next, feather, hatch, ostrich
- After all the words are introduced the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word.
- The teacher points to a picture on p. 56 and learners must say the SAL word.

CLOSING ACTIVITY: (± 7 minutes)

- Shared Reading** - read for enjoyment: **Anthology** p. 32: *The Ugly Duckling*
 - The teacher reads the story to the learners for enjoyment.
 - The learners listen attentively, follow the teacher as she reads and they look at the pictures.
 - The learners demonstrate an understanding of the vocabulary in the story by naming the words from the pictures pointed at by the teacher.
 - The teacher asks simple questions about the story (for e.g. who, what, where, etc.).
 - The learners answers giving short answers.

SUGGESTIONS FOR EXTENSION:

- The learners make their own poster indicating the chicken and egg cycle.

INFORMAL ASSESSMENT:

- Use the activity where the learners demonstrate an understanding of the vocabulary in the story by naming the pictures pointed out by the teacher.

EMERGENT LITERACY:

- The learners should demonstrate an understanding of the vocabulary in the story by recalling the words.

WEEK 28 LESSON 2	
THEME: ANIMALS - CHICKEN AND EGG	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Memorise and perform a poem and a song. Clap individual sounds in spoken words. Identify letter-sound relationships of single letters. Recognise that the same vowel e.g. y in you/hungry sounds differently. Follow a short sequence of 2-3 instructions given by the teacher. Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting. Play language games in pairs or in groups. Understand and respond to questions. Make simple requests and statements. Listen to short stories with enjoyment and join in chorusing.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards and worksheets for extended activity.
RESOURCES:	DBE Workbook p. 56 and 25 DBE Anthology p. 32 <i>The Ugly Duckling</i> Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's and beach ball

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)**Pictionary game: (Class/group/pair activity)**

- One learner must draw a picture of one of the words from the Word box.
- Other learners must guess what it is, using the SAL to answer.
- The learner who answers correctly is the next one to draw.

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their workbooks on page 56 & 57.
- **Shared Reading:**
 - Learners read the text on p. 56.
 - The teacher introduces the letter **e** to the learners and request the learners to give examples of words with the letter **e** in the HL.
 - Teach the learners that the same vowel can sound differently, e.g. **e** in egg/eraser
 - The teacher introduces the **e-words** on p. 57 in the workbook, and the learners repeat the words.
 - The teacher uses the words in sentences and the learners repeat the sentences.
 - On p. 57 the learners clap the words in the workbook according to their sounds.
- **Practise in pairs activity:**
 - The learners practise the activity with a friend
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, p. 57.
 - The learners use their own hand puppets and mimic the teacher.
- **Let's sing activity:**
 - The learners sing the song with friends.

CLOSING ACTIVITY: (\pm 7 minutes)

- The teacher re-reads *The Ugly Duckling* and learners listen attentively.
- The learners act out the story in their groups.
- Paste the stickers of the relevant vocabulary theme words on p. 61 in the workbook. Stickers are found in the back of the workbook.

SUGGESTIONS FOR EXTENSION:

Beach ball activity:

- The learners will be able to 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 activity in which the learners act out the story, *The Ugly Duckling*.

EMERGENT LITERACY:

- Role play parts of the story using some gestures and simple dialogue in pairs and in small groups.

Notes:

[illegible]

WEEK 29 LESSON 1	
THEME: ANIMALS – WILD ANIMALS	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Look at pictures and predict the story. Follow the text read by the teacher. Read the text aloud with the teacher. Identify sounds at the beginning and at the end of spoken words. Identify the number of sounds in each syllable of the familiar words Segment the spoken words into sounds and blends them again Identify an object from a simple oral description. Relate visuals to the printed text. Listen and respond to a short simple story read aloud by the teacher.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards and worksheets for extended activity.
RESOURCES:	DBE Workbook p. 24 and 25 DBE Big Book 2: p. 17 - 24 <i>Animal sports day</i> Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme and audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

- Teacher encourages the learners to tell a friend what they see in the pictures on p. 58 & 59, using the SAL as often as possible, but the HL if necessary.
- Ask the learners questions, e.g. Where can we find these animals?
- Poster discussion – Wild animals** Discuss the poster with the learners and ask the following questions
 - Where do wild animals live?
 - Which wild animals have you seen on TV?
 - What is your favourite animal and why?
 - What does your favourite wild animal eat?
 - Why do we need to protect wild animals?

MAIN ACTIVITY: (± 15 minutes)

- Shared Reading:** Big Book 2 p. 17 – 24: *Animal sports day*
 - The teacher guides the learners to talk about the pictures in the story using the SAL as often as possible.
 - The teacher introduces **Big Book** story vocabulary words:

sports day, jump, high, kick, hard, throw, high, catch, swim, fast, run, winners
 - The teacher models how to read the story to the learners, using a pointer, while the learners follow in their text.
 - The teacher re-reads the story and encourages the learners to join her in reading the story.
 - The teacher re-reads the story a third time, allowing the learners to read on their own.
 - The teacher asks simple questions from the story using the SAL. E.g. 'What is the title of the story?'
 - The learners answer using the SAL. E.g. 'The title is Animal sports day'.
- Request learners to open their Workbooks on page 58 & 59.
- Introduce **Word box** words to the learners:

elephant, rhino, monkey, hippo, leopard, crocodile, snake, tortoise, giraffe
- After all the words are introduced the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word.
- The teacher points to a picture on p. 58 and the learners must say the SAL word.

- **Big Book** – Culturally related questions
Discuss the following questions with the learners:
 - Do you think winning is important? Give reasons for your answer.
 - If you were to win how would you treat the person who comes last?

CLOSING ACTIVITY: (± 7 minutes)

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 learner acting out the role should then confirm his/her action in the SAL, e.g. I am a _____.
- Repeat the game until all group members had a chance to mime out an action.

SUGGESTIONS FOR EXTENSION:

Matching game/worksheet:

- Provide the learners with topic related pictures and word flash cards. The learners should be able to match the word with the picture.
- Compile a worksheet where the learners should be able to match the topic related pictures with the words.

WEEK 29 LESSON 2	
THEME: ANIMALS – WILD ANIMALS	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Memorise and perform a song Clap individual sounds in spoken words. Recognise that the same vowel e.g. i in is/ice cream sounds differently Follow a short sequence of 2-3 instructions given by the teacher Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Play language games in pairs or in groups Understand and respond to questions Make simple requests and statements Listen to short stories with enjoyment and join in chorusing.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 24 and 25 DBE Big Book 2: p. 17 - 24 <i>Animal sports day</i> DBE Anthology p. 131 <i>The Lion Sleeps Tonight</i> (song) Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (± 5 minutes)

- Sing an appropriate song, e.g. *The Lion Sleeps Tonight*

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their workbooks on p. 58 & 59.
- **Shared Reading:**
 - Learners read the text on p. 58.
 - The teacher introduces the letter i to the learners and request the learners to give examples of words with the letter i in the HL.
 - Teach the learners that the same vowel can sound differently, e.g. i in is/ice cream
 - The teacher introduces the **i-words** on p. 59 in the workbook, and learners repeat the words.
 - The teacher uses the words in sentences and the learners repeat the sentences.
 - The learners clap the words in the workbook on page 59 according to their sounds.

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

- ### SUGGESTIONS FOR EXTENSION:

- Notes:**

[illegible]

WEEK 30 LESSON 1

THEME: ANIMALS – CHECK YOURSELF

LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Participate in simple role-plays and dialogues (in 2-3 sentences) with the support of the teacher</p> <p>Continue to develop an oral (listening and speaking) vocabulary.</p> <p>Read words aloud.</p> <p>Match stickers and words.</p>
NOTES:	
RESOURCES:	<p>DBE Workbook p. 60</p> <p>Audio resources, e.g. CD's, DVD's</p>

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (\pm 5 minutes)

- Sing songs learnt this term.

MAIN ACTIVITY: (± 15 minutes)

- Read the words on p 60 in the **DBE Workbook** aloud as a class.
- **Practise in pairs:**
Learner 1: Points 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)

Beach ball activity:

- The learner throwing the ball says one of the words on p. 60, using the SAL.
- The 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 turn.

SUGGESTIONS FOR EXTENSION:

Play with a friend:

- Round 1:
 - Learner 1: Says 3 words randomly from p. 60.
 - Learner 2: Repeats the words in the correct order.
 - Learner 2: Says 3 words randomly from p. 60.
 - Learner 1: Repeats the words in the correct order.
 - If the learners are able to remember 3 words, then increase the number of words in the subsequent rounds.
- Make a note who remember most of the words.

Notes:

[illegible]

WEEK 30 LESSON 2

THEME: ANIMALS – CHECK YOURSELF

LEARNING OBJECTIVES:	Learners will be able to: Continue to develop an oral (listening and speaking) vocabulary. Read words aloud. Match stickers and words. Listen to a story for enjoyment
NOTES:	
RESOURCES:	DBE Workbook p. 61 DBE Anthology p. 68 <i>How the Zebra got its Stripes</i> Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"

GETTING STARTED: (\pm 5 minutes)

- Recite poems learnt this term.

