GRADE 1

English

First

Additional

Language

Lesson Plan

TERM 1

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GRADE 1 LESSON PLANS: TERM 1

Welcome to the Grade 1 lesson plans!

This Foundation Phase EFAL programme is based on the following times:

Grade 1 EFAL Time	Grade 1 Home Language Time
Maximum time: 3 hours	Minimum time: 7 hours

The three most important points about implementing this programme are:

1. Teach according to the routine and scripted lesson plans. The lesson plans are written to help you, but it is up to you to stay on track and to keep up the pace of your teaching.

2. Track your progress using the tracker provided. **Please print the tracker and keep it in your EFAL file,** for monitoring purposes. Mark off every lesson that you complete, and reflect on your progress at the end of each week.

3. Look after and store the resources you are given. Store the flashcards and books carefully to prevent any damage or loss.

MATERIALS AND RESOURCES

In Term 1, you are provided with the following resources:			
Item	**Quantity**	**Notes on use**	**Care and storage**
Term 1 Lesson Plans on the Tablet/App	1	Use the lesson plans to see what to teach on a daily basis. The core methodologies included tell you how to teach each lesson. The weekly overview shows you what you need to do for any extra preparation.	Take care of your tablet and printed resources so that you can use the lesson plans again in the following year.
Term 1 Tracker (on the App)	1	Use this to track your progress of curriculum delivery. Tick off and date each lesson and assessment activity as it is done. Reflect on your teaching.	Print the Tracker and place it in the EFAL file. Keep track of your progress on your tablet weekly. Remember to tick off the lessons and date each lesson and activity as it is done. Complete the reflection on a weekly basis.
Term 1 Flashcards	8 sets (one set per week weeks 2-9)	All flashcards required are provided. You will use these flashcards to teach new theme vocabulary and then display them on your Theme Word Wall. The words should be displayed for the duration of the theme.	Cut them out. Laminate, or cover them in plastic. Organise and store them in a file or folder. Once you have taken down a set of words, file them so that you can use them again in the following year.
TERM 1 Posters	4 posters	Use the posters for Shared Reading. Refer to the lesson plans on how to use these. You will introduce and use one poster per theme.	Display the poster on the classroom wall for the duration of the theme. Store posters not in use in a cupboard.
PREPARING YOUR EFAL TEACHERS' FILE: Print and keep the following documents (listed below). **More documents will/can be filed according to the School's management/Departmental expectations.**			
1. Lesson preparation templates	1 per week	To be completed ahead of teaching and monitored by the DH.	Keep in your file for the duration of the teaching year.
2. Term 1 Tracker	1 per term	Track your progress of curriculum delivery. Tick off and date each lesson done. Reflect on your teaching.	Tick off the lessons done and fill in the dates. Complete the reflection on a weekly basis.
3. <u>Records of assessment:</u> • Assessment Plan • Programme of assessment • Recording sheet of formal assessment	Yearly 1 per term 1 per term 1 per term	Date the POA at the beginning of each term/year. Record and date each activity when done.	Keep ALL these documents in the EFAL file for the duration of the academic year/in line with your school's policies.

• Checklist of informal assessment • Master copies of formal assessment tasks with memorandums, rubrics and evidence of all moderation	1 per term	Tick off and date each assessment activity when done.	
4. The Overview	1 per term		Keep in the file for monitoring purposes.

THE WEEKLY ROUTINE

1. The learning programme follows the same routine every week.
2. This makes it easy for teachers and learners to follow.
3. Learners can prepare for the next activity once they know the routine.
4. The routine is based on the CAPS maximum time for EFAL: 3 hours per week.
5. Please display this routine in your classroom and try to learn it off by heart.

Main skill areas in English FAL curriculum	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Listening and Speaking (1 hour, 15 minutes per week)	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes
Shared Reading (1 hour, 10 minutes per week)	10 minutes Pre-read	15 minutes First read	15 minutes Second read	15 minutes Third read	15 minutes Post-read
Phonological/phonemic awareness and phonics (20 minutes per week)	5 minutes	5 minutes	5 minutes		5 minutes
Writing (15 minutes per week)				15 minutes	
Total (3 hours per week)	30 minutes	35 minutes	35 minutes	45 minutes	35 minutes

Notes:

- EFAL phonological and phonemic awareness are only taught in Terms 1 and 2.
- Phonics for EFAL is introduced in Terms 3 and 4. (Only Home Language phonics is taught in Term 1 and 2.)
- Sight words for EFAL only appear from Term 3 as per CAPS.

Below is a suggested timetable that shows you how you can schedule your Home Language, English First Additional Language, Mathematics, and Life Skills lessons over a week.

GRADE 1: WEEKLY TIMETABLE YEAR: _____

EFAL minimum time (3 hours)/Home Language minimum time (7 hours)

Mathematics (7 hours)/Life Skills (6 hours)/DAAR (2 x 15 min) = 23 + 30 min. per week.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:30 – 8:00	Assembly	Mathematics	Mathematics	Mathematics	Mathematics
8:00 – 8:30	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
8:30 – 9:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9:00 – 9:15	**HL** Handwriting	**HL** Handwriting	**HL** Handwriting	**HL** Phonics	**HL** Spelling test
9:15 – 9:30	**HL** Phonics	**HL** Phonics	**HL** Phonics	**HL** Phonics	**HL** Phonics
9:30 – 9:45	**HL** Shared Reading	**HL** Listening & Speaking	**HL** Shared Reading	**HL** Listening & Speaking	**HL** Shared Reading
9:45 – 10:00	**HL** Writing	**HL** Group 2	**HL** Writing	**HL** Group 2	**HL** Listening & Speaking
10:00 – 10:30			**BREAK**		
10:30 –10:45	**HL** Group 1	**HL** Group 4	**HL** Group 1	**HL** Group 4	**HL** Writing
10:45 – 11:00	**HL** Group 3	**HL** Group 5	**HL** Group 3	**EFAL** Listening & Speaking (15 min)	**HL** Group 5
11:00 – 11:35	**EFAL** Listening & Speaking (15 mins)	**EFAL** Listening & Speaking (15 mins)	**EFAL** Listening & Speaking (15 mins)	**EFAL** Shared Reading (15 min)	**EFAL** Listening & Speaking (15 min)
	EFAL Shared Reading (10 min)	**EFAL** Shared Reading (15 min)	**EFAL** Shared Reading (15 min)	**EFAL** Writing (15 min)	**EFAL** Shared Reading (15 min)
	EFAL Phonemic awareness/ phonics (5 min)	**EFAL** Phonemic awareness/ phonics (5 min)	**EFAL** Phonemic awareness/ phonics (5 min)		**EFAL** Phonemic awareness/ phonics (5 min)
11:35 –11:45			**BREAK**		
11:45 –12:00	Life Skills	Life Skills	Life Skills	Life Skills	Life Skills
12:00 – 12:15	Life Skills	Life Skills	Life Skills	Life Skills	Life Skills
12:15 – 12:30	Life Skills	Life Skills	Life Skills	Life Skills	Life Skills
12:30 – 12:45	Life Skills	Life Skills	Life Skills	Life Skills	Life Skills
12:45 – 13:00	Life Skills	Life Skills	Life Skills	Life Skills	DAAR
13:00 – 13:15		DAAR			

*DAAR (**D**rop **A**ll **A**nd **R**ead)

School stamp

Educator: _____

OVERVIEW FOR TERM 1:

THEMES, PHONOLOGICAL/PHONEMIC AWARENESS, READING AND WRITING

The table below shows an overview of the themes, phonological/phonemic awareness, reading and writing for Term 1:

WEEKS: THEMES	PHONOLOGICAL/PHONEMIC AWARENESS	SHARED READING TEXT	WRITING FRAME
Week 1 **Song:** *Good morning*	Orientation week.		
Week 2 Theme 1: All about me **Song:** *Hello*	Environmental sounds that are the same and different. Segments oral sentences into individual words.	Poster 1: I am at school	My name is_____.
Week 3 Theme 1: All about me **Song:** *Head, shoulders, knees and toes*	Environmental sounds that are the same and different. Segments oral sentences into individual words. Recognises rhyme in a song.	Poster 1: I am at school	Learner draws and completes a caption: This is a___
Week 4 Theme 1: All about me **Song:** *Happy Birthday to You*	Environmental sounds that are the same and different. Segments oral sentences into individual words. Begins to identify initial sounds in words: the same and different initial sounds.	Poster 2: My birthday	Learner draws a picture. Copies and completes a caption for drawing. I am_____.
Week 5 Theme 2: Me at home **Rhyme:** *Here are Granny's glasses*	Recognises rhyming words: /–at/ words.	Use Home language poster 2 (Weeks 6-10) My family at home	Learner draws a picture and adds a label.
Week 6 Theme 2: Me at home **Song:** *This is the way we wash our hands*	Begins to identify the initial sound in words. Segments oral sentences into individual words.	DBE Workbook: I am clean (pages 18 – 21)	Learner draws a picture. Copies and completes a caption for drawing. I can_____.
Week 7 Theme 3: Colours and clothes **Poem:** *The colour poem*	Recognises rhyming words: /–ap/. Segments oral sentences into individual words. Identifies beginning sound in words: /s/.	Poster 3: Colours and clothes	Learner draws a picture. Copies and completes a caption for drawing. This is my____.
Week 8 Theme 4: Me at school *Revise songs and poems from the term*	Formal Assessment	Poster 4: We come to school	No writing lesson this week

<table>
<tr><td>Week 8
ASSESSMENT</td><td colspan="3">This week you will conduct the following assessments:
LISTENING AND SPEAKING: FORMAL ASSESSMENT TASK 1 (10 MARKS)
• Responds to simple greetings.
• Sings simple songs and does action rhymes.
PHONICS: ASSESSMENT TASK 1 (5 MARKS)
• Segments oral sentences into individual words.
READING: ASSESSMENT TASK 1 (5 MARKS)
• Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations.</td></tr>
<tr><td rowspan="2">Week 9
Theme 4: Me at school
Rhyme: Stop! Look! Listen! Think!</td><td>Claps out syllables in familiar words.
Rhyming words: rhymes taught in Term 1.</td><td>Poster 4: We come to school</td><td>Learner draws a picture and completes a caption.
I come to school by_____.</td></tr>
<tr><td colspan="3">Complete the following assessments, if you did not complete them in Week 8.:
• LISTENING AND SPEAKING FORMAL ASSESSMENT TASK 1 (10 MARKS)
• PHONICS: ASSESSMENT TASK 1 (5 MARKS)</td></tr>
</table>

WEEKLY LESSON PREPARATION

Use the lesson preparation template to help you in your weekly lesson preparation. File the filled in templates/instruments in your EFAL file.

WEEKLY PREPARATION (EGRP) *SUBJECT: ENGLISH FIRST ADDITIONAL LANGUAGE* *GRADE: 1 TERM____ WEEK:_____*

DATE:_____ SCHOOL:_____ TEACHER:_____

THEME:_____ DBE Workbook: Pages: _____

COMPONENT	*TEACHING AND LEARNING ACTIVITIES*	*PROGRESSION*
LISTENING AND SPEAKING / **DAILY ACTIVITIES**	Monday (15 min) New theme vocabulary words:_____ Rhyme/Song:_____ Activities: *Vocabulary word cards and pictures/realia are prepared I read the activity*	

	Tuesday (15 min) New theme vocabulary words:_____ Activities: *Vocabulary word cards and pictures/realia are prepared* *I read the activity*	

	Wednesday (15 min) New theme vocabulary words:_____ **Question of the day**: *Vocabulary word cards and pictures/realia are prepared* *I read the activity*	☐

	Thursday (15 min) New theme vocabulary words:_____ **Question of the day**: *Vocabulary word cards and pictures/realia are prepared* *I read the activity*	☐
	Friday (15 min) New theme vocabulary words:_____ **Question of the day**: *Vocabulary word cards and pictures/realia are prepared* *I read the activity*	☐
PHONEMIC AWARENESS AND PHONICS	Monday (5 min) *Phonics word cards are prepared; activity read*	
	Tuesday (5 min) *Phonics word cards are prepared; activity read*	
	Wednesday (5 min) *Phonics word cards are prepared; activity read*	
	Friday (5 min) *Phonics word cards are prepared; activity is read*	
SHARED READING *POSTER:*_____	Monday (10 min) _____ *I read the story and can explain all the words and the plot*	

	Tuesday (15 min) _____	
	Wednesday (15 min) _____	
	Thursday (15 min) _____	
	Friday (15 min) _____	
WRITING	Thursday (15 min) **Topic**:_____ __ *I read the activity and prepared to be able to model the activity*	
ASSESSMENT		
RESOURCES		
Expanded Opportunities/ **Barriers**		

ASSESSMENT PLAN

1. In Term 1, CAPS requires you to complete one FAT (Formal Assessment Task).

2. The FAT activities are included in your lesson plan, in Week 8.

3. Also refer to the *Department of Basic Education's Revised SBA Guidelines* for more information on how to conduct the Formal Assessment Tasks.

4. Use the rubrics to inform your learners' scores for the Listening and Speaking, Reading and Phonics Assessments. These are included in the lesson plans.

5. Use the record sheet "**EFAL Grade 1: Term 1 SCORE SHEET** (using rubrics)" to record your learners' progress.

6. Record learners' results on your mark sheet or in your mark book.

7. All marks must be entered into the SA-SAMS system. This system will automatically adjust and calculate according to the weightings. The SA-SAMS system can also automatically convert the marks to ratings that can be used for school reports.

8. The final SAMS recording sheet with the codes/ratings indicated, should be printed and filed in the teachers' file for EFAL.

Grade 1 Formal Assessment Tasks	**Term 1**	**Weeks**	**Assessment tool**
Listening and Speaking	1 oral	Week 8	Rubrics 1 & 2
Phonological/phonemic Awareness	1 oral	Week 8	Rubric 3
Reading	1 oral	Week 8	Rubric 4

EFAL Grade 1: Term 1	CHECKLIST										
	Listening and Speaking			Phonological /phonemic Awareness		Reading				Writing	
	Responds physically to simple oral instructions	Makes simple requests	Points to and names some objects in the classroom or in a picture	Begins to identify different initial sounds in words	Identifies some rhyming words in stories, songs, poems and rhymes	Listens and responds to a story that is told or read	Joins in choruses after repeated readings of a text	Identifies people, animals and objects in the illustrations	Answers simple oral questions about the story	Draws a picture for a story that is told or read	Copies a caption for a picture/writes a caption for his/her drawing and reads back what is written.
Assessment weeks:	3, 5	5, 6	4, 5	4, 6	3, 7	2, 7	5, 6	6, 9	3, 9	3, 4	2, 7
Names of learners:											

EFAL Grade 1: Term 1 SCORE SHEET (using rubrics)					
	Listening and Speaking			**Phonological/ phonemic Awareness**	**Reading**
	Responds to simple greetings	Sings simple songs and does action rhymes	Total	Segments oral sentences into individual words	Demonstrates understanding of the oral vocabulary in the story by pointing to objects in illustrations
Score	5	5	10	5	5
Assessment week	Week 8	Week 8		Week 8	Week 8
Date completed					
Names of learners:					

PROGRAMME OF ASSESSMENT

FAL GRADE 1 TERM 1 PROGRAMME OF ASSESSMENT							
Component	**What skills will be assessed**	**Form of Assessment**	**Assessment tool**	**Score**	**Date to be completed**	**Date planned**	**Date completed**
Listening and Speaking	• Responds to simple greetings • Sings simple songs and does action rhymes	Observation & Oral	Rubric	10	By Week 8		
	• Responds physically to simple oral instructions • Makes simple requests • Points to and names some objects in the classroom or in a picture		Checklist	N/A			
Phonological/ phonemic Awareness: Oral	• Segments oral sentences into words	Observation & Oral	Rubric	5	By Week 8		
	• Begins to identify different initial sounds in words • Identifies some rhyming words in stories, songs, poems and rhymes		Checklist	N/A			
Reading: Oral	• Demonstrates understanding of the oral vocabulary by pointing to objects in illustrations	Observation & Oral	Rubric	5	By Week 8		
	• Listens and responds to a story that is told and read • Joins in choruses after repeated reading of a text • Identifies people, animals and objects in the illustrations • Answers simple oral questions about a story		Checklist	N/A			
Writing	• Draws a picture for a story that is told or read • Copies a caption for a picture	Written	Class workbook Checklist	N/A	By Week 8		
TOTAL SCORE				**20**			
Scores will be captured on SA-SAMS. The score will be converted to a percentage to indicate level 1–7 for the report card.							

TERM 1 • WEEK 1

WEEK 1 ORIENTATION

The first week of each school year has 3 school days for the learners. They will be getting used to their new learning environment, teacher and friends.

This week should be used to orientate yourself and the learners regarding what to expect in EFAL. You will need to familiarise yourself with your weekly timetable, so that you know how best to move from the other learning areas into EFAL lessons.