MAIN ACTIVITY: (\pm 15 minutes)

- Read the words on p 61 in the **DBE Workbook** aloud as a class.
- **Practise in pairs:**
 - Learner 1: Points to a picture and ask his/her friend: "What is this?" using the SAL.
 - Learner 2: Answer the question: "It is a _____", using the SAL.
- Build oral sentences with the words.

CLOSING ACTIVITY: (± 7 minutes)

- Read the story *How the Zebra got its Stripes* to the learners for enjoyment.

SUGGESTIONS FOR EXTENSION:

Beach ball activity:

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

Notes:

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

**IIAL GRADE 3
SECOND
ADDITIONAL LANGUAGE
(SAL)**

**LESSON PLANS
TERM 4**

GRADE 3 SECOND ADDITIONAL LANGUAGE**REQUIREMENTS****TERM 4****LISTENING AND SPEAKING****Weekly activities****The teacher could do one longer activity or two or three short ones per week**

- Develops and uses an oral (listening and speaking) vocabulary using themes or topics
- Follows a short sequence of 2-3 instructions, for example, 'Come with your friend to the front of the classroom'
- Participates in simple role-plays and dialogues with (3 to 4 sentences) with support of teacher modelling
- greetings/short conversation in pairs and small groups
- Takes turns to give simple instructions and commands during language games to a peer
- Understands and responds to simple questions such as 'What is your name? How old are you?'
- Makes and responds to simple requests made by the teacher and peers
- Uses some formulaic language (e.g. Today, Tomorrow, Yesterday)
- Identifies and names real objects in the new language (book, pencil, shoe, shirt etc.)
- Talks about objects in a picture in response to teacher's instructions (What can you see in the picture? Tell me what you can see in the picture.)
- Listens to a simple recount (2-3 sentences), given by the teacher telling about what she did
- With help from the teacher, gives a simple recount (1-2 sentences), for example, Learners will be able to tell the teacher about the weather
- Memorises and performs simple poems, and songs with confidence and enthusiasm

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.

- Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups
- Listens and responds to a short simple story read aloud by the teacher
- Answers simple literal questions about a story with short answers (Who, What, Where)

Development of concepts, vocabulary and language structures through taking part in the above activities:

- Continues to build and model the acquired vocabulary and language chunks in simple dialogues
- Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, common words, question forms, personal pronouns, plurals, verbs, commands/imperatives
- Uses some formulaic language (e.g. 'Today, Tomorrow, Yesterday')
- Understands and responds to simple questions such as Who, What, Where, Whose?

EMERGENT LITERACY**Phonological and Phonemic Awareness**

- Identifies the sounds at the beginning and end of spoken words
- Identifies the number of sounds in each syllable in familiar words
- Segments spoken words into sounds and blends them together again
- Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.
- Teach some sounds that may be different, e.g. vowels.
- Teach some more initial sounds which may be different in the SAL from the Home Language
- Use syllable cards to build words (look, say and do)

Shared Reading (at least 15 minutes twice per week)

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster) with enjoyment and joins in choruses at the appropriate time
- Reads the text aloud with the teacher. The class reads the same story or non-fiction text with the teacher
- Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers recognises common words and reads more fluently and with expression.
- Reads fluently, the Shared reading text covered in Term 1 and 3 in small groups
- Make meaning and respond to simple literal questions (Who, What, Where, How) based on Shared reading text
- Names some of the things in the picture in response to questions from the teacher and peers
- Role-plays parts of a story in small groups
- With help from the teacher, retells the story in pairs
- Recognises and reads some common words in the SAL print in the classroom, e.g. wall display
- Reads and writes some common words in SAL

Gr. 3 SAL TERM 3 PACE SETTER

	CAPS CONTENT/CONCEPTS/SKILLS	WEEK									
		31	32	33	34	35	36	37	38	39	40
LISTENING AND SPEAKING	Weekly activities										
	Develops and uses an oral (listening and speaking) vocabulary using themes or topics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Follows a short sequence of 2-3 instructions, for example, 'Come with your friend to the front of the classroom'	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Participates in simple role-plays and dialogues with (3 to 4 sentences) with support of teacher modelling greetings /short conversation in pairs and small groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Takes turns to give simple instructions and commands during language games to a peer	✓	✓	✓	✓			✓	✓	✓	✓
	Understands and responds to simple questions such as 'What is your name? How old are you?'	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Makes and responds to simple requests made by the teacher and peers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Uses some formulaic language (e.g. Today, Tomorrow, Yesterday)			✓				✓			
	Identifies and names real objects in the new language (book, pencil, shoe, shirt etc.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Talks about objects in a picture in response to teacher's instructions (What can you see in the picture? Tell me what you can see in the picture.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Listens to a simple recount (2-3 sentences), given by the teacher telling about what she did	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	With help from the teacher, gives a simple recount (1-2 sentences), for example, Learners will be able to tell the teacher about the weather	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Memorises and performs simple poems, and songs with confidence and enthusiasm	✓	✓	✓	✓		✓	✓	✓		✓
	Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups	✓		✓	✓	✓	✓	✓	✓	✓	✓
	Listens and responds to a short simple story read aloud by the teacher	✓		✓		✓	✓	✓	✓	✓	✓
	Answers simple literal questions about a story with short answers (Who, What, Where)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Development of concepts, vocabulary and language structures										
	Continues to build and model the acquired vocabulary and language chunks in simple dialogues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, common words, question forms, personal pronouns, plurals, verbs, commands / imperatives	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	Uses some formulaic language (e.g. 'Today, Tomorrow, Yesterday')			✓				✓	✓		
	Understands and responds to simple questions such as Who, What, Where, Whose?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EMERGENT LITERACY	Phonemic awareness and phonics										
	Identifies the sounds at the beginning and end of spoken words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identifies the number of sounds in each syllable in familiar words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Segments spoken words into sounds and blends them together again	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.		✓	✓	✓	✓	✓	✓	✓	✓	✓
	Teach some sounds that may be different, e.g. vowels.	✓						✓			✓
	Teach some more initial sounds which may be different in the SAL from the Home Language						✓	✓	✓		✓
	Use syllable cards to build words (look, say and do)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Shared Reading (at least 15 minutes twice per week)										
	Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster) with enjoyment and joins in choruses at the appropriate time	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers recognises common words and reads more fluently and with expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Reads fluently, the Shared reading text covered in Term 1 and 3 in small groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Make meaning and respond to simple literal questions (Who, What, Where, How) based on Shared reading text	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Names some of the things in the picture in response to questions from the teacher and peers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Role-plays parts of a story in small groups	✓		✓				✓			
	With help from the teacher, retells the story in pairs		✓	✓				✓			
	Recognises and reads some common words in the SAL print in the classroom, e.g. wall display	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Reads and writes some common words in SAL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

GR. 3 SAL TERM 4

SUMMARY OF ACTIVITIES

WEEKS 31 – 32 THEME: FOOD				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
31	1	Poster discussion about the Food pyramid	Picture discussion, read text and practise oral sentences.	Read and listen for enjoyment – <i>How the Spider got such thin legs</i>
	2	Class quiz – reinforcement of vocabulary	Learners read text aloud, recognise that the same vowel sounds differently, practise oral sentences and complete written activity.	Memorise and appropriate poem/song, e.g. <i>Healthy food</i>
32	1	Class discussion about recipes.	Recipe discussion, read recipe and practise oral sentences.	Memorise and appropriate poem/song, e.g. <i>Pat-a-cake</i>
	2	Learners explain to a friend how to make a Peanut butter and banana sandwich.	Learners listen and read Big Book recipe aloud, identify letter relationships and practise oral sentences.	Complete written activity.
WEEKS 33 – 35 THEME: TRANSPORT				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
33	1	Picture discussion	Picture discussion, read text and practise oral sentences.	Read and listen for enjoyment – <i>Bheki's new bike</i>
	2	Poster discussion	Learners read text aloud, identify letter relationships, practise oral sentences and complete written activity.	Learners mime a sport activity.
34	1	Poster discussion	Picture discussion, read text and practise oral sentences.	Sing a song: <i>The wheels of the bus</i>
	2	Class quiz – reinforcement of poster vocabulary.	Learners read text aloud, identify letter relationships, practise oral sentences and complete written activity.	Language game: Beach ball activity to reinforce poster vocabulary.
35	1	Class discussion about different kinds of transport.	Picture discussion, read text and practise oral sentences.	Walk and talk activity.
	2	Class quiz to reinforce word box vocabulary.	Learners read text aloud, identify letter relationships, and practise oral sentences.	Complete written activity.