Once the learners start to build up a vocabulary, incidental opportunities will arise to practise their new words. For example, once the learners know colour words in English, you can transition between their home language and English when asking them to use certain colour crayons.

For example, you might say: "Take out your 'botala jwa loapi' (blue) crayon." If it is a learner's birthday and you have sung "Happy Birthday" to them in their home language, you could clap the number of years while counting to their age in English. The level of enthusiasm with which you conduct your lessons will directly impact on their willingness to engage.

TERM 1: WEEK 1 OVERVIEW	
PURPOSE	This week you will orientate the learners to the EFAL weekly routine.
THEME VOCABULARY	Orally introduce: Greetings
ATTENTION GETTER	Teacher says: *"Chika chika boom boom".* Learners respond: *"English in the classroom!"*
SONG	**Good morning** Good morning, everyone Good morning, everyone It's fun to be at school today Good morning, everyone.
PREPARATION	

<table>
<tr><th colspan="2">WEEK 1: DAY 1 (30 minutes)</th></tr>
<tr><td>LISTENING AND SPEAKING</td><td>1. Greet your learners in English. Refer to the information about daily greetings in the Introduction.
2. Ask learners who watches stories on the TV? Ask if any of them sometimes watch English stories. Ask them to tell you which English children stories they like. Explain to your learners that they are going to learn to speak and understand English this year. Explain (and remind your learners) that they have to learn English, as they will be taught in English from grade 4 onwards.
3. Tell them that each week they will do the same activities:
• Listen and talk in English
• Answer a question (“question of the day”).
• Learn to ‘hear’ English sounds to help them to understand the words easier.
• Listen to stories in English (Shared Reading) from Term 2 onwards when they know more English words and will be able to understand the stories.
4. Tell them that they will know that it is time for the English lesson when they hear you speak in English. You can also introduce an “English” puppet that you will use every day to start the English lesson (or any other strategy that will appeal to your learners and suits your personal teaching style).
5. Teach them the following ATTENTION GETTER: (that you can use to introduce the English period)
• Teacher says: “Chika chika boom boom”.
• Learners respond: “English in the classroom!”
6. Ask if any of them know any English words or have any friends who speak English. Allow learners time to respond in order for you to assess their knowledge of English.
7. Tell them that many of the sounds used in English are the same as those found in their home language, but that there are a few different sounds. They will have to listen carefully.
8. Teach them the Good morning Song.</td></tr>
<tr><td rowspan="2">SONG
(Sing to the tune of The farmer’s in the dell.)</td><td>Words</td><td>Actions</td></tr>
<tr><td>Good morning
Good morning, everyone
Good morning, everyone
It’s fun to be at school today
Good morning, everyone.</td><td>Learners smile and wave to each other.</td></tr>
<tr><td colspan="2">To listen to the tune for this song, go to:
https://www.youtube.com/watch?v=E-krsNziXEw</td></tr>
</table>

PHONOLOGICAL AWARENESS	**Environmental sounds: Same or different** 1. In this activity learners will hear two sounds. 2. They will determine if the sounds are the same sounds or different sounds. This helps learners to train their ears to distinguish sounds. **Instructions: Same or different** 1. Ask learners to stand, stretch (mime the action) and then sit again. 2. For this activity, learners must understand the meaning of the words SAME and DIFFERENT. 3. Use PATS to explain the meaning of these words in **English** before you begin the activity. You may codeswitch to make sure learners understand the instruction and the meaning of the words 'same' and 'different'. 4. Explain that: • Learners will hear two sounds. • If learners think the sounds are the same, they must put their THUMBS UP. • If learners think the sounds are different, they must put their THUMBS DOWN. **Playing the game: Same or different** 1. Tell the learners to close their eyes. 2. Make two sounds. For example, clapping, stomping, snapping your fingers, tapping on the chalk board, slapping your thighs, tapping your foot, and clicking with your tongue. 3. Look around the room at learners' responses. Take note of any learners who do not have the correct answer*. 4. Ask learners to open their eyes and watch how you make the sounds. 5. Make the sounds again. 6. Ask if any learners want to change their answers. 7. Explain to learners whether the sounds are the same or different. 8. REPEAT with more sounds for the duration of the lesson. **Try to help learners who are struggling to hear whether sounds are the SAME or DIFFERENT in a small group later in the day/week.*

WEEK 1: DAY 2	(30 minutes)
LISTENING AND SPEAKING	1. Say the ATTENTION GETTER to alert your learner's that it is time for English. Let them respond. 2. Ask your learners if they can remember the name of the new language they are learning to speak. (*English*) 3. Greet learners in English and remind them how to respond appropriately. 4. Practice singing the *Good morning* song. Make sure learners can hear each word clearly when you sing the song. Let them listen first, and then say the words, before they sing the song.
PHONOLOGICAL AWARENESS	**Environmental sounds: Same or different** 1. In this activity learners will hear two sounds. 2. They will determine if the sounds are the same sounds or different sounds. This helps learners to train their ears to distinguish sounds. **Instructions: Same or different** 1. Ask learners to stand, stretch (mime the action) and then sit again. 2. For this activity, learners must understand the meaning of the words SAME and DIFFERENT. 3. Use PATS to explain the meaning of these words in **English** before you begin the activity. *You may codeswitch to make sure learners understand the instruction and the meaning of the words 'same' and 'different'.* 4. Explain that: • Learners will hear two sounds. • If learners think the sounds are the same, they must put their THUMBS UP. • If learners think the sounds are different, they must put their THUMBS DOWN. **Playing the game: Same or different** 1. Tell the learners to close their eyes. 2. Make two sounds. For example, clapping, stomping, snapping your fingers, tapping on the chalk board, slapping your thighs, tapping your foot, and clicking with your tongue. 3. Look around the room at learners' responses. Take note of any learners who do not have the correct answer*. 4. Ask learners to open their eyes and watch how you make the sounds. 5. Make the sounds again 6. Ask if any learners want to change their answers. 7. Explain to learners whether the sounds are the same or different. 8. REPEAT with more sounds for the duration of the lesson. **Try to help learners who are struggling to hear whether sounds are the SAME or DIFFERENT in a small group later in the day/week.*

WEEK 1: DAY 3	(30 minutes)
LISTENING AND SPEAKING	1. Say the ATTENTION GETTER to alert learners that it is time for English. Let them respond. 2. Ask your learners if they can remember the name of the new language they are learning to speak. (*English*) 3. Practise singing the *Good morning* song.
PHONOLOGICAL AWARENESS	**Environmental sounds: Same or different** 1. In this activity learners will hear two sounds. 2. They will determine if the sounds are the same sounds or different sounds. This helps learners to train their ears to distinguish sounds. **Instructions: Same or different** 1. Ask learners to stand, stretch (mime the action) and then sit again. 2. For this activity, learners must understand the meaning of the words SAME and DIFFERENT. 3. Use PATS to explain the meaning of these words in **English** before you begin the activity. *You may codeswitch to make sure learners understand the instruction and the meaning of the words 'same' and 'different'.* 4. Explain that: • Learners will hear two sounds. • If learners think the sounds are the same, they must put their THUMBS UP. • If learners think the sounds are different, they must put their THUMBS DOWN. **Playing the game: Same or different** 1. Tell the learners to close their eyes. 2. Make two sounds. For example, clapping, stomping, snapping your fingers, tapping on the chalk board, slapping your thighs, tapping your foot, and clicking with your tongue. 3. Look around the room at learners' responses. Take note of any learners who do not have the correct answer*. 4. Ask learners to open their eyes and watch how you make the sounds. 5. Make the sounds again 6. Ask if any learners want to change their answers. 7. Explain to learners whether the sounds are the same or different. 8. REPEAT with more sounds for the duration of the lesson. **Try to help learners who are struggling to hear whether sounds are SAME or DIFFERENT in a small group later in the day/week.*

TERM 1 • WEEK 2

TERM 1: WEEK 2 OVERVIEW	
THEME	Theme 1: All about me
THEME VOCABULARY	good morning, good afternoon, hello, goodbye, me, name, boy, girl, touch, sing
SIGHT WORDS	Sight words only appear in TERM 3, as per CAPS.
PHONOLOGICAL AND PHONEMIC AWARENESS	Environmental sounds that are the SAME and DIFFERENT. Segment oral sentences into individual words.
WRITING FRAME	My name is_____.
POSTER 1	I am at school
PREPARATION	• Prepare flashcards to introduce and teach the theme vocabulary. • **Keep the checklist ready to record learners' ability to:** - Listen and respond to a Shared Reading lesson. - Copy a caption (Writing).

TERM 1: WEEK 2 INTRODUCE THE THEME	
PICTURE	Picture of children at the playground, DBE Workbook 1 (pp. 2-3)
SHOW	Show learners the picture of the children at the playground and talk about what they see.
SAY	Explain to learners that this week, we will learn how to greet each other in English.

<table>
<tr><th colspan="3">WEEK 2: MONDAY LISTENING AND SPEAKING (15 minutes)</th></tr>
<tr><td>DAILY ACTIVITIES</td><td colspan="2">1. Greet learners in English. Say: "Good morning, how are you?
2. Encourage the class to answer: "Good morning teacher. We are fine, thank you. How are you?" Respond with: "I am fine, thank you".
3. Then model a question and answer it. For example, "What is my name? My name is Mr/Mrs _____."
4. Point to a learner and ask: "What is your name?" Help them to answer: "My name is ___."
5. Each learner should then point to the learner next to him or her and ask: "What is your name? My name is_____."
6. Once everyone has had a chance, give a round of applause.
7. Tell the learners that another way we can greet each other in English is to say: "Hello" (say the word slowly, pronouncing the letters carefully).
8. Get learners to greet one another with "Hello (learner name)." For example, say to the first learner: "Hello (name of learner)". Then that learner should say hello to the learner next to him or her. Continue until each learner has greeted the learner next to him or her.
9. Introduce the theme for the week.
10. Use PATS to teach the theme vocabulary words for the lesson. Remember to display these on the Theme Vocabulary Word Wall and to keep it displayed for the duration of the theme. (See the core methodology for more information on how to use PATS.)</td></tr>
<tr><td rowspan="2">SONG
Sing to the tune of This is the way we wash our hands.</td><td>Lyrics</td><td>Movement</td></tr>
<tr><td>Hello
This is the way we say hello,
Say hello, say hello.
This is the way we say hello,
In our English lesson.</td><td>Learners wave their hands as they say hello.

Learners shake a partner's hand.</td></tr>
<tr><td colspan="2">https://www.youtube.com/watch?v=zoJjUHBNufY</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">good morning, good afternoon, me, name, sing</td></tr>
<tr><td colspan="3">ACTIVITY</td></tr>
<tr><td colspan="3">1. Teach learners the Hello song.
• Sing the song and then explain the meaning of it to learners, using codeswitching if necessary.
• Sing or say the first line, and then let learners repeat after you.
• Sing or say the second line, and then let learners repeat after you.
• Sing or say the first two lines together, and then let learners repeat after you.
• For the rest of the week, repeat the song with the learners every day.
• Include appropriate actions with the song.
2. Explain the use of the words "me", "my" and "I". This can be confusing for non-English speakers.
• All three words refer to 'me'. 'Me' is myself. Point to yourself and say: "This is me." Let learners point to themselves and say "This is me".
• "My" refers to something that belongs to "me" (This is my book; My name is ___.)
• "I' is similar to "me" but it is always used at the beginning of a sentence. (I am a boy/girl. I am at school.)
Let them practice this phrase:
• "This is <u>me</u>. (Pointing to him/herself). <u>I</u> am a girl/boy. This is <u>my</u> school! (Pointing around them with passion; as if they are making a strong statement.) Let girls and boys take turns.</td></tr>
</table>

WEEK 2: MONDAY PHONOLOGICAL AND PHONEMIC AWARENESS (5 minutes)	
SKILL	Differentiate between same or different sounds.
SOUNDS	Environmental sounds: clapping, stomping, knocking on the chalkboard, smacking your lips, snapping your fingers, tapping your foot and clicking with your tongue.
SUMMARY	In this activity, learners will hear two sounds. They will determine if the sounds are the same sounds or whether they are different sounds. This helps learners to train their ears to distinguish sounds.

ACTIVITY

Instructions: Same or different

1. Ask learners to stand, stretch (mime the action) and then sit again.
2. For this activity, learners must understand the meaning of the words SAME and DIFFERENT.
3. Use PATS to remind learners of the meaning of these words in English before you begin the activity.
4. Explain that:
    - Learners will hear two sounds.
    - If they think the sounds are the same, they must put their THUMBS UP.
    - If they think the sounds are different, they must put their THUMBS DOWN.

Playing the game: Same or different

1. Tell the learners to close their eyes.
2. Make two of the sounds.
3. Look around the room at learner responses. Take note of any learners who do not have the correct answer*.
4. Ask learners to open their eyes.
5. Make the sounds again.
6. Ask if any learners want to change their answers.
7. Explain to learners whether the sounds are the same or different.
8. REPEAT with all the sounds provided.

**Try to help learners who are struggling to hear whether sounds are the SAME or DIFFERENT in a small group later in the day.*

WEEK 2: MONDAY SHARED READING	(10 minutes)
POSTER 1	I am at school
ACTIVITY	PRE-READ
PURPOSE	• To facilitate the prediction activity with the learners. • To build vocabulary.

PRE-READ

Procedure:

1. Show the title of the poster first. Cover as much of the picture as possible with a sheet of paper.
2. Read the title. Codeswitch briefly to explain what it means, using PATS.
   - Point to each word in the title and read it again. Ask learners to read it with you.
   - Point from left to the right while reading.
3. Ask learners if they can think (predict) what will be on the picture? Codeswitch and allow learners to answer in their Home Language. Focus on the vocabulary words of the week.
4. Explain that a PREDICTION is a guess made by having some information about the story. In order to make a prediction, learners must listen to the title and look at the pictures.
5. Remove the cover sheet from the rest of the poster. Give learners a moment to look at the pictures.
6. Then ask learners questions such as:
   - What do you see (in the picture)? Point to the picture as you ask the question, to enhance meaning.
   - Codeswitch for learners to understand the questions.
   - See the example of how to code-switch correctly in the core methodology.
7. Below are some more questions and prompts to use. It is very important to codeswitch correctly, as you will do regular codeswitching in the beginning of the year. Point to the pictures and the children's' facial expressions as you talk about what is on the poster.
   - Where do you think these children are*? (At school.)*
   - Are they coming to school or going home? *(Coming to school – see the two who are entering.)*
   - What do you think are they saying to each other? *(They are greeting each other; Hello)*
   - How do you think they will greet each other in English? Tell me how they will greet. (*Good morning; Hello.*)
   - Do you think they know each other's names? (*Yes, they know each other. They look happy to see each other. Maybe they are in Grade 2, or from the same church.)*
   - Do you think they are happy to come to school? (*Yes.)*
   - Why do you think so? (*They are all smiling.)*

NOTE: Keep the checklist ready to record learners' ability to listen and responds to a Shared Reading lesson.

WEEK 2: TUESDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet the learners in English, say: *"Good morning, how are you?"* • Encourage the class to answer: "*Good morning teacher. We are fine, thank you. How are you?"* Respond with: "*I am fine, thank you*". • Next, point to the girls and say: "*All the girls stand up*." (mime the action). • When all of the girls are standing, say: "*Hello girls!*" Encourage them to answer by saying: *"Good morning teacher".* • Ask all the girls to sit down (mime the action). • Next, point to the boys and say: "*All the boys stand up."* (mime the action). • When all of the boys are standing, say: "*Good morning, boys!"* Encourage them to answer by saying: "*Good morning teacher".* • Ask all the boys to sit down (mime the action). 2. Explain that it is good manners to greet a teacher or adult in this way. It is a sign of respect. 3. Ask everyone to stand and sing the *Hello* song. 4. Teach the theme vocabulary words for the lesson. Remember to display the words on the Theme Vocabulary wall. Keep it up for the duration of this theme.
SONG	*Hello*
THEME VOCABULARY	hello, goodbye, boy, girl
ACTIVITY	
1. Explain to the learners that friends can greet each other less formally than children greet adults. Codeswitch for learners to understand this. 2. Explain that friends can say "*Hello*" or "*Hi*" when greeting one another, and "*Goodbye*" when leaving. 3. Tell your learners to walk around quietly and say "*Hello*" to a few friends. Tell them that when you clap your hands, they will pretend they are going home, and they should say "*Goodbye*" to their friends.	

WEEK 2: TUESDAY SHARED READING	(15 minutes)
POSTER 1	I am at school
ACTIVITY	FIRST READ
PURPOSE	• Teach new vocabulary in context. • Emergent literacy skills: Talking about illustrations on the poster. • Help learners to visualize.