WEEKS 36 – 37 THEME: CELEBRATIONS				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
36	1	Class discussion about birthday parties.	Picture discussion, read text and practise oral sentences.	Read and listen for enjoyment – <i>Super Swift Suzy saves the day</i> .
	2	Memorise and appropriate song, e.g. <i>Our Toys</i>	Identify letter relationships and practise oral sentences.	Complete written activity
37	1	Memorise and appropriate song, e.g. <i>January, February, March</i>	Picture discussion, read text, practise oral sentences and complete written activity.	Read and listen for enjoyment – <i>Super Swift Suzy saves the day</i> .
	2	Read and listen for enjoyment – <i>Super Swift Suzy saves the day</i> .	Learners retell the story, <i>Super Swift Suzy saves the day</i> to a friend, practise role plays in small groups and perform for the class.	Sing appropriate songs, e.g. <i>January, February, March</i> and <i>Happy Birthday</i> .
WEEKS 38 – 39 THEME: PEOPLE WHO HELP				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
38	1	Poster discussion.	Picture discussion, read text and practise oral sentences.	Read and listen for enjoyment – <i>Wendy Whale to the rescue</i>
	2	Class quiz to reinforce poster vocabulary	Learners read text aloud, identify letter relationships, practise oral sentences and complete written activity.	Read and listen for enjoyment – <i>Wendy Whale to the rescue</i>
39	1	Class discussion – What work would you like to do one day?	Picture discussion, read text and practise oral sentences.	Memorise a poem, <i>I'm a little fireman</i>
	2	Memorise a poem, What do you do?	Learners read text aloud, identify letter relationships, practise oral sentences and complete written activity.	Memory game
WEEKS 40 THEME: CHECK YOURSELF				
WEEK	LESSON	INTRODUCTION ACTIVITY	MAIN ACTIVITY	CLOSING ACTIVITY
40	1	Sing songs learnt this term.	Recognise pictures and read words.	Beach ball activity – reinforce vocabulary
	2	Recite poems learnt this term.	Recognise pictures and read words.	Listen to story, It's a dog's life

GR. 3 SAL TERM 4

SUGGESTED INFORMAL ASSESSMENT ACTIVITIES

SKILL	CONTENT	WEEKS	ASSESSMENT ACTIVITY
LISTENING AND SPEAKING	Oral and/or practical /Observation Participate in simple role-plays and dialogues with (3 to 4 sentences) with support of the teacher modelling a short conversation/greetings in pairs and in small groups	Week 31 Lesson 2	Routine activity: The learners greet a friend.
	Oral and/or practical /Observation Use some formulaic language (e.g. 'Today, Tomorrow, Yesterday')	Week 33 Lesson 2	Main activity: The learners practise Today/Yesterday/ Tomorrow sentences.
	Oral and/or practical /Observation Follow a short sequence of 2-3 instructions given by the teacher	Week 33 Lesson 2	Closing activity: The learners help <i>Tim to walk to school</i> .
	Oral and/or practical /Observation Give and respond to simple instructions given by the teacher and peers e.g. Catch the ball	Week 34 Lesson 2	Closing activity: The learners must follow instructions and respond to them.
	Oral and/or practical /Observation Understand and respond to simple questions such as Who, What, Where, Whose?	Week 35 Lesson 2	Main activity: The teacher asks simple questions from the story and learners answer.
	Oral and/or practical /Observation Make simple requests and statements in the new language with the support of the teacher for example, 'May I go outside and play, please?'	Week 32 Lesson 2	Main activity: The learners practise the Practise in Pair's activity .
EMERGENT LITERACY	Oral and/or practical /Observation Identify the sounds at the beginning and at the end of spoken words	Week 31 Lesson 1	Main activity: The teacher points to a word, says the word and the learners must say the beginning and the end sounds of each word.
	Oral and/or practical /Observation Identify letter-sound relationships of single letters that have the same pronunciation in the HL and the SAL (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week. .	Week 32 Lesson 2	Main activity: The learners give examples of words that begin with the letter t in the HL.
	Oral and/or practical /Observation Identify that some sounds may be different, e.g. vowels.	Week 36 Lesson 2	Main activity: The learners identify some sounds that may be different in words, e.g. apple/ape
	Oral and/or practical /Observation Identify some more initial sounds which may be different in the SAL from the HL.	Week 36 Lesson 2	Main activity: The learners should identify some more initial sounds which may be different in the SAL from the HL, e.g. apple Eng. HL and appel Afr. SAL
	Oral and/or practical /Observation Use syllable cards to build words (look, say and do)	Week 34 Lesson 2	Main activity: The learners use syllable cards to build the vocabulary words.
	Oral and/or practical /Observation Read fluently, the Shared reading text covered in Term 1 and 3	Week 33 Lesson 2	Main activity: The learners read the text on p. 66
	Oral and/or practical /Observation Answer simple questions about a story giving short answers	Week 35 Lesson 2	Main activity: The teacher asks simple questions from the story and the learners answer.

	Oral and/or practical /Observation Demonstrate an understanding of vocabulary in the story by reading the words	Week 35 Lesson 2	Main activity: The teacher points to pictures in the story and learners must name the pictures.
	Oral and/or practical /Observation Role play parts of the story using some gestures and simple dialogue in pairs and in small groups	Week 37 Lesson 2	Main activity: Group role play parts of the story to the class.

WEEK 31 LESSON 1	
THEME: FOOD – GROWING VEGETABLES	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Continue to develop topic related vocabulary orally.</p> <p>Talk about objects in a picture and respond to the teacher's instructions.</p> <p>Identify and name real objects in the new language.</p> <p>Identify sounds at the beginning and at the end of spoken words.</p> <p>Segment spoken words into sounds and blends them again.</p> <p>Follow the text read by the teacher.</p> <p>Read the text aloud with the teacher.</p> <p>Read Shared reading text fluently in small groups.</p> <p>Role-play short conversations using formulaic language, e.g. greetings</p> <p>Relate visuals to printed text.</p>
NOTES:	<p>Prepare topic related flash- and syllable cards (the HL & the SAL).</p> <p>Bring examples of real fruit and vegetables to class.</p> <p>Prepare flash cards and worksheet for extended activity.</p>
RESOURCES:	<p>DBE Workbook p. 62 and 63</p> <p>DBE Poster 10: Food pyramid</p> <p>DBE Anthology: p. 20 How the Spider got such thin legs</p> <p>Vocabulary chart with flash cards</p> <p>Syllable cards</p> <p>Hand puppets and other props</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 (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like.

GETTING STARTED: (± 5 minutes)

- Introduce **DBE poster 10: Food pyramid** to the learners.
- **Poster discussion – Food pyramid** Discuss the poster with the learners and ask the following questions
 - What does food do to our minds and body?
 - What are your favourite foods?
 - What food gives you energy?
 - What food do we get from animals?
 - Name the food that you eat for supper.
- Encourage the learners to tell a friend in the SAL what they can see in the poster.
- Allow a few learners to tell the class what they can see in the poster.
- Introduce new vocabulary of the poster.
- Move and Learn activity:
 - The teacher points at the first vocabulary word picture on the poster.
 - The learners read the English word on the poster and must say the SAL word.
 - The 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.
- The teacher shows a real fruit or vegetable and the learners must say the name, using the SAL

MAIN ACTIVITY: (± 15 minutes)

- Introduce the theme *Food* for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week's topic: *Growing vegetable* to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their **Workbooks** on p. 62 & 63.
- Encourage learners to tell a friend what they see in the picture on p. 62, using the SAL as often as possible.
- Allow a few children to tell the class what they see in the picture.

- **Shared Reading:**
 - Introduce new vocabulary from the text on p. 62 to the learners:
family, vegetables, naughty, chase, away, fix, fence
 - The teacher models the reading of the text on p. 62, the learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
- Introduce **Word box** words to the learners:
vegetable garden, goat, fence, vegetables, peas, cabbage, potato, tomato, mealie
- After all the words are introduced, the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and the end sounds of each word.
- The teacher points to a picture on p. 62 and the learners must say the SAL word.

CLOSING ACTIVITY: (± 7 minutes)

- **Shared Reading** - read for enjoyment: **Anthology** p. 20: *How the spider got such thin legs*
 - The teacher reads the story to the learners for enjoyment.
 - The learners listen attentively, follows the teacher as she reads and look at the pictures.
 - The teacher asks simple questions about the story (who, what, where).
 - The learners answer giving short answers.

SUGGESTIONS FOR EXTENSION:

Matching game/worksheet:

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

INFORMAL ASSESSMENT:

Use the activity in which:

- Learners greet each other.
- The teacher points to a word, says the word and the learners must say the beginning and the end sounds of each word.

LISTENING AND SPEAKING:

- Participate in a simple role-play and a dialogue (3 to 4 sentences) with the support of the teacher modelling a short conversation/greetings in pairs and in small groups.

EMERGENT LITERACY:

- Identify the sounds at the beginning and at the end of spoken words.