BEFORE READING (5 minutes)

1. Get learners to settle and be ready for the lesson before you start.
2. Point to the picture on the poster and ask learners to tell you what they see. Next, remind learners about the PRE-READ (PREDICTION) activity. Remind learners about what they did in the activity and recall some of the ideas from the discussion.
3. Point to the title and read it to the learners. Move your finger under each word as you slowly read it to the class.
4. Ask the learners to remind you what their predictions were: Who are these children? What are they doing? etc.

DURING READING (5 minutes)

1. During this first reading, use English and codeswitch as explained in the pre-read section. It is important for learners to understand the vocabulary used in order to understand the conversation.
2. When you talk, add gestures, actions, and tone of voice (expression) to enhance meaning.
3. Use PATS to help the learners understand any vocabulary words which may appear in the pictures, but focus specifically on the new vocabulary for the week.
4. Ask questions and instructions such as:
   - What is this? (*point to something on the poster*)
   - What do you see? *(Boys and girls coming to school)*
   - Point to…. *(e.g. a boy, a girl)*
   - Show me…. *(e.g. a boy, a girl)*
   - What colour is the……? (e.g. *school uniform*)
   - How many boys/girls do you see? *(Counting in English – three boys/two girls)*
   - Who is this?
   - Where are they….? (*At school*)
   - What happens here? (*The boys and girls are greeting each other*.)
   - How do you greet a friend?
   - How do you greet a teacher or adult?
5. Follow the codeswitching guidance given in the pre-read section, to help learners answer and discuss what is happening on the poster.
6. Focus on teaching and recycling the vocabulary words of the week: good morning, good afternoon, hello, goodbye, me, name, boy, girl, touch, sing
7. Keep an eye the time.

AFTER READING (5 minutes)

1. Practice visualization as explained in the core methodology, using the following concept/words: *greet a friend; sing*
2. **Keep the checklist ready to record learners' ability to listen and responds to a Shared Reading lesson.**

WEEK 2: TUESDAY PHONOLOGICAL AND PHONEMIC AWARENESS (5 minutes)	
SKILL	Segments oral sentences into individual words by clapping on each word.
SOURCE	Use sentences from Listening and Speaking/Shared Reading lessons.
SUMMARY	Support learners to "hear" each individual word in a sentence.

ACTIVITY

Sentences:

- Good morning, how are you? (5 claps)
- Good morning teacher. We are fine, thank you. (8 claps)
- How are you? (3 claps)
- I am fine, thank you. (5 claps)
- What is your name? (4 claps)
- My name is _____. (4 claps)

1. Demonstrate/Model with the first sentence how to clap once on each word as you say the sentence.
   Let learners join in and repeat the first sentence. Observe and help the learners who can't do it yet.
   If necessary, model again to make sure learners understand what to do.
2. Continue with the rest of the sentences. Make sure each sentence is done correctly before moving to the next sentence. Add more familiar sentences if time allows.

WEEK 2: WEDNESDAY LISTENING AND SPEAKING (15 minutes)	
DAILY ACTIVITIES	1. Greet the learners in English. • Point to the girls and say: *"All the girls stand up."* (mime the action). • When all of the girls are standing, say: "Hello girls!" Encourage them to answer by saying: "G*ood morning, teacher./Hello teacher."* • Ask all the girls to sit down (mime the action). • Next, point to the boys and say: "*All the boys stand up*." (mime the action). • When all of the boys are standing say: "*Good morning, boys".* Encourage them to answer with: "*Good morning, teacher".* • Ask all the boys to sit down (mime the action). 2. Use PATS to teach the theme vocabulary words for the lesson. Display these words on the Theme Vocabulary Wall once taught. Keep them on display for the duration of the theme. If possible, use big and colourful pictures as these will enhance learning. 3. Ask the "question of the day". Refer to the core methodology for the format of how to model this. Encourage your learners to say "*I am a girl*" or "*I am a boy*" as they make their X on the graph.
SONG	*Hello*
THEME VOCABULARY	boy, girl
QUESTION OF THE DAY	
QUESTION	Are you a boy or a girl?
GRAPH	2-column graph
OPTIONS	boy/girl

FOLLOW-UP QUESTIONS	ANSWERS
Are you a boy or a girl?	Learner: I am a girl./I am a boy. Teacher: She is a girl./He is a boy. Class: She is a girl./He is a boy.
How many learners are girls?	_____ learners are girls.
How many learners are boys?	_____ learners are boys.
What are most learners?	Most learners are_____.
What are fewer learners?	Fewer learners are_____.

WEEK 2: WEDNESDAY SHARED READING	(15 minutes)
POSTER 1	I am at school
ACTIVITY	Illustration
PURPOSE	• To strengthen learners understanding of the theme vocabulary and the conversation about the poster. • To process information by drawing an object OR a scene from the poster.

BEFORE READING (5 minutes)

1. Get the learners settled with their classwork books, pencils and crayons.
2. Show the poster to the class and remind the learners that we discussed the poster to help us understand the vocabulary words and to understand what is happening on the poster.
3. Ask if any learners remember the TITLE. After hearing their responses, read the title and move your finger under the words as you read.

DURING READING (5 minutes)

1. Inform learners that they will draw something from the poster to help them remember what they learned, e.g., *a boy or a girl.* Codeswitch to make sure learners understand what is expected of them.
2. Read aloud the vocabulary flashcards which have been taught so far this week, and refer to each cards picture. Tell learners that they can choose 2 words to draw in their classwork books.
3. Use the THINK ALOUD strategy to model how you decide on your words. MODEL how you will draw your chosen words. E.g. *A girl who is greeting another girl or a boy at school.*

AFTER READING (5 minutes)

1. Ask a few learners what they will draw. Help them to answer in English.
2. Let learners open their books and start drawing the words they have chosen.
3. Observe and support while learners are working. Ask questions, e.g. What is this? What are you drawing?
4. Encourage learners to tell what it is that they have drawn/are drawing.
5. Let early finishers TURN AND TALK to a peer. They can tell their friend what they have drawn.
6. Cope some examples of learners' work and display it in the classroom. Make sure that all learners get an opportunity during the term to see their work on display.

WEEK 2: WEDNESDAY PHONOLOGICAL AND PHONEMIC AWARENESS (5 minutes)	
SKILL	Differentiate between the same or different sounds.
SOURCE	Environmental sounds: clapping, stomping, knocking on the chalkboard, smacking your lips, snapping your fingers, tapping your foot and clicking with your tongue.
SUMMARY	In this activity learners will hear two sounds. They will determine if the sounds are the same sounds or whether they are different sounds. This helps learners to train their ears to distinguish sounds.

ACTIVITY

Instructions: Same or different

1. Ask learners to stand, stretch (mime the action) and then sit again.
2. For this activity, learners must understand the meaning of the words SAME and DIFFERENT. Codeswitch if necessary for learners to understand this concept.
3. Explain that:
    - Learners will hear two sounds.
    - If learners think the sounds are the same, they must put their THUMBS UP.
    - If learners think the sounds are different, they must put their THUMBS DOWN.
    - Model what is expected of the learners with examples of same and different sounds.

Playing the game: Same or different

1. Tell the learners to close their eyes.
2. Make two similar sounds, e.g., click your fingers, wait a moment, click your fingers again. Then ask learners to show their thumb sign.
3. Look around the room at learner responses. Take note of any learners who do not have the correct answers*
4. Ask learners to open their eyes.
5. Make the sounds again.
6. Ask if any learners want to change their answers.
7. Explain to learners whether the sounds are the same or different.
8. REPEAT with more of the sounds provided for the duration of the lesson. Stick to the time allocation.

**Try to help learners who are struggling to hear whether sounds are the SAME or DIFFERENT in a small group later in the day.*

WEEK 2: THURSDAY LISTENING AND SPEAKING		(15 minutes)
DAILY ACTIVITIES	1. Greet the learners in English. 2. Sing the song for the week. 3. Use PATS to teach the theme vocabulary words. 4. Remember to place these words on the Theme Vocabulary Wall for the duration of the theme. 5. Explain the meanings of the words "long" and "short". Codeswitch briefly to make sure learners understand the meanings. A short name has a few letters, but a long name has many letters. Write a short and a long name on the board to demonstrate it. 6. Ask the learners to give a short name and a long name. Write them one underneath the other on the board to compare the length, making the concept clear. Allow learners time to write/look at their own names to decide if it is long or short name. Move around, conducting mini conferences to support learners who need it. 7. Ask the "question of the day". Refer to the core methodology for the format of how to model this. You will need to model the answer to demonstrate how to go about the exercise. For example, you will say: "*My name is long, so I am going to put my X here*". Encourage your learners to say "*My name is long*" or "*My name is short*" as they make their X on the graph.	
SONG	*Hello*	
THEME VOCABULARY	my, name	
QUESTION OF THE DAY		
QUESTION	Is your name long or short?	
GRAPH	2-column graph	
OPTIONS	long/short	

FOLLOW-UP QUESTIONS	ANSWERS
Is your name long or short?	Learner: My name is short/long. Teacher: His name is short/long. Her name is short/long. Class: His name is short/long. Her name is short/long.
How many learners have a long name?	_____ learners have a long name.
How many learners have a short name?	_____ learners have a short name.
Are more names long or short?	More names are_____.
Are fewer names long or short?	Fewer names are_____.

WEEK 2: THURSDAY SHARED READING	(15 minutes)
POSTER 1	I am at school
ACTIVITY	Third read
PURPOSE	• To give learners a deeper understanding of the story. • The specific reading strategy is MAKING CONNECTIONS. This mainly focuses on linking prior knowledge to what is happening on the poster. • Exploring phonemic and phonological discrimination/Phonological patterns aurally.

BEFORE READING (5 minutes)

1. Settle the learners before the lesson starts.
2. Remind the learners that previously we discussed the poster to understand the theme vocabulary words and understand what is happening on the picture.
3. Summarise the questions you discussed and their responses.
4. Explain that today, we will discuss the poster again and think about what happens and who the characters are.
5. Ask if any learners remember the TITLE. After hearing their responses, read the title and move your finger under the words as you read. Let learners "read" the title with you again.

DURING READING (5 minutes)

1. Use all the vocabulary words for the week to discuss the poster briefly. Use some of the same questions and sentences:
   - Point to…. *This is a* ____
   - Show me…. *This is a* ____
   - What colour it the……? *The* ____ *is* _____.
   - How many….? E.g. *two/three girls.*
   - Who is this? *This is* ____
   - Can you see the ____?
2. Ask learners questions to help them to connect their real-life experiences with the characters on the poster. For example:
   - *Why do these boys and girls come to school?*
   - *Why do you come to school?*
   - *Look, this boy is wearing glasses. Are there boys or girls in our school who wear glasses?*
   - *Look at these two girls*. (Point to the two girls.) *I think they like each other. Who do you like at school?*
3. Model thinking about the question using THINK-ALOUDS.
4. Use codeswitching (as explained in the pre-read section of the core methodology).
5. <u>Phonological awareness</u>:
   - Point to the schoolbag. Say: "*This is a bag.*" Over emphasise the /b/sound. Ask learners if they can see any other thing on the poster that starts with /b/. *(boy)*
   - Say the two words: "Glasses, girl", while pointing to each item on the poster. Tell learners that these two words start with the same sound. Ask if they can hear the sound. Repeat the two words with emphasis on the /g/ sound. Praise learners if they can identify the /g/ sound. Otherwise, repeat it and tell them what sound they should try and hear.

AFTER READING (5 minutes)

1. Ask questions to check whether learners understand the new and revised vocabulary words in context.
2. **Keep the checklist ready to record learners' ability to listen and responds to a Shared Reading lesson.**

WEEK 2: THURSDAY WRITING	(15 minutes)
WRITING FRAME	My name is _____.
ACTIVITY	

Modelling:

1. Explain that today, learners will write their names.
2. Copy the writing frame on to the board: My name is_____.
3. Use MODELLING to write your name. Use THINK-ALOUDS: "*I must remember to think before I write. Oh yes, I must remember to use a big letter at the start of my name*."
4. Slowly write your name on top of the line in the writing frame you have written on the board.

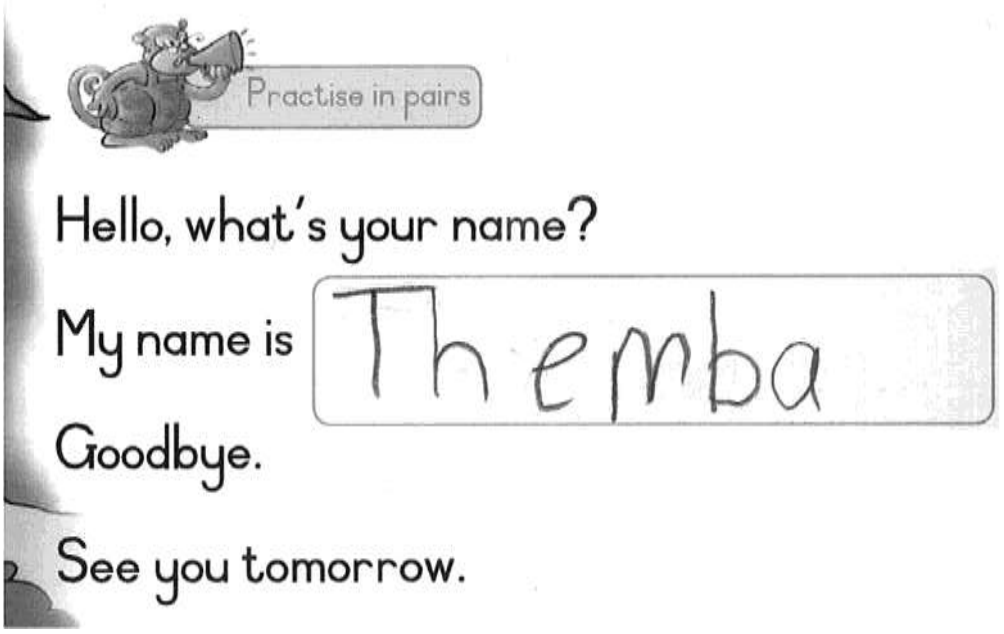
Oral instructions:

1. Show learners that they will write in their DBE Workbooks (p. 3).
2. Remind them to sit up straight when they write, and tell them to THINK BEFORE THEY WRITE.
3. Read all the sentences aloud. Then let learners try practice the first two lines of the text with their partners.

Writing:

1. Each learner should write his or her name in the space in their DBE Workbooks (p. 3) to complete the sentence.
2. Walk around and help learners who are struggling. They may need to copy their names.
3. Encourage learners to read their sentence to a partner.
4. **Record on the checklist which learners can copy a caption.**

EXAMPLE



WEEK 2: FRIDAY LISTENING AND SPEAKING		(15 minutes)
DAILY ACTIVITIES	1. Greet the learners in English. 2. Remind the learners that when they address an adult, they should say "*Good morning*" or "*Good afternoon*". 3. Explain that they can address their friends in a more casual way. For example, "*Hello*", "*Hi*" or "*Goodbye*". 4. Sing the *Hello* song together. 5. Use PATS to teach the theme vocabulary words. Remember to place these words on the Theme Vocabulary wall or display. Explain and model how to say goodbye when we leave each other. Wave with your hand to illustrate saying goodbye to someone. Use "Turn and talk" to let learners practice saying goodbye to a friend. 6. Ask the "question of the day". Refer to the Introduction for the format of how to model this. You will need to model the answer to demonstrate how to do this exercise. For example, you will say: "*I like to say 'Hello', so I am going to put my X here*". Encourage your learners to say *"I like to say 'Hello'"* or *"I like to say 'Hi "* as they make their X on the graph.	
SONG	*Hello*	
THEME VOCABULARY	hello, goodbye	
QUESTION OF THE DAY		
QUESTION	Do you like to say "Hello" or "Hi" to a friend?	
GRAPH	2-column graph	
OPTIONS	hello/hi	
FOLLOW-UP QUESTIONS		ANSWERS
Do you like to say "Hello" or "Hi" to a friend?		Learner: I like to say "Hello" to a friend. / I like to say "Hi" to a friend. Teacher: She likes to say "Hello/Hi" to a friend. / He likes to say "Hello/Hi" to a friend. Class: She likes to say "Hello/Hi" to a friend. / He likes to say "Hello/Hi" to a friend.
How many learners like to say "Hello?"		_____ learners like to say "Hello."
How many learners like to say "Hi?"		_____ learners like to say "Hi."
What do most learners like to say?		Most learners like to say_____.
What do fewer learners like to say?		Fewer learners like to say_____.