WEEK 31 LESSON 2	
THEME: FOOD – GROWING VEGETABLES	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Recognise that the same vowel e.g. o in on/potato sounds differently Clap individual sounds in the spoken words. Follow a short sequence of 2-3 instructions given by the teacher Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Give a simple account (1-2 sentences), e.g., tell about the weather Give simple instructions and commands during language games to a peer Understand and respond to questions Memorise and perform a poem and a song
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 62 and 63 DBE Poster 10: Food pyramid DBE Anthology: p. 20 How the Spider got such thin legs Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's Beach ball

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

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

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their **DBE Workbooks** on p. 62 & 63.
- **Shared Reading:**
 - The learners read the text on p. 62.
- The teacher introduces the letter **o** to the learners and request the learners give examples of words with the letter **o** in the HL.
- Teach that the same vowel can sound differently, e.g. **o** in on/potato
- The teacher introduces the **o-words** on p. 63 in the workbook, and the learners repeat the words.
- The teacher uses the words in sentences, and the learners repeat the sentences.
- The learners clap the words in the workbook on p. 63 according to their sounds.
- The learners use syllable cards to build vocabulary words.
- **Practise in pairs activity:**
 - The learners practise the activity with a friend
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, p. 63.
 - The learners use their own hand puppets and mimic the teacher.
- **Let's write activity:**
 - The teacher models how to complete the activity, on p. 63 and the learners complete the activity.

CLOSING ACTIVITY: (± 7 minutes)

- The learners learn an appropriate song or poem, e.g.
Healthy food (This poem can also be sung to the tune of 'The mulberry bush')
Why oh why does Mummy say:
Sweets will make my teeth decay?
I eat veggies, I eat meat,
but a sweet is such a treat!
Why oh why does Mummy say:
Eat an apple every day?
I love grapes, a peach, a plum,
you have an apple, Mum!
Why oh why does Mummy say:
I need spinach every day?
I'll eat carrots, pumpkin, peas,
no more spinach, please!
- Paste the stickers of the relevant theme words on p.80 in the workbook. Stickers are found in the back of the workbook.
- **SUGGESTIONS FOR EXTENSION:**
- **Beach ball activity:**
 - The learner who throws the ball must call out a sport from **DBE Poster 10** in English.
 - The learner who catches the ball must call out the SAL word for the above sport and call out another sport from the poster in English.
 - Repeat until all the learners in the group had a turn to catch and throw.
- Role play the story How the Spider got such thin legs, in groups.

WEEK 32 LESSON 1	
THEME: FOOD – MAKING A SANDWICH	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify and name real objects in the new language. Identify sounds at the beginning and at the end of spoken words. Segment spoken words into sounds and blend them again Follow the text read by the teacher. Read the text aloud with the teacher. Read Shared reading text fluently in small groups. Role-play short conversations using formulaic language, e.g. greetings Relate visuals to the printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Bring utensils and ingredients used for the recipe to the school.
RESOURCES:	DBE Workbook p. 64 and 65 Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

- Begin a class discussion in the HL (to activate thinking and reasoning skills) about recipes.
- Allow feedback from some learners, using the SAL as often as possible and the HL if needed.
 - Have you ever used a recipe to make something?
 - What and how did you make it?

MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic **Making a sandwich** to the learners in the HL and then in the SAL. (See foreword).
- Request learners to open their **Workbooks** on p. 64 & 65.
- Have a class discussion about the recipe on p. 64
- Learners respond to the teacher's questions about the recipe.
- **Shared Reading:**
 - Introduce new vocabulary from the recipe on p. 64 to the learners:

peanut butter, banana, sandwich, slices, knife, spread, margarine, bread, together
 - The teacher models the reading of the recipe on p. 64; learners follow in their workbooks.
 - The teacher re-reads the recipe and prompts the learners to read with her.
- The learners must clap the words from the **Word box** according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word.
- The teacher points to a picture on p. 64 and the learners must say the SAL word.
- The teacher shows a utensil or an ingredient and the learners must say what it is in the SAL.

CLOSING ACTIVITY: (± 7 minutes)

- Memorise an appropriate poem, e.g.
Pat-a-cake
Pat-a-cake, pat-a-cake, baker's man.
Bake me a cake as fast as you can!
Pat it and prick it
and mark it with a T.
Put it in the oven for Tommy and me!

SUGGESTIONS FOR EXTENSION:

Pictionary game: (Class/group/pair activity)

- One learner must draw a picture of one of the words from the Word box.
- Other learners must guess what it is, using the SAL to answer.
- The learner who answers correctly is the next one to draw.

WEEK 32 LESSON 2	
THEME: FOOD – MAKING A SANDWICH	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Identify letter-sound relationships of single letters. Clap individual sounds in spoken words. Follow a short sequence of 2-3 instructions given by the teacher. Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting. Give a simple recount (1-2 sentences), e.g., <i>tell us about the weather</i> . Give simple instructions and commands during the language games to a peer. Understand and respond to questions. Memorise and perform a poem and a song. Follow the text read by the teacher. Read the text aloud with the teacher.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 64 and 65 DBE Big Book 2: p. 25 - 33 <i>How to make a fruit salad</i> Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

- The learners explain to a friend how to make a peanut butter and banana sandwich; they may use their **Workbooks** p. 64 to help them.

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their workbooks on page 64 & 65.
- The teacher introduces the letter **t** to the learners and request the learners to give examples of words that begin with the letter **t** in the HL.
- The teacher introduces the **t-words** on p. 65 in the workbook, and the learners repeat the words.
- The teacher uses the words in sentences and the learners repeat the sentences.
- The learners clap the words in the workbook on p. 65 according to their sounds.
- The learners use syllable cards to build vocabulary words.
- **Practise in pairs activity:**
 - The learners practise the activity with a friend
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, workbook p. 65.
 - The learners use their own hand puppets and mimic the teacher.
- **Shared Reading: Big Book 2** p. 25 – 32: *How to make a fruit salad*
 - The teacher guides learners to talk about the pictures in the recipe, using the SAL as often as possible.
 - The teacher introduces the **Big Book** recipe vocabulary:

orange, pawpaw, pineapple, apples, bananas, knife, board, bowl, juicer, peel, slice, cubes, bowl, squeeze

 - The teacher models how to read the recipe to the learners, using a pointer, while they follow.
 - The teacher re-reads the recipe and encourages the learners to join her in reading the recipe.

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

- ### SUGGESTIONS FOR EXTENSION:

- ### INFORMAL ASSESSMENT:

- The learners do the **Practise in pairs** activity.
- The learners give examples of words that begin with the letter t in the HL.

LISTENING AND SPEAKING:

- Make simple requests and statements, e.g. 'May I go outside and play, please?'

EMERGENT LITERACY:

- Identify letter-sound relationships of single letters that have the same pronunciation in the HL and the SAL.

Notes:

[illegible]

WEEK 33 LESSON 1	
THEME: TRANSPORT – ROAD SAFETY	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify sounds at the beginning and at the end of the spoken words. Segment spoken words into sounds and blends them again Follow the text read by the teacher. Read the text aloud with the teacher. Read Shared reading text fluently in the small groups. Role-play short conversations using formulaic language, e.g. greetings Relate visuals to the printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 66 and 67 DBE Anthology: p. 106 <i>Bheki's new bike</i> Vocabulary chart with flash cards Syllable cards and hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

- The teacher encourages learners to tell a friend what they see in the pictures on p. 66, using the SAL as often as possible.
- Allow feedback from some of the learners to tell the class what they see in the pictures, using the SAL as often as possible.
- Poster discussion – School transport** Discuss the poster with the learners and ask the following questions
 - How do you get to school?
 - What are the different ways you could get to school?
 - Would you like to ride a bicycle to school? Give reasons.
 - Why is a scholar patrol important?
 - What do you think of going to school by taxi?

MAIN ACTIVITY: (± 15 minutes)

- Introduce the theme *Transport* for the next three weeks to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week's topic: *Road safety* to the learners in the HL and then in the SAL. (See foreword).
- The learners respond to the teacher's questions about the picture on p. 66
- Shared Reading:**
 - Introduce new vocabulary from the text on p. 66 to learners:

both, cross, right, left
 - The teacher models the reading of the text on p. 66, the learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
- Introduce the **Word box** to the learners:

stop sign, robot, zebra crossing, red, yellow, green, left, right, bicycle
- After all the words are introduced the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and the end sounds of each word.
- The teacher points to the picture on p. 66 and the learners must say the SAL word.
- Practise in pairs activity, p. 66:
 - The learners show a friend how to go from the school to three different places on the map.

CLOSING ACTIVITY: (± 7 minutes)

- **Shared Reading** - read for enjoyment: Anthology p. 106: *Bheki's new bike*
 - The teacher reads the story to the learners for enjoyment.
 - The learners listen attentively, follows the teacher as she reads and looks at the pictures.
 - The teacher asks simple questions about the story (who, what, where).
 - The learners answers giving short answers.

SUGGESTIONS FOR EXTENSION:

- The learners explain to a friend how to cross the street, using the SAL.

WEEK 33 LESSON 2	
THEME: TRANSPORT – ROAD SAFETY	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Memorise and perform a poem and a song Clap individual sounds in spoken words. Identify letter-sound relationships of single letters. Use syllable cards to build words. Follow a short sequence of 2-3 instructions given by the teacher. Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting. Retell the story in pairs, with the help of the teacher. Make simple requests and statements. Use some formulaic language (e.g. today, tomorrow, yesterday)
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 66 and 67 DBE Anthology: p. 106 <i>Bheki's new bike</i> DBE Anthology: p. 127 <i>The wheels of the bus</i> Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

- Learn an appropriate song/poem, e.g.
The Robot
 Stop says the red light
 Go says the green
 Be careful says the orange light
 Winking in between!
- Song: *The wheels of the bus* – see the anthology p. 127

MAIN ACTIVITY: (± 15 minutes)

- Request the learners to open their Workbooks on page 66 & 67.
- **Shared Reading:**
 - The learners read the text on p. 66.
- The teacher introduces the letter **r** to the learners and request the learners to give examples of words that begin with the letter **r** in the HL.
- The teacher introduces the **r-words** on p. 67 in the workbook, and the learners repeat the words.
- The teacher uses the words in the sentences and the learners repeat the sentences.
- The learners clap the words in the workbook on p. 67 according to their sounds.
- The learners use syllable cards to build vocabulary words.
- Practise in pairs activity:
 - The learners practise the activity with a friend

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

- ### SUGGESTIONS FOR EXTENSION:

- INFORMAL ASSESSMENT:**

- The learners practise today/yesterday/ tomorrow sentences.
- The learners help Tim to walk to school.
- The learners read the text on p. 66.

- Uses some formulaic language (e.g. 'today, tomorrow, yesterday')
- Follow a short sequence of 2-3 instructions given by the teacher.

- Read fluently, the **Shared reading** text.

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

WEEK 34 LESSON 1	
THEME: ROAD SAFETY – SCHOOL TRANSPORT	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify sounds at the beginning and at the end of spoken words. Segment spoken words into sounds and blend them again Follow the text read by the teacher. Read the text aloud with the teacher. Read Shared reading text fluently in small groups. Role-play short conversations using formulaic language, e.g. greetings Relate visuals to the printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards and worksheets for extended activity.
RESOURCES:	DBE Workbook p. 68 and 69 DBE Poster 11 School Transport Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

- Introduce the week's topic: **School transport** to the learners in the HL and then in the SAL. (See foreword).
- Introduce the **DBE poster 11: School transport** to the learners.
- Encourage learners to tell a friend in the SAL what they see in the poster.
- Allow a few learners to tell the class what they see in the poster.
- Introduce new vocabulary from the poster.
- Move and learn activity:**
 - The teacher points at the first vocabulary word picture on the poster.
 - The learners read the English word on the poster and they must say the SAL word.
 - The 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.

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their **Workbooks** on p. 68 & 69.
- Encourage learners to tell a friend *what they see* in the picture on p. 68, using the SAL as often as possible.
- Allow a few learners to tell the class *what they see* in the picture.
- Shared Reading:**
 - Introduce new vocabulary from the text on p. 62 to the learners:

school, bicycle, rides, donkey cart, bus, friend, walks
 - The teacher models the reading of the text on p. 68, and the learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.
- Introduce the **Word box** to the learners:

car, bus, taxi, train, bicycle, walking, truck, ambulance, fire engine
- After all the words are introduced the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and end sounds of each word.
- The teacher points to a picture on p. 68 and the learners must say the SAL word.

CLOSING ACTIVITY: (± 7 minutes)

Let's sing activity:

- Learners sing the song, *The wheels of the bus*

SUGGESTIONS FOR EXTENSION:

Matching game/worksheet:

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

WEEK 34 LESSON 2	
THEME: ROAD SAFETY – SCHOOL TRANSPORT	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Identify letter-sound relationships of single letters. Clap individual sounds in spoken words. Follow a short sequence of 2-3 instructions given by the teacher Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Give a simple recount (1-2 sentences), e.g., tell each other about the weather Give simple instructions and commands during the language games to a peer Understand and respond to questions Memorise and perform a poem and a song
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 68 and 69 DBE Poster 11 School Transport Vocabulary chart with flash cards Syllable cards and hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's and a beach ball

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what the weather is like today.

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.
- The teacher shows a picture on the poster (vocabulary words).
- The boys and girls take turns to identify the picture.
- If correct they score 1 point, if incorrect they lose a point.
 - Round 1: The teacher points to a picture. The girls must give the SAL name for the picture.
 - Round 2: The teacher points to a picture. The boys must give the SAL name for the picture.
 - Repeat until all vocabulary words of the previous lesson has been addressed.

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their **DBE Workbooks** on page 68 & 69.
- **Shared Reading:**
 - The learners read the text on p. 68.
- The teacher introduces the letter **s** to the learners and request the learners to give examples of words that begin with the letter **s** in the HL.
- The teacher introduces the **s-words** on p. 69 in the workbook, and the learners repeat the words.
- The teacher uses the words in sentences and the learners repeat the sentences.
- The learners clap the words in the workbook on p. 69 according to their sounds.
- The learners use syllable cards to build vocabulary words.
- **Walk and talk activity:**
 - The learners walk around and ask five friends how they get to school.
- **Let's write activity:**
 - The teacher models how to complete the activity on p. 69, and learners complete the activity.

- **Beach ball activity:**
 - The learner who throws the ball must call out a sport from the **DBE Poster 11** in English.
 - The learner who catches the ball must call out the SAL name for the above sport and call out another sport from the poster in English.
 - Repeat until all the learners in the group had a turn to catch and throw.
- Paste the stickers of the relevant vocabulary theme words on p. 80 in the workbook. Stickers are found in the back of the workbook.

Pictionary game: (Class/group/pair activity)

- INFORMAL ASSESSMENT:**

- Must follow the **Beach ball** activity instructions and respond to them.
- Use syllable cards to build vocabulary words.

- Give and respond to simple instructions given by the teacher and peers e.g. *Catch the ball.*

- Use syllable cards to build words (look, say and do).

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

WEEK 35 LESSON 1	
THEME: ROAD SAFETY – LAND, AIR AND WATER	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to teacher's instructions. Identifies sounds at the beginning and at the end of spoken words. Segments spoken words into sounds and blends them gain Follows the text read by the teacher. Read the text aloud with the teacher. Read Shared reading text fluently in small groups. Role-play short conversations using formulaic language, e.g. greetings Relate visuals to printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 70 and 71 Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita." May you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

- Begin a class discussion in the HL (to activate thinking and reasoning skills) about different kinds of transport.
- Allow feedback from some learners, using the SAL as often as possible and the HL if needed.

MAIN ACTIVITY: (± 15 minutes)

- Introduce the week's Topic *Land, air and water* to the learners in the HL and then in the SAL. (See foreword).
- Request the learners to open their **Workbooks** on p. 70 & 71.
- Have a class discussion about the recipe on p. 70
- The learners respond to the teacher's questions about the picture.
- Shared Reading:**
 - Introduce the new vocabulary from the recipe on p. 70 to the learners:
could, aeroplane, train, sailboat, wish
 - The teacher models the reading of the recipe on p. 70; the learners follow in their workbooks.
 - The teacher re-reads the recipe and prompts the learners to read with her.
- Introduce the **Word box** to the learners:
sailboat, ship, motorboat, aeroplane, helicopter, rocket, motorbike, donkey cart, bakkie
- After all the words are introduced the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and the end sounds of each word.
- The teacher points to a picture on p. 70 and the learners must say the SAL word.

CLOSING ACTIVITY: (± 7 minutes)

- Practise in pairs activity:**
 - The learners practise the activity with a friend
- Walk and talk activity:**
 - The learners walk around and ask three friends what they are doing.

SUGGESTIONS FOR EXTENSION:

Pictionary game: (Class/group/pair activity)

- One learner must draw a picture of one of the words from the Word box.
- Other learners must guess what it is, using the SAL to answer.
- The learner who answers correctly is the next one to draw.

WEEK 35 LESSON 2	
THEME: ROAD SAFETY – LAND, AIR AND WATER	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Identify the letter-sound relationships of single letters Clap individual sounds in spoken words. Predict what is going to happen in the story. Follow the text read by the teacher. Read the text aloud with the teacher. Read Shared reading text fluently in small groups. Follow a short sequence of 2-3 instructions given by the teacher Give a simple account (1-2 sentences), e.g., talk about the weather. Understand and respond to questions
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 70 and 71 DBE Big Book 2: p. 33 - 40 <i>Drawing our pictures</i> Vocabulary chart with the flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

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

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their **DBE Workbooks** on p. 70 & 71.
- Shared Reading:**
 - The learners read the text on p. 70.
- The teacher introduces the letter **w** to the learners and request the learners to give examples of words that begin with the letter **w** in the HL.
- The teacher introduces the **w-words** on p. 71 in the workbook, and the learners repeat the words.
- The teacher uses the words in sentences and the learners repeat the sentences.
- The learners clap the words in the workbook on p. 71 according to their sounds.
- Shared Reading: Big Book 2 p. 33 – 40: *Drawing our pictures***
 - The teacher guides learners to talk about the pictures in the story using the SAL as often as possible.
 - The teacher introduces the **Big Book** story vocabulary words:

drawing, train, Cape Town, bicycle, birthday, donkey cart, helicopter, flies, jumbo jet, overseas, racing car, engine, vroom, space ship, planets, moon, stars
 - The teacher models how to read the story to the learners, using a pointer, while the learners follow.
 - The teacher re-reads the story and encourages the learners to join her in reading the story.
 - The teacher re-reads the story a third time, allowing the learners to read on their own.
 - The teacher points to pictures in the story and the learners must name the pictures.
 - The teacher asks simple questions from the story using the SAL. e.g. 'What did Peter draw?'
 - The learners answer using the SAL. e.g. 'He drew a train.'
- Big Book** – Culturally related questions
Discuss the following questions with the learners
 - The San (Bushman) are world famous for their rock paintings. These were drawn on rocks many thousands of years ago. Your teacher will show you pictures of rock art. Now discuss the following

- questions with your teacher
- Why do you think these drawings were made?
- How do you think they were done?
- What do you feel when you see these paintings?