WEEK 2: FRIDAY SHARED READING	(15 minutes)
POSTER 1	I am at school
ACTIVITY	POST-READ
PURPOSE	• To give learners the opportunity to consolidate their understanding of the story. • To process information
POST-READ	

Modelling:

1. Explain that today, learners will act out something that we can see on the poster. Point to the two children lifting their hands in a greeting. Ask learners what they think the boy and girl are doing? (Codeswitch if necessary for learners to understand the question or instruction.) *(They are greeting)*
2. Revise how we greet a friend and how we greet an adult/teacher:
   - Call one learner and model how you greet him/her as a friend. He/she has to respond correctly. Help him/her if necessary.
   - Then call another learner and model how you greet him/her as a teacher. He/she has to respond correctly. Help him/her if necessary.
3. Allow learners to pair with a friend and greet one another appropriately.

Oral instructions:

1. Tell learners that they will greet each other, first as friends, and then as they would greet the teacher.
2. Remind learners not to touch each other. Explain what "touch" means.
3. Walk around and hear how learners are doing. Support where necessary and look out for learners who are struggling.

WEEK 2: FRIDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
ACTIVITY	Segments oral sentences into individual words by clapping on each word.
SOURCE	Use sentences from Listening and Speaking/Shared Reading lessons.
SUMMARY	Support learners to "hear" individual words in a sentence.

ACTIVITY

Sentences:

- Hello, what is your name? (5 claps)
- Good morning, how are you? (5 claps)
- Good morning teacher, we are fine. (6 claps)
- How are you? (3 claps)
- I am fine, thank you. (5 claps)
- I have a long name. (5 claps)
- I have a short name. (5 claps)
- Goodbye, see you tomorrow (4 claps).

1. Demonstrate/Model with the first sentence how to clap once on each word as you say the sentence.
2. Let learners join in and repeat the first sentence. Observe and help learners who can't do it yet.
3. If necessary, model again to make sure learners understand what to do.
4. Continue with the rest of the sentences. Add more familiar sentences if time allows.

TERM 1 • WEEK 3

TERM 1: WEEK 3 OVERVIEW	
THEME	Theme 1: All about me
THEME VOCABULARY	head, shoulders, knees, toes, eyes, ears, mouth, nose, hands, stomach
SIGHT WORDS	Sight words only appear in TERM 3, as per CAPS.
PHONOLOGICAL AND PHONEMIC AWARENESS	Distinguish between the same and different environmental sounds. Segments oral sentences into individual words.
WRITING FRAME	This is_____.
POSTER 1	I am at school
PREPARATION	• Prepare flashcards to introduce and teach the theme vocabulary. • Make a puppet. You can use an old sock and sew on buttons for eyes. You will use this for the phonemic awareness lessons. • Keep the Checklist ready to informally assess learners' ability to: - Answer questions (Shared Reading) - Respond physically to instructions (Listening and Speaking) - Identify words that rhyme in a song (Phonological/phonemic Awareness) - Write a caption for his/her drawing and reads back what is written (Writing)

TERM 1: WEEK 3 INTRODUCE THE THEME	
PICTURE	Picture of labelled body, DBE Workbook 1 (p. 4).
SHOW	Show learners the picture of the boy with all of his body parts labelled.
SAY	Explain to learners that this week, we will learn how to talk about different parts of the body in English. Codeswitch briefly to explain.

WEEK 3: MONDAY LISTENING AND SPEAKING (15 minutes)		
DAILY ACTIVITIES	1. Greet learners in English. 2. Introduce the theme for the week. 3. Teach the learners the song for the week. 4. Use PATS to teach the theme vocabulary words. Remember to display the theme vocabulary flash cards on the classroom wall for the duration of this theme. Remember to put the heading (theme) above it. 5. **Use a checklist this week during the song to informally assess your learners' abilities to respond physically to instructions.**	
SONG Song can be found in DBE Workbook 1. (p. 4)	Lyrics	Movement
	Head, shoulders, knees and toes Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes. Eyes and ears and mouth and nose, Head, shoulders, knees and toes, knees and toes.	Learners STAND UP and TOUCH the matching part of their body as they say the word in the song.
THEME VOCABULARY	head, shoulders, knees, toes, eyes, ears, mouth, nose	
REVISE VOCABULARY	touch	
ACTIVITY		
1. Tell your learners to touch their head, and then their shoulders. Observe whether they are touching the correct body part. Do this with all the body parts in the song. 2. Let learners say: "*This is my* …." (Only single parts, e.g., eye not eyes) 3. Select a few learners and say, for example: "Ano, touch Karabo's head/shoulders." Etc.		

WEEK 3: MONDAY SHARED READING	(10 minutes)
POSTER 1	I am at school
ACTIVITY	PRE-READ
PURPOSE	• To facilitate the prediction activity • To build vocabulary

PRE-READ

1. Show the title of the poster first.
2. Read the title.
    - Point to each word in the title and read it again. Ask learners to read it with you.
    - Point from the left to the right while reading.
3. Ask learners if they can remember what we learnt last week from this poster?
4. Focus on the vocabulary words of last week.
5. Explain that a PREDICTION is a guess made by having some information about the story.

   In order to make a prediction, learners must look at the pictures again and think what new English words we can learn from this poster. (Codeswitch to make sure learners understand the instruction.)
6. Give learners a moment to look at the picture.
7. Guide them by reminding them about the song that they sang earlier today. "*Yes, we will learn some parts of our body*". Ask learners to name all the parts of the body that they know in English, and to name them in their Home Language.
8. As learners name the parts of the body, point to the body part on the poster. When a learner uses their Home Language, accept it and give them the word in English. Use the code-switching guidance given in the core methodology.
9. Make sure the following parts are mentioned: *head, shoulders, knees, toes, eyes, ears, mouth, nose*
10. Call two girls forward. Give each a pointer to use. Let the boys name some body parts (in English) and the two girls have to point to the correct part. Then call two boys forward. Let the girls name some body parts (in English) and the boys have to point.
11. Praise the learners for work well done.
12. Sing the song, '*Head and shoulders'* with the correct actions.

WEEK 3: MONDAY PHONEMIC AWARENESS AND PHONICS (5 minutes)	
SKILL	Distinguish between the same and different environmental sounds.
SOUNDS	Tapping on different surfaces.
SUMMARY	Help learners with listening carefully to sounds and comparing similar/different sounds with each other.

ACTIVITY

SAME OR DIFFERENT?

Play the "Same or different" game using environmental sounds.

1. This time the teacher can tap with a ruler on the board, the desk or the wall. Let learners observe the first time you tap on different surfaces. Select surfaces near each other. If you walk around to tap, it will be a clue for learners.
2. Let learners close their eyes (or turn around) and ask them to say what you are tapping. Learners may respond in their Home Language.
3. Learners remain with their eyes closed/turned away. The teacher can tap twice on the same surface and learners give a THUMBS UP sign to indicate the sounds were the same, OR the teacher can tap on two different surfaces and learners give a THUMBS DOWN sign to indicate that the sounds were different. Make sure that learners understand the meaning of "same" and "different". Codeswitch if necessary to make sure they understand.
4. Observe which learners are struggling to hear differences. These are the learners who might find Phonics challenging. Record their names and intervene as soon as possible with extra support in small groups.

WEEK 3: TUESDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Sing the song together. 3. Introduce the puppet to the learners. 4. Use PATS to teach the theme vocabulary words. 5. Use a checklist to assess your learners' abilities to respond physically to simple oral instructions.
SONG	*Head, shoulders, knees and toes*
THEME VOCABULARY	hands, stomach
REVISE VOCABULARY	head, shoulders, knees, toes, eyes, ears, mouth, nose

ACTIVITY

Question game:

1. Explain that you are going to play the "silly game". In this game you will tell them what to do. Some instructions will be silly – meaning it can't be done. Codeswitch to make sure learners understand how the game works.
2. Show and refer to the pictures in the DBE Workbook to help learners understand (p. 7).
3. Learners should put their THUMBS UP if they can do what you said, and THUMBS DOWN if they can't. Codeswitch to make sure that learners understand what is expected of them.
4. If some of the learners have already put their THUMBS UP, ask them to demonstrate the action. (If not, you can model the action.) Then ask everyone in the class to do it. When they do the action, encourage them to say what they are doing. For example: "*I put my hands on my hips*".
5. Questions for the question game:
    - Put your hands on your stomach.
    - Put your hands on your head.
    - Put your toes on your head.
    - Put your hand on your shoulder.
    - Put your ear on your shoulder.
    - Touch your knee.
    - Put your nose on your knee.
    - Put up your hand.
    - Touch you head.
    - Touch your head with your foot. Continue in this way as time allows.
6. **Use the checklist with this activity to assess your learners' abilities to respond physically to simple oral instructions**. As it is still very early in the year, identify those learners who 'can' respond correctly. For the rest of the term, you will focus on the learners who can't yet respond correctly.

WEEK 3: TUESDAY SHARED READING	(15 minutes)
POSTER 1	I am at school
ACTIVITY	FIRST READ
PURPOSE	• Teach new vocabulary in context. • Emergent literacy skills: Talking about illustrations on the poster. • Introduce language structures: plurals.
BEFORE READING (1 minute)	
1. Show learners the poster: I am at school. 2. Point to the title and read it to the class. Tell them that we are talking this week about the boys and girls at school.	
DURING READING (8 minutes)	
1. Point to the eyes of the girl with the pink schoolbag. Tell learners that the girl has two eyes, two shoulders, two knees, ten toes, two ears and two hands. But we have only one head, one nose, one mouth and one stomach. 2. Learners have to listen very carefully to the /s/ sound at the end of the word. If they can hear the /s/ then we have more than one of that part. If we can't hear /s/ at the end, it means we have only one of that part. Point every time to body parts of the girl with the pink schoolbag to help learners understand what you are referring to. 3. Call on learners to point to different parts of the girl's body that you will say: Use the phrases, "*Point to her _____*" "*Show me her_____*" 4. Then you point and ask learners: "*What is this*?" Pointing to a singular body part from the vocabulary words. "*What are these?*" Pointing to body parts in pairs, from the vocabulary words. Learners should respond by saying: "*This is a_____* ." OR "*These are ____*."	
AFTER READING (7 minutes)	
1. Teach learners the game, "Simon says" in the DBE Workbook on page 7. 2. **Remember to record learners' ability to answer simple oral questions.**	

WEEK 3: TUESDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Identify words that rhyme in a song.
WORDS	toes, nose
SUMMARY	In this activity, learners will learn that rhyming words are words that END WITH THE SAME SOUND. They will have to distinguish words that rhyme and words that do not rhyme. This helps learners to develop phonological awareness.

ACTIVITY

Instructions for rhyming word game:

1. Introduce the rhyming puppet to the class again. Explain that she/he helps us to know which words rhyme or sound the same.
2. Explain that the puppet will say two words.
3. If the words rhyme, then learners must put their THUMBS UP.
4. If the words do not rhyme, then learners must put their THUMBS DOWN.

Playing the game:

1. Let the class greet the rhyming puppet. You can give the puppet a name.
2. Tell your learners that the puppet is going to say two words from the song they sang earlier this week. The puppet should say two words. For example, "*toes*" and "*shoulder*".
3. Remind learners to use THUMBS UP if the words rhyme, and THUMBS DOWN if the words do not rhyme.
4. Look around the room at learner responses.
5. Allow the puppet to confirm that everyone should have THUMBS DOWN because "toes" and "shoulder" do not rhyme.
6. Repeat with the following sets of words:
   - eye, ear (THUMBS DOWN)
   - toes, nose (THUMBS UP)
   - mouth, nose (THUMBS DOWN)
7. **Use the checklist with this activity** to see how many learners are able to identify some rhyming words in a song. Like the previous day, focus on identifying learners who can hear the rhyme (i.e. they have mastered this skill). From now on you will focus on supporting and assessing the rest of the learners who are still working towards mastering this skill.

WEEK 3: WEDNESDAY LISTENING AND SPEAKING (15 minutes)	
DAILY ACTIVITIES	1. Greet learners in English. 2. Sing the song together. 3. Use PATS to teach the theme vocabulary words. 4. Remember to display the theme vocabulary flash cards on the classroom wall for the duration of this theme. Remember to put the heading (theme) above it. 5. Tell your learners that you are going to clap. When they hear the clap, they must touch either their eye or their ear. 6. Ask your learners the "question of the day". Refer to the core methodology for more guidance. Encourage your learners to say "*I touched my eye*" or "*I touched my ear*" as they make their X on the graph.
SONG	*Head, shoulders, knees and toes*
THEME VOCABULARY	eye, ear
QUESTION OF THE DAY	
QUESTION	Did you touch your eye or your ear?
GRAPH	2-column graph
OPTIONS	eye/ear

FOLLOW-UP QUESTIONS	ANSWERS
Did you touch your eye or your ear?	Learner: I touched my eye./I touched my ear. Teacher: She touched her eye/ear. He touched his eye/ear. Class: She touched her eye/ear. He touched his eye/ear.
How many learners touched their eye?	_____ learners touched their eye.
How many learners touched their ear?	_____ learners touched their ear.
What did most learners touch?	Most learners touched their_____.
What did fewer learners touch?	Fewer learners touched their_____.

WEEK 3: WEDNESDAY SHARED READING	(15 minutes)
POSTER 1	I am at school
ACTIVITY	ILLUSTRATION
PURPOSE	• To strengthen learners understanding of the theme vocabulary and the conversation about the poster. • To process information by drawing an object OR a scene from the poster.

BEFORE READING (1 minutes)

1. Get the learners settled with their classwork books, pencils and crayons.
2. Show the poster and remind the learners that we discussed the poster to learn about our body parts. Codeswitch to make sure that learners understand.
3. Ask if any learners remember some of the parts, and get them to name the parts.

DURING READING (4 minutes)

1. Inform learners that they will draw some body parts that they have and that they can see on the poster. This will help them to remember what they have learned. Codeswitch to make sure learners understand what is expected of them.
2. Read the vocabulary flashcards which have been taught up to this point this week, and refer to each cards' picture. Ask if we have one or two of the body parts that are on the flashcard. Tell learners that they can choose if they want to draw a face only or a whole girl/boy.
3. Use the THINK ALOUD strategy to model how you decide on what you will draw. MODEL how you draw your picture. Copy (using the vocabulary flashcards as reference) one or two labels for you picture. Don't expect all learners to be able to copy labels by now.
4. Ask learners to close their eyes and THINK what they will draw.

AFTER READING (10 minutes)

1. Give the learners clear oral instructions on how to complete the activity.
2. Encourage learners not to copy what you have done. Make it clear that you want them to share their own thoughts about the story.
3. Just before the end of the lesson, get learners who have completed their drawing to TURN AND TALK with a partner. They must talk about their drawings with a partner.
4. Move amongst the learners as they are busy and support learners where necessary. Keep MINI CONFERENCES in mind when doing this. Ask learners what they are drawing. They must answer in English, e.g. "*This is a ….*"

WEEK 3: WEDNESDAY PHONOLOGICAL AND PHONEMIC AWARENESS (5 minutes)	
SKILL	Segments oral sentences into individual words by clapping on each word.
SOURCE	Use sentences from Listening and Speaking/Shared Reading lessons.
SUMMARY	Support learners to "hear" individual words in a sentence.

ACTIVITY

Sentences:

- Good morning, how are you? (5 claps)
- Put your hand on your head. (6 claps)
- I can touch my toes. (5 claps)
- Touch your nose. (3 claps)
- This is my shoulder. (4 claps)
- I have one mouth. (4 claps)
- I can touch my ears. (5 claps)

1. Demonstrate/Model with the first sentence how to clap once on each word as you say the sentence.
2. Let learners join in and repeat the first sentence. Observe and help those learners who can't do it yet.
3. If necessary, model again to make sure that learners understand what to do.
4. Continue with the rest of the sentences. Make sure each sentence is done correctly before moving to the next sentence. Add more familiar sentences if time allows.

WEEK 3: THURSDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Sing the song together. 3. Use PATS to teach the theme vocabulary words. 4. Remember to display the theme vocabulary on the Theme Vocabulary Word Wall for the duration of this theme. 5. Tell your learners that you are going to clap. When they hear the clap, they must touch either their mouth or their nose. 6. Ask your learners the "question of the day". Refer to the core methodology for the format of how to model this. Encourage your learners to say "*I touched my mouth*" or "*I touched my nose*" as they make their X on the graph.
SONG	*Head, shoulders, knees and toes*
THEME VOCABULARY	mouth, nose
QUESTION OF THE DAY	
QUESTION	Did you touch your mouth or your nose?
GRAPH	2-column graph
OPTIONS	mouth/nose

FOLLOW-UP QUESTIONS	ANSWERS
How many learners touched their mouths?	_____ learners touched their mouths.
How many learners touched their noses?	_____ learners touched their noses.
Did you touch your mouth or your nose?	Learner: I touched my mouth./I touched my nose. Teacher: He touched his mouth/nose. She touched her mouth/nose. Class: He touched his mouth/nose. She touched her mouth/nose.
What did more learners touch?	More learners touched their_____.
What did fewer learners touch?	Fewer learners touched their_____.