CLOSING ACTIVITY: (\pm 7 minutes)

- **Let's write activity:**
 - The teacher models how to complete the activity, Workbook p. 51 and the learners complete the activity.
- Paste the stickers of the relevant vocabulary theme words on p. 80 and 81 in the **Workbook**. Stickers are found in the back of the **Workbook**.

SUGGESTIONS FOR EXTENSION:

- The learners draw a picture of their favourite transport.

INFORMAL ASSESSMENT:

Use the activity in which the learners:

- The teacher asks simple questions from the story and the learners answer.
- The teacher points to pictures in the story and the learners must name the pictures.

LISTENING AND SPEAKING:

- Understand and respond to simple questions such as Who, What, Where, Whose?

EMERGENT LITERACY:

- Answer simple questions about a story giving short answers.
- Demonstrate understanding of vocabulary in the story by reading the words.

Notes:

This image shows a full page of blank, lined paper. It features approximately 28 horizontal black lines spaced evenly across the page, typical of standard notebook paper. The lines are thin and extend from the left edge to the right edge. There are no margins, text, or other markings on the page.

WEEK 36 LESSON 1	
THEME: CELEBRATIONS – A BIRTHDAY PARTY	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify and name real objects in the new language. Identify sounds at the beginning and at the end of the spoken words. Segment spoken words into sounds and blend them again Follow the text read by the teacher. Read the text aloud with the teacher. Read Shared reading text fluently in small groups. Role-play short conversations using formulaic language, e.g. greetings Relate visuals to the printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Bring real objects from the Word box to the class.
RESOURCES:	DBE Workbook p. 72 and 53 DBE Anthology: p. 84 Super Swift Suzy saves the day Class Birthday Chart Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's Beach ball

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

- The teacher encourages the learners to tell a friend what their birthdate is; using the SAL as often as possible.
- Have a class discussion about birthday parties.
- Allow feedback from some learners using the SAL as often as possible.

MAIN ACTIVITY: (± 15 minutes)

- Request the learners to open their **Workbooks** on p. 72 & 73.
- Have a class discussion about the picture on p.72
- The learners respond to the teacher's questions about the picture.
- Shared Reading:**
 - The learners read the birthday song and then sing it.
- Introduce the **Word box** to the learners:

candles, birthday cake, balloons, present, chips, cold drink
- After all the words are introduced the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and the end sounds of each word.
- The teacher points to a picture on p. 72 and the learners must say the SAL word.
- The teacher shows real objects of the **Word box** and the learners must name the objects using the SAL.

CLOSING ACTIVITY: (± 7 minutes)

- Shared Reading** - read for enjoyment: **Anthology** p. 84: *Super Swift Suzy Saves the Day*
 - The teacher reads the story to the learners for enjoyment.
 - The learners listen attentively, follow the teacher as she reads and look at the pictures.
 - The teacher asks simple questions about the story (who, what, where).
 - The learners answers giving short answers.

SUGGESTIONS FOR EXTENSION:**Pictionary game: (Class/group/pair activity)**

- One learner must draw a picture of one of the words from the **Word box**.
- Other learners must guess what it is, using the SAL to answer.
- The learner who answers correctly is the next one to draw.

INFORMAL ASSESSMENT:

- Use the activity in which the learners answers questions asked by the teacher about the **Big Book** story.

LISTENING AND SPEAKING:

- Understand and respond to simple questions such as who, what, where, whose?

EMERGENT LITERACY:

- Answer simple questions about a story giving short answers.

WEEK 36 LESSON 2	
THEME: CELEBRATIONS – A BIRTHDAY PARTY	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build the oral vocabulary. Identify the letter-sound relationships of single letters. Recognise some initial sounds which may be different in the SAL from the HL Recognise some sounds that may be different in words, e.g. apple/ape Clap individual sounds in the spoken words. Follow a short sequence of 2-3 instructions given by the teacher Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Give a simple account (1-2 sentences), e.g., talk about the weather Understand and respond to the questions Memorise and perform a poem and a song
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 72 and 73 Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

- Memorise an appropriate song, e.g.
 Our Toys (Tune: Round and round the mulberry bush)
 This is the way we play with toys, play with toys, play with toys.
 This is the way we play with toys, early in the morning
 Repeat with the following phrases:
 This is the way we race our cars
 This is the way we fly our kites
 This is the way we build our puzzles
 This is the way we pick our toys

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their workbooks on p. 72 & 73.
- The teacher introduces the letter **b** to the learners and request learners to give examples of words that begin with the letter **b** in the HL.
- The teacher introduces the **b-words** on p. 73 in the workbook, and learners repeat the words.
- The teacher uses the words in sentences and the learners repeat the sentences.
- The learners clap the words in the workbook on p. 73 according to their sounds.
- The learners use syllable cards to build vocabulary words.

- Ask the learners to identify some sounds that may be different in words, e.g. apple/ape
- Ask the learners to identify some more initial sounds which may be different in the SAL from the HL, e.g. apple Eng. HL and appel Afr. SAL
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, p. 73.
 - The learners use their own hand puppets and mimic the teacher.
- **Walk and talk activity:**
 - The learners walk around and ask their friends when their birthday is and in which grade they are.

- **Let's write activity:**
 - The teacher models how to complete the activity, workbook p. 73 and the learners complete the activity.
 - Paste the stickers of the relevant vocabulary theme words on p.81 in the workbook. Stickers are found in the back of the workbook.

- The learners make a birthday card for a friend.

Use the activities in which the learners:

EMERGENT LITERACY:

Notes:

WEEK 37 LESSON 1	
THEME: CELEBRATIONS – MONTHS OF THE YEAR	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify and name real objects in the new language. Identify sounds at the beginning and at the end of spoken words. Segment spoken words into sounds and blend them again Follow the text read by the teacher. Read the text aloud with the teacher. Read Shared reading text fluently in small groups. Role-play short conversations using formulaic language, e.g. greetings Relate visuals to printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards and worksheets for extended activity.
RESOURCES:	DBE Workbook p. 74 and 75 DBE Anthology: p. 84 Super Swift Suzy save the day Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

- Memorise an appropriate song, e.g. January, February, March

MAIN ACTIVITY: (± 15 minutes)

- Request learners to open their workbooks on p. 74 & 75.
- Discuss the picture on p. 74, ask questions, e.g. 'What can it be used for?'
- Possible answers, e.g. Birthday calendar, Year Calendar
- Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, p. 75.
 - The learners use their own hand puppets and mimic the teacher.
- Let's write activity:**
 - The teacher models how to complete the activity, workbook p. 75 and the learners complete the activity.
 - The learners use the data from the above table to complete the birthday calendar on p. 74
- The teacher introduces the letter **m** to the learners and request the learners to give examples of words that begin with the letter **m** in the HL.
- The teacher introduces the **m-words** on p. 75 in the workbook, and the learners repeat the words.
- The teacher uses the words in sentences and the learners repeat the sentences.
- The learners clap the words in the workbook on p.75 according to their sounds.
- The learners use syllable cards to build vocabulary words.
- Ask the learners to identify some sounds that may be different in words, e.g. apple/ape
- Ask the learners to identify some more initial sounds which may be different in the SAL from the HL, e.g. apple Eng. HL and appel Afr. SAL

CLOSING ACTIVITY: (± 7 minutes)

- Shared Reading: Anthology p. 84 Super Swift Suzy saves the day**
The teacher re-reads the story to the learners.

SUGGESTIONS FOR EXTENSION:

- The learners make a birthday card for a friend.

WEEK 37 LESSON 2	
THEME: CELEBRATIONS – MONTHS OF THE YEAR	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Follow a short sequence of 2-3 instructions given by the teacher Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Give a simple recount (1-2 sentences), e.g., talk about the weather Understand and respond to questions Role-play parts of a story in small groups
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 74 and 75 DBE Anthology: p. 84 Super Swift Suzy save the day Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

- Shared Reading: Anthology p. 84** *Super Swift Suzy saves the day*
The teacher re-reads the story to the learners.

MAIN ACTIVITY: (± 15 minutes)

- The learners retell the story Super Swift Suzy saves the day to a friend.
- The learners practise role plays of parts of the story, using some gestures and simple dialogue in small groups to perform to the class.
- Groups role play the story for the class.

CLOSING ACTIVITY: (± 7 minutes)

- The learners sing an appropriate song, e.g. *January, February, March and Happy Birthday*
- Paste the stickers of the relevant vocabulary theme words on p. 81 in the workbook. Stickers are found in the back of the workbook.

SUGGESTIONS FOR EXTENSION:

Beach ball activity:

- The learner who throws the ball must call out the name of a month in English.
- The learner who catches the ball must call out the SAL word for the month and call out another month in English.
- Repeat until all the learners in the group had a turn to catch and throw.

INFORMAL ASSESSMENT:

- Use the activity in which learners perform parts of the story to the class.

EMERGENT LITERACY:

- Role play parts of the story using some gestures and simple dialogue in pairs and in small groups.

Notes:

WEEK 38 LESSON 1	
THEME: PEOPLE WHO HELP - PEOPLE WHO CARE	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify sounds at the beginning and at the end of the spoken words. Segment spoken words into sounds and blend them again Follow the text read by the teacher. Read the text aloud with the teacher. Read Shared reading text fluently in small groups. Role-play short conversations using formulaic language, e.g. greetings Relate visuals to printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 76 and 75 DBE Poster 12: People who help DBE Anthology p. 90 Wendy Whale to the rescue Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

- Introduce the next two weeks Theme *People who help* to the learners in the HL and then in the SAL. (See foreword).
- Introduce the week's topic *People who help* to the learners in the HL and then in the SAL. (See foreword).
- Introduce the **DBE poster 12: People who help** to the learners.
- **Poster discussion – People who help** Discuss the poster with the learners and ask the following questions
 - Who helps you the most at home?
 - How does your teacher help you?
 - How can you help your teacher in the classroom?
 - If you were a police officer how would you help people?
 - Who else helps you that is not on the poster?
- 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 the new vocabulary on the poster.
- **Move and Learn activity:**
 - The teacher points at the first vocabulary word picture on the poster.
 - The learners read the English word on the poster and must say the SAL word.
 - The 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.

MAIN ACTIVITY: (± 15 minutes)

- Request the learners to open their workbooks on p. 76 & 77.
- Have a class discussion about the picture on p. 76
- The learners respond to the teacher's questions about the picture.
- **Shared Reading:**
 - Introduce the new vocabulary from the text on p. 76 to the learners:
mechanic, fixes, builder, build, house, cook, bread
 - The teacher models the reading of the text on p. 76, and the learners follow in their workbooks.
 - The teacher re-reads the text and prompts the learners to read with her.

- Introduce the **Word box** to the learners:

cook, doctor, fireman, builder, mechanic, postman
- After all the words are introduced the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and the end sounds of each word.
- The teacher points to a picture on p. 76 and the learners must say the SAL word.

CLOSING ACTIVITY: (± 7 minutes)

- **Shared Reading** - read for enjoyment: **Anthology p. 90: Wendy Whale to the rescue**
 - The teacher reads the story to the learners for enjoyment.
 - The learners listen attentively, follow the teacher as she reads and look at the pictures.
 - The learners demonstrate an understanding of the vocabulary in the story by naming the pictures the teacher points out in the story.
 - The teacher asks simple questions about the story (who, what, where).
 - The learners answer giving short answers.

SUGGESTIONS FOR EXTENSION:

Play Charades in groups of 4-5.

- One learner acts out what he/she wants to become one day, choose a word from the poster.
- 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 the game until all group members had a turn to mime out an action.

WEEK 38 LESSON 2	
THEME: PEOPLE WHO HELP	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Identify letter-sound relationships of single letters Clap individual sounds in the spoken words. Follow a short sequence of 2-3 instructions given by the teacher Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Give a simple account (1-2 sentences), e.g., talk about the weather Give simple instructions and commands during language games to a peer Understand questions and responds in the HL and the SAL.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 76 and 75 DBE Poster 12: People who help DBE Anthology p. 90 Wendy Whale to the rescue Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's Beach ball

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

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

MAIN ACTIVITY: (\pm 15 minutes)

- Request learners to open their workbooks on p. 76 & 77.
- **Shared Reading:**
 - The learners read the text on p. 76.
- The teacher introduces the letter I to the learners and request the learners to give examples of words that begin with the letter I in the HL.
- The teacher uses the words in the sentences and the learners repeat the sentences.
- The learners clap the words in the workbook on p. 77 according to their sounds.
- The learners use syllable cards to build vocabulary words.
- **Let's write activity:**
 - The teacher provides the class with appropriate phone numbers, and the learners must write and read the numbers to a friend.
 - The teacher models how to complete the activity, workbook p. 77 and the learners complete the activity.

CLOSING ACTIVITY: (\pm 7 minutes)

- The teacher re-reads *Wendy Whale to the rescue* and learners listen attentively.
- The learners act out the story in their groups.
- The learners paste the stickers of the relevant vocabulary theme words from p, 81, in the workbook. Stickers are found in the back of the workbook.

SUGGESTIONS FOR EXTENSION:

- **Beach ball activity:**
 - The learner who throws the ball must call out a word from **DBE Poster 12** in English.
 - The learner who catches the ball must call out the SAL word from poster 12 and he/she must then call out another word from the poster in English.
 - Repeat until all the learners in the group had a turn to catch and throw.

Notes:

[illegible]

WEEK 39 LESSON 1	
THEME: PEOPLE WHO HELP - THANK YOU TEACHER	
LEARNING OBJECTIVES:	Learners will be able to: Continue to develop topic related vocabulary orally. Talk about objects in a picture and respond to the teacher's instructions. Identify sounds at the beginning and at the end of spoken words. Segment spoken words into sounds and blends them again Follow the text read by the teacher. Read the text aloud with the teacher. Read Shared reading text fluently in small groups. Role-play short conversations using formulaic language, e.g. greetings Relate visuals to printed text.
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL). Prepare flash cards and worksheets for an extended activity.
RESOURCES:	DBE Workbook p. 78 and 79 DBE Big Book 2: p. 41 - 48 <i>People who help</i> Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

- The teacher encourages the learners to tell a friend what work they would like to do one day, using the SAL as often as possible, but the HL if necessary.
- Allow feedback from some learners, using the SAL as often as possible and in the HL if needed.

MAIN ACTIVITY: (± 15 minutes)

- **Shared Reading:** Big Book 2 p. 41 – 48: *People who help*
 - The teacher guides the learners to talk about the pictures in the story, using the SAL as often as possible.
 - The teacher introduces the **Big Book** vocabulary:

postman, brought, present, burglary, police, catch, thief, accident, paramedics,
hospital, fire fighters, engine, vet, toothache, dentist, smiling, farmer, vegetables,
 - The teacher models how to read the story to the learners, using a pointer, while the learners follow.
 - The teacher re-reads the story and encourages the learners to join her in reading the story.
 - The teacher re-reads the story a third time, allowing the learners to read on their own.
 - The teacher asks simple questions from the story using the SAL. E.g. 'What is the title of the story?'
 - The learners answer using the SAL. E.g. 'The title is People who help.'
- **Big Book** – Culturally related questions
Discuss the following questions with the learners
 - What do you understand by the term Ubuntu?
 - How can we help other people by practicing Ubuntu?
- Request the learners to open their workbooks on p. 78 & 79.
- Introduce the **Word box** to the learners:

flowers, card, teacher, student, book, pen
- After all the words are introduced, the learners must clap the words according to their sounds.
- The learners must clap the words according to their syllables.
- The teacher points to a word, says the word and the learners must say the beginning and the end sounds of each word.
- The teacher points to a picture on p. 78 and the learners must say the SAL word.

CLOSING ACTIVITY: (± 7 minutes)

- Memorise an appropriate poem, e.g. *I'm a little fireman*.
I'm a little fireman
 I'm a little fireman on the go. (Point to self)
 Here is my helmet (Point to head)
 Here is my hose (Outstretch arm with finger pointed)
 When I see a fire, hear my shout:
 Turn on the water
 and put the fire out!
 Shhhhhh (Outstretch arm with finger pointed)

SUGGESTIONS FOR EXTENSION:**Matching game/worksheet:**

- Provide the learners with topic related pictures and words from the flash cards. The learners should be able to match the words with the pictures.
- Compile a worksheet where the learners should be able to match the topic related pictures with the correct words.