WEEK 3: THURSDAY SHARED READING	(15 minutes)
POSTER 1	I am at school
ACTIVITY	THIRD READ
PURPOSE	• To give learners a deeper understanding of the story. • The specific reading strategy is MAKING CONNECTIONS. This focuses mainly on linking prior knowledge to what is happening on the poster. • Exploring phonemic and phonological discrimination/Phonological patterns aurally.

BEFORE READING (2 minutes)

1. Let the learners settle and be ready to focus on the lesson.
2. Remind the learners that previously they discussed the poster to understand some of the words that they can see on the poster. Ask if learners can remember some of the new words that they can see on the poster.
3. Explain that today, we will discuss the poster again and think about the boys and girls (characters) on the poster.

DURING READING (10 minutes)

1. Recycle all the vocabulary words of the week to discuss the poster. Using the same questions and sentences:
   - Point to…. *This is a ____*
   - Show me…. *This is a ____*
   - What colour is the……? *The ____ is _____.*
   - How many….? E.g. *two eyes/ one stomach*
   - What is this? *This is ____ (a mouth/nose/etc.)*
   - What are these*? These are _____ (toes/shoulder/etc.)*
   - Can you see the ____?
2. Ask learners relevant questions to help them to connect their real-life experiences with the characters on the poster. Codeswitch according to the guidelines in the core methodology where and when necessary. It is important for learners to understand the questions. For example,
   - *Do you think this boy* (point to the boy with glasses) *can see well? Can your eyes see well? Do you know a boy or a girl who wears glasses?*
   - *Do you think these boys and girls are happy? Are you happy when you come to school?*
   - *Can you see the boy's toes?* (Point to any boy's shoes) *Can you see your toes?*
   - *Can you see the girl's nose?* (Point to any girl's nose). *Can you see your own nose? Can you see your friend's nose? Etc.*
3. Model thinking about the question using THINK-ALOUDS.
4. <u>Phonological awareness</u>
   - Say the word: "*see"*. Ask learners which word sounds like see? Is it "*hear"* or "*me"*?
   - Repeat the words; "*see"* and "*hear"* Or "*see* and *me"* (*see and me*)
     - Listen to the word: 'ear' Which word sounds like "ear"? Is it *see* or *hear*?
   - Now try with some new words: "*see"* and "*ear"* OR "*hear"* and "*ear"* (*hear and ear*)

AFTER READING (3 minutes)

Ask questions to check whether learners understand the new and revised vocabulary words in context

WEEK 3: THURSDAY WRITING	(15 minutes)
WRITING FRAME	Learners label a picture.

ACTIVITY

Modelling:

1. Explain that today, learners will draw a picture of themselves.
2. Remind learners that they must THINK BEFORE THEY WRITE.
3. Use MODELLING to draw a picture of yourself on the board. Explain all of your body parts as you draw.
4. Use MODELLING to add the label "me" next to your picture.

Oral instructions:

1. Show learners that they will write in their DBE Workbooks (p. 5).
2. Tell learners that they will:
    - Draw a picture of themselves.
    - Write "me" next to the picture of themselves.
3. Instruct learners to THINK BEFORE THEY WRITE.

Writing:

1. As learners are writing and drawing, walk around the room and complete MINI-CONFERENCES.
2. Ask learners to explain their writing/drawing.
3. Help learners complete the label "me" next to the picture they draw.
4. Learners can then write their name in the space provided below the picture.
5. Use a checklist with this activity to informally assess your learners' abilities to copy a caption for a picture.

EXAMPLE



WEEK 3: FRIDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Sing the song together. 3. Use PATS to teach the theme vocabulary words. 4. Remember to display the theme vocabulary flash cards on the classroom wall for the duration of this theme. Remember to put the heading (theme) above it. 5. Tell your learners that you are going to clap. When they hear the clap, they must touch either their knee or their toe. 6. Ask your learners the "question of the day". Refer to the core methodology for the format of how to model this. Encourage your learners to say "*I touched my knee*" or "*I touched my toe*" as they make their X on the graph.
SONG	*Head, shoulders, knees and toes*
THEME VOCABULARY	knee, toe
QUESTION OF THE DAY	
QUESTION	Did you touch your knee or your toe?
GRAPH	2-column graph
OPTIONS	knee/toe

FOLLOW-UP QUESTIONS	ANSWERS
How many learners touched their knee?	_____ learners touched their knee.
How many learners touched their toes?	_____ learners touched their toes.
Did you touch your knee or your toe?	Learner: I touched my knee./I touched my toe. Teacher: He touched his knee/toe. She touched her knee/toe. Class: He touched his knee/toe. She touched her knee/toe.
What did most learners touch?	Most learners touched their_____.
What did fewer learners touch?	Fewer learners touched their_____.

WEEK 3: FRIDAY SHARED READING	(15 minutes)
POSTER 1	I am at school
ACTIVITY	POST-READ
PURPOSE	• To give learners the opportunity to consolidate their understanding of the story. • To process information.

POST-READ

Illustrate the story:

1. Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
2. Tell learners that we will draw a boy OR a girl up to their shoulders. The boy or girl must have two eyes, a nose, a mouth and two ears. Then they will write what they have drawn. (Codeswitch briefly to make sure that learners understand the instruction. Repeat it in English again.)
3. Write the sentence frame on the board first. This is a _____.
4. Show the learners exactly what to do by MODELLING the activity for them:
   - E.g., THINK ALOUD about how you will draw the boy and girl only up to their shoulders.
   - THINK ALOUD, e.g. these are the eyes, then this is the nose under them, etc.
   - Complete the rest of the picture, talking through the process.
5. MODEL to show learners that they must try to write the sentences in English on their own, by copying each word in the frame and complete it with the correct word.
6. Once you have modelled this, give the learners clear oral instructions on how to complete the activity.
7. Ask a few learners who they will draw, a boy or a girl? How many eyes will they draw?
8. Encourage learners not to copy what you have done. Make it clear that you want them to share their own ideas.
9. Make learners aware of the time left to complete their work.
10. Just before the end of the lesson, let learners TURN AND TALK with a partner. They must talk about their drawings with a partner. Learners who work slowly will not have time for this.
11. Move amongst the learners as they are busy and support where necessary. Keep MINI CONFERENCES in mind.

Note: If you do this activity on blank paper, hang the learners' work up in the classroom to encourage them to talk about their drawings OR copy some of the learners' work from their classwork books.

WEEK 3: FRIDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Segments oral sentences into individual words by clapping on each word.
SOURCE	Use sentences from Listening and Speaking/Shared Reading lessons.
SUMMARY	Support learners to "hear" each individual word in a sentence.

ACTIVITY

1. Explain to your learners that when they hear a sentence, it is made up of individual words. Each word is a separate part of the sentence. Codeswitch to explain this if necessary.
2. Tell your learners that you are going to say a sentence. Explain that they must repeat the sentence, clapping on each word to show where it is. Say:
   - I can touch my toes. [I – can – touch – my – toes. *5 claps*]
   - I can touch my head. [I – can – touch – my – head. *5 claps*]
   - I can touch my left knee. [I – can – touch – my – left - knee. *6 claps*]

- I can touch my right knee. [I – can – touch – my – right - knee. *6 claps*]
- Continue in this way for the duration of the lesson.

TERM 1 • WEEK 4

TERM 1: WEEK 4 OVERVIEW	
THEME	Theme 1: All about me
THEME VOCABULARY	Words: sweets, biscuits, cake, candles, cupcakes, balloons, hat, juice, present, old, birthday Numbers: one, two, three, four, five, six, seven, eight
SIGHT WORDS	Sight words only appear in TERM 3, as per CAPS.
PHONOLOGICAL AND PHONEMIC AWARENESS	Environmental sounds that are the SAME and DIFFERENT. Segments oral sentences into individual words by clapping on each word. Begins to identify different initial sounds in words (same or different sounds).
WRITING FRAME	I am _____.
SHARED READING	POSTER 2: My birthday
PREPARATION	• Prepare flashcards to introduce and teach the theme vocabulary. • Use your flashcards for numbers 1 to 10. • Prepare for the Role-play lesson on Friday. • **Get your checklist ready to record learners' ability to:** - Identify initial sounds in words. - Point to and name objects in the classroom or in a picture. - Draw a picture for a story/shared reading.

TERM 1: WEEK 4 INTRODUCE THE THEME	
PICTURE	Picture of birthday party, DBE Workbook 1 (pp. 8-9).
SHOW	Show learners the picture of the children at the birthday party and talk about what they see.
SAY	Explain to learners that this week, we will learn about birthdays and we will find out how old everyone in the class is.

WEEK 4: MONDAY LISTENING AND SPEAKING		(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Introduce the theme for the week. 3. Teach the learners the song for the week. 4. Use PATS to teach the theme vocabulary words. 5. Remember to display the theme vocabulary flash cards on the classroom wall for the duration of this theme. Remember to put the heading (theme) above it.	
SONG	Lyrics	Movement
	Happy Birthday to You Happy birthday to you, Happy birthday to you. Happy birthday dear_____, Happy birthday to you.	Do appropriate movements to the song.
	To listen to the tune for *Happy Birthday to You* go to: https://www.youtube.com/watch?v=MzrLNrXaWYA	
THEME VOCABULARY	Word: birthday Numbers: one, two, three, four, five, six, seven, eight	
ACTIVITY		
1. When teaching learners the *Happy Birthday* song, insert the word "someone" in the third line unless one of the learners has a birthday, then you can use their name. 2. Explain that in English, people sing this song when it is someone's birthday. 3. Use the Maths number flashcards and point to the numbers from one to seven. Ask the learners to say the number names in English as you point to them.		

WEEK 4: MONDAY SHARED READING		(10 minutes)
POSTER 2	My birthday	
ACTIVITY	PRE-READ	
PURPOSE	• Facilitate the prediction activity with the learners. • Build vocabulary. • Interpret pictures for clues.	
PRE-READ		
1. Show the title of the poster first. Cover as much of the picture as possible with a sheet of paper. 2. Read the title. Codeswitch briefly to explain what it means, using PATS. • Point to each word in the title and read it again. Ask learners to read it with you. • Point from left to the right while reading to illustrate to learners how we read. • Codeswitch to explain what a birthday is. 3. Ask learners if they can think /guess/predict what will be on the picture? Ask them if they think they will see a birthday party. Codeswitch and allow learners to answer in their Home Language. 4. Explain that a PREDICTION is a guess made by having some information about the story. In order to make a prediction, learners must listen to the title and look at the pictures.		

5. Remove the cover sheet from the rest of the poster. Give learners a moment to look at the picture.
6. Then ask learners questions such as:
   - What do you see (in the picture)? (*cake, a party, sweets, etc*.) Point to and name as many of the vocabulary words of the week as possible. (*sweets, cake, candles, balloons, hat, birthday, old)*
   - Who do you see? (*a boy*)
   - How old is the boy? (*seven*)
   - How do you know that he is seven years old?

   7. Codeswitch for learners to understand the questions. See the notes on codeswitching in the core-Methodology. You should also point to objects in the picture as you ask questions, to enhance meaning.
   8. Tell learners that we will learn more about birthdays tomorrow.

WEEK 4: MONDAY PHONOLOGICAL AND PHONEMIC AWARENESSS	(5 minutes)
SOUNDS	For this activity, you will use ENVIRONMENTAL sounds, like: clapping, stomping, knocking on the chalkboard, smacking your lips, snapping your fingers, tapping your foot, clicking with your tongue, etc.
SUMMARY	Environmental sounds: Same or different.
ACTIVITY	

Instructions: Same or different?

1. Ask learners to stand, stretch (mime the action) and then sit again.
2. For this activity, learners must understand the meaning of the words SAME and DIFFERENT.
3. Use PATS to remind learners of the meaning of these words in English before you begin the activity.
4. Explain that:
    - Learners will hear two sounds.
    - If learners think that the sounds are the same, they must put their THUMBS UP.
    - If learners think that the sounds are different, they must put their THUMBS DOWN.

Playing the game: Same or different?

1. Tell learners to close their eyes.
2. Make two of the sounds. Remember to pause a moment between the two sounds. Remind learners to listen to both sounds before responding. Codeswitch briefly if necessary.
3. Look around the room at learner responses. Take note of any learners who do not have the correct answer*.
4. Ask learners to open their eyes.
5. Make the sounds again.
6. Ask if any learners want to change their answers.
7. Explain to learners whether the sounds are the same or different.
8. Repeat with all the sounds provided.
9. Keep an eye on the time. Stick to the allocated 5 minutes for this activity.

**Try to help learners who are struggling to hear whether sounds are the SAME or DIFFERENT in a small group later in the day.*

WEEK 4: TUESDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Sing the song for the week. 3. Use PATS to teach the theme vocabulary words. 4. Remember to display the theme vocabulary flashcards on the classroom wall for the duration of this theme. Remember to put the heading (theme) above it.
SONG	*Happy Birthday to You*
THEME VOCABULARY	Words: sweets, biscuits, cake, candles, cupcakes, balloons, hat, juice, present, old, birthday Numbers: one, two, three, four, five, six, seven, eight

ACTIVITY

1. Talk about your school with your learners. Do they know the name of the school? Do they know the principal's name? Do they know the names of any of the other teachers?
2. Remind learners about how we greet each other at school and how we greet our friends.
   - What is the proper way to greet teachers and the principal in the morning? (*Good morning, Mr__/Mr s_/Miss__ ; or Good morning, Sir/Ma'am.*)
   - How do you greet your friends? (*Hello/Hi*)
   - Why do you greet adults and friends differently?

   (*"Good morning" is formal and shows respect. "Hello" and "hi" are friendlier and more informal.*) Codeswitch to make sure that learners understand. Motivate them to greet other teachers in English.
3. Ask the learners if any of them have ever been to a birthday party. Talk about how people greet each other at birthday parties, when they arrive and when they leave.
4. Invite some of the learners to share stories about birthday parties they may have been to or things their families do to celebrate birthdays.
5. Aim to have the learners in your class share their own experiences. Use codeswitching to scaffold your teaching and conversations with your learners. Allowing a learner to explain using their Home Language will help you to assess their full understanding of the content. Encourage and guide the conversation by asking them questions, allowing them to reply using English mixed with their Home Language. You can then reword their answers into a full English reply, modelling the appropriate response for them. Doing this together allows you to experience the learning process with them, and they will be motivated as they are active participants. As the learners grow in confidence they will need less scaffolding, until they are able to answer fully in both languages.

WEEK 4: TUESDAY SHARED READING	(15 minutes)
POSTER 2	My birthday
ACTIVITY	FIRST READ
PURPOSE	• Teach new vocabulary in context. • Emergent literacy skills: Talking about illustrations on the poster. • Help learners to visualize. • Language structures.

BEFORE READING (5 minutes)

1. Expect learners to settle in and be ready for the lesson before you start.
2. Point to the picture on the poster and ask learners to remind you about what they see. Next, remind learners about the PRE-READ (PREDICTION) activity. Remind learners about what they did in the activity and recall some of the ideas from the discussion.
3. Point to the title and read it to the learners. Move your finger under each word as you slowly read it to the class.

DURING READING (5 minutes)

1. During this first reading, use English and codeswitch as explained in the pre-read section. It is important for learners to understand the vocabulary used in order to understand the conversation.
2. When you talk, add gestures, actions, and tone of voice (expression) to enhance the meaning.
3. Use PATS to help learners understand any vocabulary in the pictures, but focus specifically on the new vocabulary for the week: sweets, biscuits, cake, candles, cupcakes, balloons, hat, juice, present, old, birthday.
4. Ask questions such as:
   - Show me the cake/candles/balloons, etc.
   - Point to …..
   - How old is the boy? How many candles are on the cake? (*Count up to seven together as a class to practice the numbers*)
   - How many fingers is the boy showing? (*seven*)
   - How many balloons are there? (*five*)
   - Where is the boy's hat? (*On his head*)
5. Remind learners that a word can tell us if there is one of that item or more than one. Ask them what the sound is heard at the end of the word that tells us if the word is more than one thing. *(the /s/)*
6. Learners must listen carefully to the following words from the poster, to "hear" if it is one or more things.
   - Let learner close their eyes and listen. If it is one thing, they should lift one hand. If it is more than one, they should lift both hands.
   - They should only open their eyes when you say so. Then point to the picture and let them see if it is one item (*one hand*) or more items (*two hands*).
   - Repeat the words again for learners to "hear" the /s/ or not.
     - Cake *(one – there is no /s/ at the end of the word)*
     - Candle**s** (*more than one – the word has /s/ at the end)*
     - Balloon**s**
     - Hat**s**
     - Sweet**s**
     - Boy

AFTER READING (5 minutes)

1. Talk about what has been read and ask a few questions to check if the learners understand the context of the poster.

2. Point to the cake on the poster. Count the candles again with the learners. Ask them to close their eyes and think about how they would like their birthday cake to look. When their eyes are closed, guide them in a soft and calm voice to think about the colour of the cake, how many candles will be on the cake, etc. You may codeswitch the facilitate this visualisation activity. It is important for learners to practice visualization (making a picture in their mind).