WEEK 39 LESSON 2	
THEME: PEOPLE WHO HELP - THANK YOU TEACHER	
LEARNING OBJECTIVES:	Learners will be able to: Continue to build oral vocabulary. Recognise that the same vowel e.g. o in on/potato sounds differently Clap individual sounds in spoken words. Follow a short sequence of 2-3 instructions given by the teacher Role-play conversations (3 - 4 sentences) with the support of the teacher, e.g. greeting Give a simple account (1-2 sentences), e.g., talk about the weather Give simple instructions and commands during language games to a peer Understand and respond to questions Memorise and perform a poem and a song
NOTES:	Prepare topic related flash- and syllable cards (HL & SAL).
RESOURCES:	DBE Workbook p. 78 and 79 DBE Big Book 2: p. 41 - 48 <i>People who help</i> Vocabulary chart with flash cards Syllable cards Hand puppets and other props Objects/pictures related to the theme Audio resources, e.g. CD's, DVD's

ROUTINES: (± 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

GETTING STARTED: (± 5 minutes)

- Memorise and appropriate poem, e.g. *What do you do?*
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!

MAIN ACTIVITY: (\pm 15 minutes)

- Request learners to open their workbooks on p. 78 & 79.
- **Shared Reading:**
 - The learners read the text on p. 78.
- The teacher introduces the letter **t** to the learners and request them to give examples of words that begin with the letter **t** in the HL.
- The teacher introduces the **t-words** on p. 79 in the workbook, and the learners repeat the words.
- The teacher uses the words in sentences and the learners repeat the sentences.
- The learners clap the words in the workbook on p. 79 according to their sounds.
- The learners use syllable cards to build vocabulary..
- **Practise with Pule and Pam activity:**
 - The teacher uses hand puppets and models the conversation between Pule and Pam, p. 79.
 - The learners use their own hand puppets and mimic the teacher.
- **Practise in pairs activity:**
 - The learners practise the activity with a friend.
- **Let's write activity:**
 - The teacher models how to complete the activity, workbook p. 79, and the learners complete the activity.

CLOSING ACTIVITY: (± 7 minutes)

- **Memory Game:** Boys against Girls
 - Keep a record of the correct answers on the black board to determine the winner.
 - The teacher asks question from the **Big Book 2** story p. 41 – 48, *People who help*. e.g.
Who brought a present?
Who caught the thief?
Who took Jabu to the hospital?
Who helped Lebo?
Who helped Joseph with his dog?
Who helped Sam with his toothache?
Who taught the children to read and write?
 - The boys and girls take turns to answers the questions using the SAL as often as is 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 theme words on p. 81 in the workbook. Stickers are found in the back of the workbook.

SUGGESTIONS FOR EXTENSION:

- Learners compile their own **Big Book** using the learnt vocabulary.

Notes:

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice. There are no margins, text, or other markings on the paper.

WEEK 40 LESSON 1	
THEME: PEOPLE WHO HELP – CHECK YOURSELF	
LEARNING OBJECTIVES:	<p>Learners will be able to</p> <p>Participate in simple role-plays and dialogues with (2-3 sentences) with support of the teacher</p> <p>Continue to develop an oral (listening and speaking) vocabulary.</p> <p>Read words aloud.</p> <p>Match stickers and words.</p>
RESOURCES:	<p>DBE Workbook p. 80</p> <p>Audio resources, e.g. CD's, DVD's</p>

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
Nomsa: "Good morning Anita. How are you?"
Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

- Sing songs learnt this term.

- Read the words on p. 80 in the **DBE Workbook** aloud as a class.
- **Practise in pairs:**
Learner 1: Points to picture and ask his/her friend: "What is this?" using the SAL.
Learner 2: Answers the question: "It is a _____", using the SAL.
- Build oral sentences with these words.

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

- **Play with a friend:**
Round 1:
Learner 1: Says three words randomly from p. 80.
Learner 2: Repeats the words in the correct order.
Learner 2: Says three words randomly from p. 80.
Learner 1: Repeats the words in the correct order.
 - If learners are able to remember three words, then increase the number of words in the subsequent rounds.
 - Who can remember the most words at a time?

[illegible]

WEEK 40 LESSON 2	
THEME: PEOPLE WHO HELP – CHECK YOURSELF	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Continue to develop an oral (listening and speaking) vocabulary.</p> <p>Read words aloud.</p> <p>Match stickers and words.</p> <p>Listen to a story for enjoyment</p>
RESOURCES:	<p>DBE Workbook p. 81</p> <p>DBE Anthology p. 76 <i>It's a dog's life</i></p> <p>Audio resources, e.g. CD's, DVD's</p>

WEEK 40 LESSON 2	
THEME: PEOPLE WHO HELP – CHECK YOURSELF	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Continue to develop an oral (listening and speaking) vocabulary.</p> <p>Read words aloud.</p> <p>Match stickers and words.</p> <p>Listen to a story for enjoyment</p>
RESOURCES:	<p>DBE Workbook p. 81</p> <p>DBE Anthology p. 76 <i>It's a dog's life</i></p> <p>Audio resources, e.g. CD's, DVD's</p>

WEEK 40 LESSON 2	
THEME: PEOPLE WHO HELP – CHECK YOURSELF	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Continue to develop an oral (listening and speaking) vocabulary.</p> <p>Read words aloud.</p> <p>Match stickers and words.</p> <p>Listen to a story for enjoyment</p>
RESOURCES:	<p>DBE Workbook p. 81</p> <p>DBE Anthology p. 76 <i>It's a dog's life</i></p> <p>Audio resources, e.g. CD's, DVD's</p>

WEEK 40 LESSON 2	
THEME: PEOPLE WHO HELP – CHECK YOURSELF	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Continue to develop an oral (listening and speaking) vocabulary.</p> <p>Read words aloud.</p> <p>Match stickers and words.</p> <p>Listen to a story for enjoyment</p>
RESOURCES:	<p>DBE Workbook p. 81</p> <p>DBE Anthology p. 76 <i>It's a dog's life</i></p> <p>Audio resources, e.g. CD's, DVD's</p>

WEEK 40 LESSON 2	
THEME: PEOPLE WHO HELP – CHECK YOURSELF	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Continue to develop an oral (listening and speaking) vocabulary.</p> <p>Read words aloud.</p> <p>Match stickers and words.</p> <p>Listen to a story for enjoyment</p>
RESOURCES:	<p>DBE Workbook p. 81</p> <p>DBE Anthology p. 76 <i>It's a dog's life</i></p> <p>Audio resources, e.g. CD's, DVD's</p>

WEEK 40 LESSON 2	
THEME: PEOPLE WHO HELP – CHECK YOURSELF	
LEARNING OBJECTIVES:	<p>Learners will be able to:</p> <p>Continue to develop an oral (listening and speaking) vocabulary.</p> <p>Read words aloud.</p> <p>Match stickers and words.</p> <p>Listen to a story for enjoyment</p>
RESOURCES:	<p>DBE Workbook p. 81</p> <p>DBE Anthology p. 76 <i>It's a dog's life</i></p> <p>Audio resources, e.g. CD's, DVD's</p>

ROUTINES: (\pm 3 minutes)

- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
- Tell your friend what today's weather is like

- ROUTINES:** (\pm 3 minutes)
- Greet your friend. Role play greetings (3 - 4 sentences) in pairs. e.g.
 Nomsa: "Good morning Anita. How are you?"
 Anita: "Good morning Nomsa. I am fine, thank you. How are you?"
 Nomsa: "I am also fine, thank you. Anita. Hope you have a great day!"
 - Tell your friend what today's weather is like

GETTING STARTED: (\pm 5 minutes)

- Recite poems learnt this term.

- GETTING STARTED:** (\pm 5 minutes)
- Recite poems learnt this term.

MAIN ACTIVITY: (± 15 minutes)

- Read the words on p. 81 from the **DBE Workbook** aloud as a class.
- **Practise in pairs:**
 - Learner 1: Points to a picture and ask his/her friend: “What is this?” using the SAL.
 - Learner 2: Answers the question: “It is a _____”, using the SAL.
- Build oral sentences with these words.

- MAIN ACTIVITY:** (± 15 minutes)
- Read the words on p. 81 from the **DBE Workbook** aloud as a class.
 - **Practise in pairs:**
 - Learner 1: Points to a picture and ask his/her friend: “What is this?” using the SAL.
 - Learner 2: Answers the question: “It is a _____”, using the SAL.
 - Build oral sentences with these words.

CLOSING ACTIVITY: (± 7 minutes)

- Read the story '*It's a dog's life*' to the learners for enjoyment.'

- CLOSING ACTIVITY:** (± 7 minutes)
- Read the story '*It's a dog's life*' to the learners for enjoyment.'

SUGGESTIONS FOR EXTENSION:

- **Beach ball activity:**
 - The learner who throws the ball asks any of the questions learnt during the term just before throwing.
 - The 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 turn to catch and throw.

- ### **SUGGESTIONS FOR EXTENSION:**
- **Beach ball activity:**
 - The learner who throws the ball asks any of the questions learnt during the term just before throwing.
 - The 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 turn to catch and throw.

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This image shows a full page of blank, lined paper. It features approximately 30 evenly spaced horizontal black lines across its entire width, typical of notebook or composition paper. The lines are uniform in thickness and spacing, providing a guide for handwriting. There are no margins, text, or other markings on the page.