WEEK 4: TUESDAY PHONOLOGICAL AND PHONEMIC AWARENESS	**(5 minutes)**
SKILL	Begins to identify different initial sounds in words.
WORDS	Learners' names.
SUMMARY	Help the learners to identify (hear) initial sounds in words.

ACTIVITY

1. Ask learners to stand, stretch (mime the action) and then sit again.
2. Say the names of three or more learners in the class whose names start with the same sound. If possible, select one sound that can be easily heard, e.g., S for Sipho, S for Sihle; or M for Mpho; M for Mbali. Instruct learners to listen carefully as you say the names slowly with emphasis on the first sound.
3. Ask learners if they could hear the same sound in the names? What is the sound? Let learners say the sequence of names you used. They have to say it with emphasis on the first sound. They can also give a clap on the first sound when they say it.
4. Repeat this with different sounds that can be easily heard, e.g., A for Asa, T for Tumi, etc.
5. Observe learners as you work to identify the ones who seem to struggle hearing the initial sounds. Make sure you give them extra support. This is a very important skill to master.
6. Record learners' ability to identify initial sounds in words on the checklist.

WEEK 4: WEDNESDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVIES	1. Greet learners in English. 2. Sing the song for the week. 3. Use PATS to teach the theme vocabulary words. 4. Remember to display the theme vocabulary flashcards on the classroom wall for the duration of this theme. Remember to put the heading (theme) above it. 5. For the "question of the day", refer your learners to the DBE Workbook (p. 8). 6. Ask your learners the "question of the day". Refer to core methodology for an example of how to model the "question of the day" routine. Encourage your learners to say "*I like biscuits/cupcakes/juice*" as they make their X on the graph.
SONG	*Happy Birthday to You*
THEME VOCABULARY	Words: biscuits, cupcakes, juice Revise numbers: one, two, three, four, five, six, seven, eight
QUESTION OF THE DAY	
QUESTION	What do you like?
GRAPH	3-column graph
OPTIONS	biscuits/cupcakes/juice

QUESTION	ANSWERS
What do you like?	Learner: I like biscuits./I like cupcakes./I like juice. Teacher: He likes biscuits/cupcakes/juice. She likes biscuits/cupcakes/juice. Class: He likes biscuits/cupcakes/juice. She likes biscuits/cupcakes/juice.
FOLLOW-UP QUESTIONS	ANSWERS
How many learners like biscuits?	_____ learners like biscuits.
How many learners like cupcakes?	_____ learners like cupcakes.
How many learners like juice?	_____ learners like juice.
What do more learners like?	More learners like_____.
What do fewer learners like?	Fewer learners like_____.

WEEK 4: WEDNESDAY SHARED READING	(15 minutes)
POSTER 2	My birthday
ACTIVITY	ILLUSTRATION
PURPOSE	• To strengthen learners understanding of the theme vocabulary and the conversation about the poster. • To process information by drawing an object OR a scene from the poster.

BEFORE READING (2 minutes)

1. Get the learners settled with their classwork books, pencils and crayons.
2. Show the poster, *My birthday,* and remind the learners that we discussed the poster to understand the words and what was happening on the poster.
3. Ask if any learners remember the TITLE. After hearing their responses, read the title and move your finger under the words as you read.

DURING READING (3minutes)

1. Inform learners that we will draw something from the poster to help us remember what we learned, e.g., *a cake, sweets, etc.* Codeswitch to make sure learners understand what is expected of them.
2. Read the vocabulary flashcards which you have taught so far this week, and refer to each cards' picture. Tell learners that they can choose two things to draw in their classwork books.
3. Use the THINK ALOUD strategy to model how you decide on your words. MODEL how you will draw your chosen words. E.g., a cake with 6 candles on and a beautiful party hat.

AFTER READING (10 minutes)

1. Ask a few learners what they will draw. Help them to answer in English.
2. Let learners open their books and draw what they have decided to draw.
3. Observe and support while learners are working. Ask questions, e.g. What is this? What are you drawing?
4. Encourage learners to say what they are drawing, e.g. *This is a balloon.*
5. Let early finishers TURN AND TALK to a peer. Get them to tell their friend what they have drawn.
6. Copy some examples of learners' work and display it in the classroom. Make sure that all learners get an opportunity during the term to see their work on display.

WEEK 4: WEDNESDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Begins to identify different initial sounds in words.
WORDS	sweets, biscuits, cake, candles, cupcakes, balloons
SUMMARY	Learners practice to identify initial sounds in words.

ACTIVITY

1. Ask learners to stand, stretch (mime the action) and then sit again.
2. Say the words: cake, candles, cupcakes. Pronounce each word clearly and slowly with emphasis on the first sound.
3. Instruct learners to listen carefully to the first sound of each word. Then repeat the words.
4. Ask learners which sound they heard first in all the words. (/c/ – which sounds the same as /k/). Don't write the letter on the board or refer to the written letter as this will confuse learners. This is an oral activity. If learners were able to identify the sound, praise them.
5. Repeat this with the words: balloon, biscuit, birthday.

Playing the game: Same or different?

1. Briefly remind learners that they will give a "thumbs up" sign for words that start with the same sound, and a "thumbs down" sign for words that do not start with the same sound. By now they will know how to play this game.

2. Tell the learners to close their eyes.
3. Say any two of the words that start with the same sound, e.g., cake; candle. Remind learners to listen to both sounds before responding.
4. Look around the room at learner responses. Take note of any learners who do not have the correct answer*.
5. Ask learners to open their eyes. Say the two words again (with emphasis on the first sound) and ask if any learners want to change their answers.
6. Explain to learners whether the sounds are the same or different.
7. Continue in this way, using words starting with the SAME SOUND or DIFFERENT SOUNDS.
8. Repeat with more of the theme vocabulary words provided.
9. Record learners' ability to identify initial sounds in words on the checklist.

**Try to help learners who are struggling to hear whether sounds are the SAME or DIFFERENT in a small group later in the day.*

WEEK 4: THURSDAY LISTENING AND SPEAKING		(15 minutes)
GREETING	1. Greet learners in English. 2. Sing the song for the week. 3. Use PATS to teach the theme vocabulary words. Point out to your learners that we know there is more than one sweet, as there is an /s/ at the end of the word. There is only one cake because there is no /s/ at the end of this word. Similarly, the /s/ at the end of the word 'candles' indicates it is in the plural form. 4. Remember to display the theme vocabulary flashcards on the classroom wall for the duration of this theme. Remember to put the heading (theme) above it. 5. Ask the "question of the day". (Refer to the core methodology.)	
SONG	*Happy Birthday to You*	
THEME VOCABULARY	Words: sweets, cake, candles, present Revise numbers: one, two, three, four, five, six, seven, eight	
QUESTION OF THE DAY		
QUESTION	What do you want for your birthday party?	
GRAPH	3-column graph	
OPTIONS	Six sweets/a cake with candles/a present	
QUESTION		ANSWERS
What do you want for your birthday?		Learner: I want six sweets/a cake with candles/a present. Teacher: He wants six sweets/ a cake with candles /a present. She wants six sweets/a cake with candles /a present. Class: He wants six sweets /a cake with candles /a present. She wants six sweets/a cake with candles /a present.
FOLLOW-UP QUESTIONS		ANSWERS
How many learners want six sweets?		_____ learners want six sweets.
How many learners want a cake with candles?		_____ learners want a cake with candles.
How many learners want a present?		_____ learners want a present.
What do most learners want?		Most learners want_____.
What do fewer learners want?		Fewer learners want_____.

WEEK 4: THURSDAY SHARED READING	(15 minutes)
POSTER 2	My birthday
ACTIVITY	SECOND READ
PURPOSE	• To give learners a deeper understanding of the vocabulary. • To develop the skill of MAKING CONNECTIONS between the text and self. • Exploring phonemic and phonological discrimination.

BEFORE READING (2 minutes)

1. Get the learners settled and focused before starting the lesson.
2. Remind learners that previously, we discussed the poster to understand the words and what was happening on the picture.
3. Explain that today, we will discuss the poster again and think about what is happening, who the character is and where it is happening.
4. Ask if any learners remember the TITLE. After hearing their responses, read the title. Move your finger under the words as you read. Let learners "read" the title with you again. Let them point to themselves and say *"My birthday!"*

DURING READING (10 minutes)

1. Use as many of the vocabulary words for the week to discuss the poster. Using the same questions and sentences:
   - Point to….. *This is a hat/balloon/etc.*
   - Show me…. *This is a boy/cake/etc.*
   - What colour is the…..? *The balloon is green*
   - How many….? E.g. *five balloons/seven candles (Let learners do rote counting)*
   - Who is this? *This is the boy.*
   - Can you see the ____? *Sweets/hats/hands/a nose/an ear/ eyes/etc.*
2. Ask learners relevant questions to help them to connect their real-life experiences with the character on the poster. E.g.
   - Who of you had a birthday party when it was your birthday?
   - How old is the boy on the poster? How old are you? All who are six/seven/eight years old, put up your hands. (Count how many there are in each age group). Let the learners in each group say together; *"I am six/seven/eight years old."*
   - What do you like to eat at a birthday party? Learners should try to use the vocabulary words in English, but allow them to name more things in their Home Language. Remember the guidance on codeswitching in the core methodology.
3. Model how you THINK ALOUD about the question. Critical thinking is a skill that learners are still developing.
4. Keep an eye on the time to deliver the lesson within the allocated time.

AFTER READING (3 minutes)

1. Play the game "I spy with my little eye…" with the pictures on the poster.
2. Explain in the learners Home Language how the game works:
   - The teacher will start the game by saying, "*I spy with my little eye…something blue that starts with /ba/" (balloon)"*
   - The first learner who says "*balloon*" can go next with the phrase "I spy with my little eye…." and ask something else that he/she can see on the poster. Continue in this way; the first to answer correctly, gets the next turn to ask. E.g., *"I spy with my little eye…. something I can eat and it starts with /s/ (sweets)."*

NOTES: As learners might find isolating the beginning sound in some words a bit difficult at this stage, allow the speaker to say the first syllable of the word. As they develop the skill to identify the first sound, they will use only the first sound, e.g. /b/ not /ba/. The game can be played with objects in the classroom too.

WEEK 4: THURSDAY WRITING	(15 minutes)
WRITING FRAME	I am_____.

ACTIVITY

Modelling:

1. Explain that today, learners will draw a picture of themselves and write how old they are.
2. Refer your learners to the number words on your number chart or on the Theme Vocabulary Wall or display and point out the numbers six, seven, eight.
3. Copy the writing frame on to the board: I am_____.
4. Use MODELLING to write how old you are. Use THINK-ALOUDS: *"I must remember to think before I write. I will pretend that I am six/seven/eight years old."*
5. Slowly write the number name you are using as an example on the top of the line in the writing frame you have written on the board.
6. Ask a few learners how old they are. Learners must respond using a sentence, e.g. *"I am seven."*

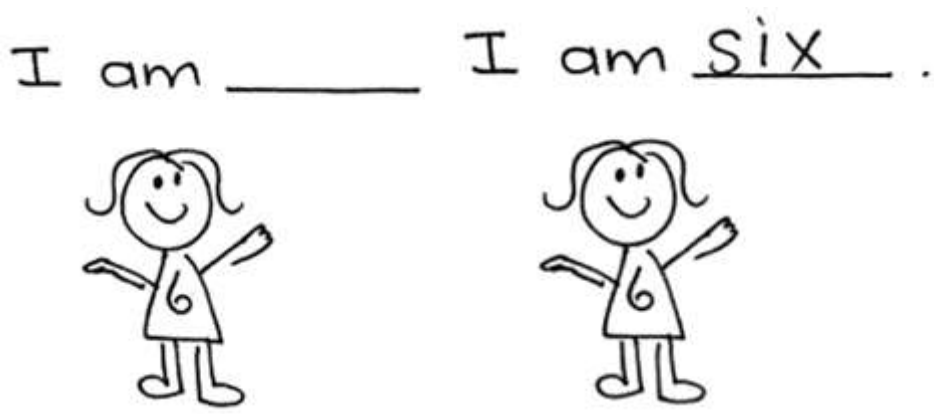
Oral instructions:

1. Tell learners that they will draw and write in their exercise books.
2. Remind them to sit up straight when they write, and instruct them to THINK BEFORE THEY WRITE.

Writing:

1. Each learner should copy the writing frame, and then complete it by writing the number that represents their age.
2. Walk around and help learners who are struggling.
3. Encourage learners to read their sentence to a partner.
4. Copy some of the learners' work and display it in the classroom. Remind the class to read the displayed work when they get an opportunity. Always keep inclusivity in mind.

EXAMPLE



WEEK 4: FRIDAY LISTENING AND SPEAKING		(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Sing the song for the week. 3. Use PATS to teach the theme vocabulary words. 4. Remember to display the theme vocabulary flashcards on the classroom wall for the duration of this theme. Remember to put the heading (theme) above it. 5. Ask the "question of the day". (Refer to the core methodology). Encourage learners to say "*I like balloons*" or "*I like a party hat*" as they make their X on the graph.	
SONG	*Happy Birthday to You*	
THEME VOCABULARY	Words: balloons, hat Revise numbers: one, two, three, four, five, six, seven, eight	
QUESTION OF THE DAY		
QUESTION	Do you like balloons or a party hat at a party?	
GRAPH	2-column graph	
OPTIONS	balloons/a party hat	
QUESTION		ANSWERS
Do you like balloons or a party hat at a party?		Learner: I like balloons./I like a party hat. Teacher: He likes balloons/a party hat at a party. She likes balloons/a party hat at a party. Class: He likes balloons/a party hat at a party. She likes balloons/a party hat at a party.
FOLLOW-UP QUESTIONS		ANSWERS
How many learners like balloons?		_____ learners like balloons.
How many learners like a party hat?		_____ learners like a party hat.
What do more learners like?		More learners like_____.
What do fewer learners like?		Fewer learners like_____.

WEEK 4: FRIDAY SHARED READING		(15 minutes)
POSTER 2	My birthday	
ACTIVITY	POST-READ	
PURPOSE	• To give learners the opportunity to consolidate their understanding of the story. • To process information. • To practice the new language that they have learnt.	
POST-READ: Role-play		

1. If possible, take learners outside for this activity, to an open space.
2. If this is not possible, do this activity in the classroom, with learners seated at their desks or on the floor in the front of the classroom.
3. Settle the learners so that you have their attention.
4. Divide the class into groups of about eight learners (5 groups)

INSTRUCTIONS: Codeswitch to allow learners to understand this activity.

1. Today we are having our own birthday party. Each group will have a party.
2. Choose one person in the group who will be the birthday boy/girl today.
3. The rest in the group will be the friends who come to the birthday party. Each of you will bring a present. You will greet the birthday boy/girl and say: "*Happy birthday. Here is a present for you*." The birthday boy/girl will also greet and thank you.
4. Then you will all sing the "Happy birthday song" and enjoy the cake and juice.
5. When we leave the party, we will thank the birthday boy/girl for the cake and greet him.
6. Then we all will go home.

LEST'S PLAY:

1. Allocate a space for each group to work in.
2. Guide the learners' step by step through the role play the first time. Repeat some actions if necessary.
3. Repeat the role play for learners to experience that they can do it.

TEACHER SAYS	**LEARNERS DO**	**LEARNERS SAY**
Birthday boys/girls stand next to your cake.	The chosen boys/girls stand next to an imaginary cake.	
Friends give the presents and say: Happy birthday!	Approach the birthday boy/girl one by one and give an imaginary present. Boy/girl: Thank the friends and give each an imaginary balloon.	Friends: "Hello____ Happy birthday" Birthday boy/girl: "Hello ___. Thank you. Here is a balloon for you."
All the friends sing the Happy birthday song.	Each group faces their birthday boy/girl and sings Happy Birthday.	Sing the Happy birthday song.
Birthday boy/girl, blows out the candles. Friends clap hands seven times.	Boy/girl blows the imaginary candles out. Everyone else claps their hands seven times.	
Birthday boy/girl says: "You can have cake and juice."	Learners pretend to enjoy the cake and juice.	Birthday boy/girl: "You can have cake and juice."
It is time to go home now. Friends thanks the birthday boy/girl and greets him/her.	Friends approach the birthday boy/girl one by one.	Friends: "Thank you for the cake and juice. Goodbye." Birthday boy/girl: "Thank you for my presents. Goodbye"

If the teacher can bring a real inflated balloon for each child, this will be a very enjoyable lesson!

WEEK 4: FRIDAY PHONOLOGICAL AND PHONEMIC AWARENESS	**(5 minutes)**
SKILL	Segments oral sentences into individual words by clapping on each word.
SOURCE	Use sentences from Listening and Speaking/Shared Reading lessons.
SUMMARY	Support learners to "hear" each individual word in a sentence.

ACTIVITY

SENTENCES:

- Good morning, how are you? (5 claps)
- Happy birthday to you (4 claps)
- I am six. (3 claps)
- He is seven. (3 claps)
- She is six years old. (5 claps)
- How old are you? (4 claps) I can touch my toes. (5 claps)

1. Demonstrate/Model with the first sentence how to clap once on each word as you say the sentence.
2. Let learners join in and repeat the first sentence. Observe and help the learners who can't do it yet. If necessary, model again to make sure learners understand what to do.
3. Continue with the rest of the sentences. Make sure each sentence is done correctly before moving to the next sentence. Add more familiar sentences if time allows.
4. Observe all the time and identify learners who need support. You can pair learners for this activity to check and support each other.

TERM 1 • WEEK 5

TERM 1: WEEK 5 OVERVIEW	
THEME	Theme 2: Me at home
THEME VOCABULARY	family, mom, dad, granny, grandpa, brother, sister, baby, friend, cat
SIGHT WORDS	Sight words only appear in TERM 3, as per CAPS.
PHONOLOGICAL AND PHONEMIC AWARENESS	Recognise rhyming words: This week, learners will hear words rhyming with "–at". They will hear words like: bat, cat, fat, hat, mat, pat, rat
WRITING FRAME	Learner draws a picture and adds a label.
SHARED READING	Setswana HL Poster 2 (Weeks 6-10 KWA GAE) My family at home
PREPARATION	• Prepare flashcards to introduce and teach the theme vocabulary. • Prepare pictures to teach the -at words. • **Get the checklist ready to record learners progress in**: - Making simple requests and their abilities to point to and name objects in a picture. - Responds physically to simple oral instructions - Points to and name objects in a picture. - Joins in choruses after repeated reading of a text.

TERM 1: WEEK 5 INTRODUCE THE THEME	
PICTURE	Picture of the family sitting in the kitchen, DBE Workbook 1 (p. 12).
SHOW	Show learners the picture of the family.
SAY	Explain that this week, we will learn how to talk about people in our families in English. There are many different people in our families.

WEEK 5: MONDAY LISTENING AND SPEAKING		(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Introduce the theme for the week. 3. Teach your learners the following request: "*Will you help me, please*?" Explain what it means. Tell them to use this request every time they want you to help them with something in the classroom OR when they ask for permission, e.g., when they want to leave the classroom. Codeswitch to make sure that learners understand the concept. 4. ***Use the checklist to record learners' progress.*** 5. Teach the learners the rhyme for the week. 6. Use PATS to teach the theme vocabulary words. 7. Remember to display the theme vocabulary flashcards on the classroom wall for the duration of this theme. Remember to put the heading (theme) above it.	
RHYME	Words	Movement
	Here are Granny's glasses Here are Granny's glasses, here is Granny's hat. This is the way she folds her hands, and lays them in her lap.	Make "glasses" over eyes with fingers. Place hands close together over head. Clasp hands together. Place hands in lap.
THEME VOCABULARY	Granny, baby, cat, family	
ACTIVITY		
1. Refer to the DBE Workbook (pp. 12–13) and talk about what the learners can see in the pictures. 2. Ask your learners: • How many people are in this family? (*7 and 1 friend*) • Is there a baby in this family? (*yes*) Point to the baby in the picture. Check for correctness. • Is there a cat in this family? (*yes*) Point to the cat in the picture. 3. Tell the learners to work with a partner and point to the various family members in the picture (listed in the "Let's do" activity on page 13). Use the words mom, dad, granny as listed in this week's theme vocabulary. 4. Refer to the questions (p.13) and discuss these with the learners.		

WEEK 5: MONDAY SHARED READING		(10 minutes)
POSTER	Setswana HL Poster 2 (Beke 6-10 KWA GAE) My family at home	
ACTIVITY	PRE-READ	
PURPOSE	• To facilitate the prediction activity with the learners • To build vocabulary	
PRE-READ		
1. Show the title of the poster first. Cover as much of the picture as possible with a sheet of paper. 2. Read the title in Setswana • Point to each word in the title and read it. Translate it into English. • Explain to learners that a home is a house where a family who love each other live. (Codeswitch and return to English. Families are not all the same, some speak Setswana, others may speak English, but all families live together in a house/home.) 3. Ask learners if they can think (predict) based on the title, what will be on the picture? 4. Code switch and allow learners to answer in their Home Language. Focus on the vocabulary words of the week: *family, mom, dad, granny, grandpa, brother, sister, baby, friend, cat* 5. Explain that a PREDICTION is a guess made by having some information about the story. In order to		

make a prediction, learners must listen to the title and look at the pictures.

6. Remove the cover sheet from the rest of the poster. Give learners a moment to look at the poster.
7. Ask question such as:
    - What do you see (in the picture)? Point to the picture as you ask the question, to enhance meaning.
    - Point to the mom and dad.
    - Show me the granny and the grandpa.
    - How many children live here? (Do rote counting every time when the question asks "how many")
    - How many boys live here?
    - How many family members live here?
    - What do we call a boy/girl in our family? *(a brother/sister)*
    - Show me the youngest in the family. *(The baby)*
    - Who is feeding the baby? *(The granny)*
    - Who is old in this family? (Grandpa and Granny)

    Codeswitch for learners to understand the questions. Follow the guidelines on how to codeswitch correctly in the core methodology. Make sure that learners learn the English words for the family members.
8. Thank and praise learners for their participation.

WEEK 5: MONDAY PHONOLOGICAL AND PHONEMIC AWARENESS (5 minutes)	
SKILL	Begins to identify /–at/ rhyming words
WORDS	cat, fat, hat, mat
SUMMARY	In this activity, learners will learn that rhyming words are words that END WITH THE SAME SOUND (-at). They will have to distinguish between words that have specific rhyming ending sounds, and words that do not. This helps learners to develop the skill to "hear" and identify the end sounds of words.

ACTIVITY

Rhyming words:

1. Introduce the "–at" rhyming words, for example, say: Today we will learn about words that end with an /–at/ sound. Introduce the puppet to the learners.
2. Instruct learners to LISTEN to words: c**at**, h**at**, m**at**, f**at**. Ask learners if they can hear the sound at the end of each word. Ask what the sound is. (/*-at/*)
3. Put a picture for each word on the board and say the words again emphasising the /-at/ at the end of each word.
4. Ask learners if they can think of any other words ending with "–at". Remember, nonsense or made-up words are acceptable!
5. Tell your learners that the puppet is going to say two words. If the words end THE SAME (with /-at/) they must give the THUMBS UP sign. If the end of the words sounds DIFFERENT, they must give the THUMBS DOWN sign.

Playing the SAME or DIFFERENT game:

1. Let the puppet say: "cat" and "mat". Remember to emphasise the last sound of both words.
2. Look around the room at learner responses.
3. Allow the puppet to confirm that everyone should have THUMBS UP because "cat" and "mat" sound the same. They rhyme with one another.
4. Repeat with the following sets of words:
   - fat, cat (THUMBS UP)
   - can, cat (THUMBS DOWN)
   - mat, nose (THUMBS DOWN)
   - nose, toes (THUMBS UP).
5. Repeat with as many words as possible during the allocated time.

WEEK 5: TUESDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following request with your learners: *"Will you help me, please?"* Explain what it means. Tell them to use this request every time they want you to help them with something in the classroom, OR when they ask for permission, e.g., when they want to leave the classroom. 3. ***Use the checklist to record learners' progress.*** 4. Say the rhyme for the week. 5. Use PATS to teach the theme vocabulary words. Remember to add these words on the wall and display them for the duration of the theme.
RHYME	*Here are Granny's glasses*
THEME VOCABULARY	family, friend

ACTIVITY

1. Discuss the difference between family and friends. Family members are related, while a friend is usually not. You can use the picture in the DBE workbook pages 12 and 13. Codeswitch briefly to help learners understand.
2. Ask your learners if any of them has a friend that lives with their family. Discuss why this might be so. Codeswitch briefly if necessary.
3. Ask the following questions, count the number of learners together with your class, and record the answers on the board.
    - How many learners have a brother?
    - How many learners do not have a brother?
    - How many learners have a sister?
    - How many learners do not have a sister?
4. Next, ask some of the learners to tell you how many brothers and/or sisters they have.
5. Ask learners if they love their family? Discuss the role of family briefly in learners Home Language.
6. Keep an eye on the time.

WEEK 5: TUESDAY SHARED READING	(15 minutes)
POSTER	Setswana HL Poster 2 (Beke 6-10 KWA GAE) My family at home
ACTIVITY	FIRST READ
PURPOSE	• Teach new vocabulary in context. • Emergent literacy skills: Talking about illustrations on the poster. • Help learners to visualize.

BEFORE READING (3 minutes)

1. Show the poster "Kwa gae" again. This time you ask the learners what the title of the poster is in Setswana and in English. Praise if there is a learner who remembers the English title.
2. Point to the poster and say, "*The family is at home*." Repeat it in Setswana, and then once again in English.
3. Remind learners that all families have almost the same members. Some families are big with many members, other families are small with fewer members. (Codeswitch to help learners understand).

DURING READING (10 minutes)

1. Use the vocabulary flashcards. Show one card at a time, and ask who can remember the English name for this person? Guide learners to look at the picture on the flashcard.
2. Ask another learner to come forward and point to the same family member on the poster and ask the class "*Who is this?*" The class should answer "*This is the mother*." Repeat with all the family members on the flashcards, except for the friend.
3. Ask: "***Where** are you now?" (At school);* "**Where** are this family?" *(At home)*

AFTER READING (2 minutes)

1. Ask if all the learners have a mom or a granny? Explain that your granny is your mom's mom.
2. All learners close their eyes and sit relaxed. Tell them to think about their mom or granny's face. Guide them with a calm and soft voice to think about their mom…. her eyes…. how her nose looks…. her mouth…. her ears…. and her smile. Let them open their eyes and ask if they were able to see their mom in their mind? We carry her picture in our minds. This activity is to help learners to visualise. You can do this in learners Home Language to make sure the skill is developed.
3. If time allows, ask learners' who they would like to think about next, and guide them to make a picture of the person in their minds. Do this person in English.
4. Ask them if they all have the same picture in their minds? No, everybody has different pictures in their minds, and this is good. Our families are not the same.

WEEK 5: TUESDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Begins to identify rhyming words: /–at/
WORDS	bat, fat, pat, rat,
SUMMARY	In this activity, learners will learn that rhyming words are words that END WITH THE SAME SOUND. They will have to distinguish words that rhyme and words that do not. This helps learners identify and distinguish ending sounds.

ACTIVITY

Rhyming words:

1. Introduce /–at/ rhyming words, for example, say: *"Today we will learn more words that end with an /–at/ sound."*
2. Instruct learners to LISTEN to how these words end: b**at**, f**at**, p**at**, r**at**. Put the picture for each word on the board as you say the word. Ask what sound the words end with. Codeswitch briefly to make sure learners understand the instruction.
3. Ask learners if they can think of any other words ending with the /–at/ sound. Remember, nonsense or made-up words are acceptable!
4. Introduce the puppet to the learners. Explain that the puppet will say a word.
5. If the word ends/rhymes with /–at/ then learners must put their THUMBS UP.
6. If the word does NOT rhyme with /–at/, then learners must put their THUMBS DOWN.

Playing the game:

1. Let the puppet say one "–at" word, OR a word that is slightly different, like: cap, can, sit, lap. Only one word at a time.
2. Remind learners to use THUMBS UP if the word ends with /–at/ and THUMBS DOWN if the word does not end with /–at/.
3. Look around the room at learner responses.
4. Help learners identify whether the word rhymes with /–at/ or not. This is quite tricky for young learners. Be patient.
5. Repeat with as many words as possible.

WEEK 5: WEDNESDAY LISTENING AND SPEAKING (15 minutes)	
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following request: "*Will you help me, please*?" Explain what it means. Tell your learners to use this request every time they want you to help them with something in the classroom, OR when they ask for permission, e.g., when they want to leave the classroom. 3. **Use the checklist to record learners' progress.** 4. Say the rhyme for the week. 5. Use PATS to teach the theme vocabulary words. Remember to display these words on the Theme Vocabulary Word Wall or display for the duration of the theme. 6. Discuss the concepts of "old(er)" and "young(er)" with your learners. You could use yourself and the learners as an example. Say: "*I am older than you. You are younger than me.*" Codeswitch to make sure that learners understand the concept. Another example; Granny is older than mom and dad. 7. Refer your learners to the picture of the mom and dad in the DBE Workbook (p. 12). 8. Ask the "question of the day". (Refer to the core methodology). Encourage your learners to say "*The mom is older*" or "*The dad is older*" as they make their X on the graph.
RHYME	*Here are Granny's glasses*
THEME VOCABULARY	Mom, Dad
QUESTION OF THE DAY	
QUESTION	Do you think the mom or the dad is older?
GRAPH	2-column graph
OPTIONS	mom/dad

FOLLOW-UP QUESTIONS	ANSWERS
Do you think the mom or dad is older?	Learner: I think the mom is older./I think the dad is older. Teacher: He thinks the mom/dad is older. She thinks the mom/dad is older. Class: He thinks the mom/dad is older. She thinks the mom/dad is older.
FOLLOW-UP QUESTIONS	ANSWERS
How many learners think the mom is older?	_____ learners think the mom is older.
How many learners think the dad is older?	_____ learners think the dad is older.
Who do more learners think is older?	Most learners think_____is older.
Who do fewer learners think is older?	Fewer learners think_____is older.

WEEK 5: WEDNESDAY SHARED READING	(15 minutes)
POSTER	Setswana HL Poster 2 (Beke 6-10 KWA GAE) My family at home
ACTIVITY	ILLUSTRATION
PURPOSE	• To strengthen learners understanding of the theme vocabulary and the conversation about the poster. • To process information by drawing an object OR a scene from the poster.

BEFORE READING (2 minutes)

1. Get the learners settled with their classwork books, pencils and crayons.
2. Show the poster, *Setswana HL Poster 2 (Beke 6-10 KWA GAE) My family at home,* and remind the learners that we discussed the poster to understand the words and learnt the different words for family members in English.
3. Ask if any learners remember the TITLE. After hearing their responses, read the title and move your finger under the words as you read and then repeat it in English . *(My family at home)*

DURING READING (3 minutes)

1. Inform learners that we will draw someone from the poster to help us remember what we learned, e.g., *a brother or a grandpa, etc.* Codeswitch to make sure learners understand what is expected of them.
2. Read the vocabulary flashcards with the family member's names on, and refer to each cards' picture. Tell learners that they can choose two family members to draw in their classwork books.
3. Use the THINK ALOUD strategy to model how you decide on who you will draw. *(E.g., My mom lives in Kimberley. I wish I could see my mom now. I will draw my mom).*
4. MODEL how you draw your picture. As you draw, talk in English and say what you are drawing and why you draw like that. Choose your words wisely and try to use words that the learners know by now.

AFTER READING (10 minutes)

1. Ask learners to close their eyes and think about who they will draw. (WRITERS THINK BEFORE THEY WRITE)
2. Ask a few learners who they will draw. Help them, if necessary, to answer in English.
3. Let learners open their books and draw what they decided to.
4. Observe and support while learners are working. Ask questions, e.g. Who is this? Who are you drawing?
5. Encourage learners to say what they are drawing or have drawn, e.g. *This is my granny."*
6. Let early finishers TURN AND TALK to a peer. They should tell their friend about their picture.
7. Remind learners of the time available.
8. Copy some examples of learners' work and display it in the classroom. Make sure that all learners get an opportunity during the term to see their work on display.
9. ***Use the checklist to informally assess your learners' abilities to point to and name people in a picture.***

WEEK 5: WEDNESDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SOUNDS	/–at/ rhyming words.
WORDS	cat, hat, mat, fat, sat, pat, rat, bat
SUMMARY	In this activity, learners will consolidate their understanding that rhyming words are words that END WITH THE SAME SOUND. Learners will distinguish words that belong to a specific rhyming family and words that do not.

ACTIVITY

Rhyming words:

1. Explain that the puppet will say three words.
2. If the words ALL rhyme with /–at/, then learners must put their THUMBS UP.
3. If some of the words do NOT rhyme with /–at/, then learners must put their THUMBS DOWN.

Playing the game:

1. Introduce the puppet to the learners.
2. Say THREE words. Have all three words rhyme with /–at/, for example: c**at**, h**at**, r**at**.
3. Remind learners to use THUMBS UP if ALL the words end with the /–at/ sound, and THUMBS DOWN if one of the words do NOT all end with the /–at/ sound.
4. Look around the room at learner responses.
5. Repeat with different combinations using the suggestions below:
   - can, r**at**, b**at** (THUMBS DOWN)
   - p**at**, s**at**, r**at** (THUMBS UP)
   - h**at**, dad, mom (THUMBS DOWN)
   - f**at**, c**at**, nose (THUMBS DOWN)
   - h**at**, m**at**, r**at** (THUMBS UP)
   - m**at**, p**at**, sit (THUMBS DOWN)
6. If learners struggle, don't move on to the next sequence of words, repeat the words slowly with emphasis on the end sound, to allow learners to try again. Praise learners' efforts where possible. It helps them to build confidence.

WEEK 5: THURSDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following request: "*Will you help me, please?"* Explain what it means. Tell your learners to use this request every time they want you to help them with something in the classroom OR when they ask for permission, e.g., when they want to leave the classroom. 3. **Use the checklist to record learners' progress.** 4. Say the rhyme for the week. 5. Use PATS to teach the theme vocabulary words. Remember to display these words on the Theme Vocabulary Word Wall or display for the duration of the theme. 6. Discuss the concepts of "old(er)" and "young(er)" with your learners. Point out that granny and grandpa are older than mom and dad. Or we can say, mom and dad are younger than granny and grandpa. 7. Ask the "question of the day." (Refer to the core methodology). Encourage your learners to say "*I have a granny/grandpa/both/ none in my family*" as they make their X on the graph. Codeswitch to explain the meaning of "both" and "none".
RHYME	*Here are Granny's glasses*
THEME VOCABULARY	family, granny, grandpa
QUESTION OF THE DAY	
QUESTION	Do you have a granny or a grandpa in your family?
GRAPH	4-column graph
OPTIONS	granny/grandpa/both/none (neither)

FOLLOW-UP QUESTIONS	ANSWERS
Do you have a granny or a grandpa in your family?	Learner: I have a granny/grandpa/none/both in my family. Teacher: He has a granny/grandpa/ none/both in his family. She has a granny/grandpa/none/both in her family. Class: He has a granny/grandpa/ none/both in his family. She has a granny/grandpa/none/both in her family.
FOLLOW-UP QUESTIONS	ANSWERS
How many learners have a granny?	____ learners have a granny.
How many learners have a grandpa?	____ learners have a grandpa.
How many learners have both?	____ learners have both.
How many learners have none?	____ learners have none.
What do most learners have?	Most learners have_____.
What do fewest learners have?	Fewest learners have_____.

WEEK 5: THURSDAY SHARED READING	(15 minutes)
POSTER	Setswana HL Poster 2 (Beke 6-10 KWA GAE) My family at home
ACTIVITY	SECOND READ
PURPOSE	• To give learners a deeper understanding of the vocabulary. • To develop the skill of MAKING CONNECTIONS between the text and self. • Exploring phonemic and phonological discrimination.

BEFORE READING (2 minutes)

1. Get the learners settled and focused before starting the lesson.
2. Remind the learners that previously, we discussed the poster to understand the words and what was happening on the poster.
3. Explain that today, we will discuss the poster again and think about where the picture is happening.

DURING READING (10 minutes)

1. Use as many of the vocabulary words for the week to discuss the poster as possible.
2. Using the same questions and sentence frames to answer, provide a scaffold for the learners. This will allow them to focus more on the content.
    - Point to…. , e.g. the dad/mom. *This is the dad/mom.*
    - Show me…., e.g., the grandpa/granny, etc. *This is a grandpa/granny, etc.*
    - How many babies/brothers can you see? *One baby/two brothers, etc.*
    - How many members is in this family? *(Do rote counting)*
    - Who is this? *This is the baby/granny/etc.*
    - Who is wearing the same clothes? *The brothers/boys.*
3. Ask learners relevant questions to help them to connect their real-life experiences with the characters on the poster. E.g.,
    - Do you have a grandpa? Is your grandpa old?
    - Is this a big family? Do you have a big family or a small family? (Codeswitch for understanding)
    - In this picture, there is one sister. How many sisters do you have?
    - The dad is reading a book with the sister. Does your dad read with you? Do you think it is good if the dad reads with the sister or the brother? (Codeswitch to help learners connect with the content)
4. Model how you THINK ALOUD about the question. **Critical thinking is a skill that learners are still developing.**
5. Keep an eye on your watch/clock to deliver the lesson within the planned time.

AFTER READING (3 minutes)

1. Ask a few questions to check understanding.
2. **Use the checklist to informally assess your learners' abilities to point to and name people in a picture.**

WEEK 5: THURSDAY WRITING	(15 minutes)
WRITING FRAME	Learner draws a picture and adds a label, DBE Workbook 1 (p. 14)

ACTIVITY

Modelling:

1. Explain that today, learners will draw a picture of their family.
2. Learners will think of all the people in their family.
3. Remind learners that all families look different.
4. Instruct learners to THINK BEFORE THEY WRITE.
5. Use MODELLING to draw a picture of you with your family. Explain all of the people in your family as you draw them.
6. Use MODELLING to add the label "me" next to your picture.

Oral instructions:

1. Show learners that they will write in their DBE Workbooks (p. 14).
2. Tell learners that they will:
   - Think of all the people in their family.
   - Draw a picture of themselves and their family.
   - Write "me" next to themselves in the picture.
   - Write their name underneath the picture.
3. Remind learners to THINK BEFORE THEY WRITE.
4. Ask 2-3 learners who they will draw.

Writing:

1. As learners are writing, walk around the room and complete MINI-CONFERENCES.
2. Ask learners to READ THEIR WRITING.
3. Help learners to add a label and to write their name under the picture.
4. Encourage learners to show their picture and read their writing to a partner.
5. Copy a few learners' work and display it in the class. Learners have to read each other's writing activities to strengthe concept that writing has a purpose, it carries a massage/meaning. People read what writers write.

EXAMPLE



WEEK 5: FRIDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following request: *"Will you help me, please?"* Explain what it means. Tell your learners to use this request every time they want you to help them with something in the classroom OR when they ask for permission, e.g., when they want to leave the classroom. 3. ***Use a checklist to informally assess their ability to make a simple request.*** 4. Say the rhyme for the week. 5. Use PATS to teach the theme vocabulary words. Remember to display these words on the Theme Vocabulary Word Wall. Display it for the duration of the theme. 6. Ask the "question of the day". (Refer to the core methodology). Say, "*I have a brother, so I must put my X here*" as you make your X. Encourage your learners to say "*I have a brother/sister/both/none*" as they make their X on the graph. You may codeswitch as learners are still learning English vocabulary. After explaining in the learners Home Language, repeat the questions in English and help learners to answer in English.
RHYME	*Here are Granny's glasses*
THEME VOCABULARY	brother, sister, family
QUESTION OF THE DAY	
QUESTION	Do you have a brother or a sister in your family?
GRAPH	4-column graph
OPTIONS	brother/sister/both/none

FOLLOW-UP QUESTIONS	ANSWERS
Do you have a brother or a sister in your family?	Learner: I have a brother/sister/both/none. Teacher: He/she has a brother/sister/both/none in his family. Class: He/she has a brother/sister/both/none in her family.
How many learners have a brother?	_____ learners have a brother.
How many learners have a sister?	_____ learners have a sister.
How many learners have both?	____ learners have both.
How many learners have none?	____ Learners have none.
What do most learners have?	Most learners have_____.
What do fewest learners have?	Fewest learners have_____.

WEEK 5: FRIDAY SHARED READING	(15 minutes)
POSTER	Setswana HL Poster 2 (Beke 6-10 KWA GAE) My family at home
ACTIVITY	POST-READ
PURPOSE	• To give learners the opportunity to consolidate their understanding of the content. • To process information.

POST-READ: ILLUSTRATE

1. Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
2. Tell learners that they will draw family members who live with them at home. (Codeswitch briefly to make sure learners understand the instruction. Repeat it in English again.)
3. Write the sentence frame on the board first. This is my _____.
4. Show the learners exactly what to do by MODELLING the activity for them:
   - E.g., THINK ALOUD about who and how you will draw.
   - Complete the rest of the picture, talking through the process.
   - MODEL to show learners that they must try to write in English on their own, by copying each word in the frame and complete it with the correct word. Model how you look for the word to fill in on the vocabulary wall. (A WRITER USES RESOURCES)
5. Once you have modelled this, give the learners clear oral instructions on how to complete the activity.
6. Ask a few learners who they will draw? Encourage them to answer in a phrase: "***my*** *mom and* ***my*** *sister".*
7. Encourage learners not to copy what you have done. Make it clear that you want them to share their own ideas.
8. Make learners aware of the time left to complete their work.
9. If time allows, do TURN AND TALK. Learners must talk about their drawings with a partner.
10. Move amongst the learners as they are busy and support where necessary. Keep MINI CONFERENCES in mind.

Note: Copy some of the learners' work from their classwork books and display it in the classroom for a week or two. The work displayed must rotate, and should not stay the same the whole year.

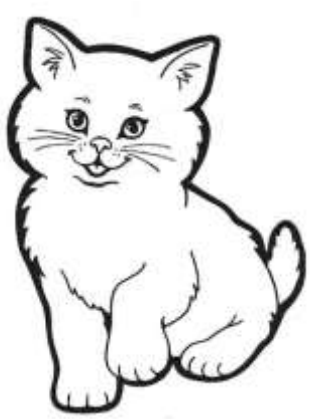
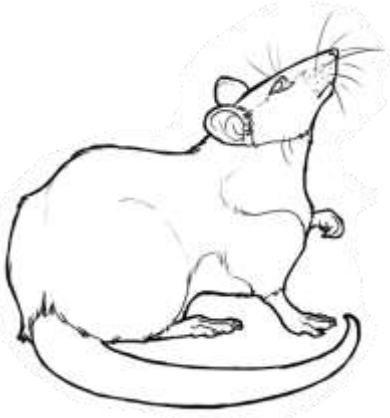
WEEK 5: FRIDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SOUNDS	/–at/ rhyming words
WORDS	cat, hat, mat, fat, sat, pat, rat, bat
SUMMARY	In this activity, learners will consolidate their understanding that rhyming words are words that END WITH THE SAME SOUND. Learners will make sentences using words that rhyme with /–at/.

ACTIVITY

1. Remind learners about end sounds of words that can be the same. Ask them if they can remember the words that we learnt this week. Help them to name a few of the words that have this sound.
2. Hand out worksheets with picture of words ending with /-at/. It might be good practice to paste the worksheet in the classwork books prior to the lesson. Tell learners that we are going to mark the words that ends with /-at/.
3. Let learners point to picture number one. Check if all learners are pointing to the correct picture. Read the picture, and say the word *"cat".* Ask if they think this word sounds like it has an /-at/ at the end. They should then mark the picture according to your instruction.
4. Make sure all learners understand the word represented by the picture, and your instruction. If necessary, repeat your instruction in the learners Home Language, but the words must be said in English.
5. Continue in this way until they have marked/identified all the pictures.
6. If time allows, they can colour the pictures that they have marked as /-at/ words. (See example of a worksheet attached).

Rhyming words (ending with /-at/) **Grade 1 week 5 or _____**

Listen to the end sound. If you can hear /**-at**/ at the end, colour the picture (or draw X under it). If you can't hear /**-at**/ at the end, don't colour the picture.

 1.	 2.	 3.
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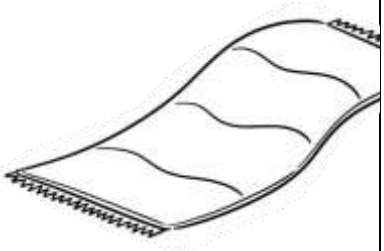
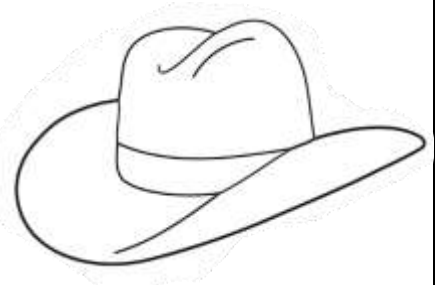
 7.		 9.

	8.	

Instructions: The teacher reads the word for each picture. Learners point to the picture and listen to the word. Learners identify the rhyming words.

1. c**at**	2. r**at**	3. family
4. nose	5. f**at**	6. two
7. m**at**	8. h**at**	9. p**at**

TERM 1: WEEK 6 OVERVIEW	
THEME	Theme 2: Me at home
THEME VOCABULARY	toothbrush, wash, soap, tap, basin, dry, teeth, hair, face, towel
SIGHT WORDS	Sight words only appear in TERM 3, as per CAPS.
PHONOLOGICAL AND PHONEMIC AWARENESS	Begins to identify the initial sound in words. Segments oral sentences into individual words.
WRITING FRAME	I can_____.
SHARED READING	DBE Workbook: I am clean (pages 18 – 21)
PREPARATION	• Prepare flashcards to introduce and teach the theme vocabulary. • Prepare pictures of the /t/ words for phonemic awareness lessons. You can enlarge the pictures on the worksheet. • Look for a toothbrush and a hair brush to take to class this week. • **Get the checklist ready to record learners' progress in:** - Making simple requests. - Identifying different initial sounds. - Joining in choruses after repeated reading of a text. - Identifying objects in the illustration.

TERM 1: WEEK 6 INTRODUCE THE THEME	
PICTURE	Picture of children in the bathroom, DBE Workbook 1 (pp. 18–19).
SHOW	Show learners the picture of the children in the bathroom and talk about what they see.
SAY	Explain that this week, we will learn about washing and keeping clean.

<table>
<tr><th colspan="3">WEEK 6: MONDAY LISTENING AND SPEAKING (15 minutes)</th></tr>
<tr><td>DAILY ACTIVITIES</td><td colspan="2">1. Greet learners in English.
2. Introduce the theme for the week.
3. Revise the following requests:
• "Will you help me, please?" Remind your learners what it means. Tell them to use this request every time they want you to help them with something in the classroom.
• "May I leave the room please?"
• Use the checklist to record learners' progress.
4. Use this activity during the week to assess your learners' abilities to make simple requests. Record your observations on the checklist.
5. Teach the learners the song for the week.
6. Use PATS to teach the theme vocabulary words. Remember to display these words on the Theme Vocabulary Word Wall with the title (theme of the week). Keep them up for the duration of the theme.</td></tr>
<tr><td rowspan="2">SONG</td><td>Lyrics</td><td>Movement</td></tr>
<tr><td>This is the way we wash our hands

This is the way we wash our hands, wash our hands, wash our hands.

This is the way we wash our hands, early in the morning.

(For additional verses, substitute "wash our hands" with:

wash our face …

brush our teeth …

comb/brush our hair.</td><td>Do movements that match the words, for example: washing hands, washing face, brushing teeth, combing hair.</td></tr>
<tr><td colspan="2">To listen to the tune for This is the way we wash our hands go to:
https://www.youtube.com/watch?v=zoJjUHBNufY</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">toothbrush, tap, basin</td></tr>
<tr><td colspan="3">ADDITIONAL ACTIVITIES</td></tr>
<tr><td colspan="3">1. Use the vocabulary flashcards for 'tap' and 'basin'. Remember to put it after the lesson on the Theme wall for the duration of the theme (two weeks). Use PATS to introduce the new words.
2. Together with the class, come up with two actions to mime a basin and taps. For example, cup the hands together to look like a basin. To indicate the taps running, mime opening a tap and rubbing hands as if you were washing them, and then closing the tap again. Use pictures to show the words. This will help with understanding. The pictures are also in the DBE Workbook on page 18.
3. Explain that you are going to say, "Show me a tap/basin" a few times and they must respond with the appropriate miming action and say, "This is a tap/basin."
4. Repeat, but this time do the mime action and let the learners point to you and say "That is a basin/ tap."
5. Show learners the toothbrush. Break it clearly into the two base words when you say it, tooth – brush. It is a brush for teeth. Then show them the hair brush. It is also a brush, a brush for hair. We also get a brush for our nails (a nail-brush). We use the toothbrush and nail brush to clean, and the hair brush to keep our hair tidy. (Codeswitch if necessary, but always return to English).</td></tr>
</table>

WEEK 6: MONDAY SHARED READING (10 minutes)

DBE WORKBOOK	I am clean: pages 18-21
ACTIVITY	PRE-READ
PURPOSE	• Prediction activity: Look at the picture for clues. • To build new vocabulary.

PRE-READ

1. Guide learners to open the DBE Workbook on page 18 and find the title on top in the yellow line. "I am clean". Read it together. Check if learners are pointing from the left to the right when they are reading.
2. Codeswitch to make sure that learners understand the meaning of "clean". Ask learners why we need to be clean? Allow them to answer in their Home Language.
3. Use the code-switching technique explained in the core methodology for this lesson.
4. It is important for learners to point to the pictures of the words that you mention. Move around and make sure that all learners are pointing to the correct picture. Let learners look at the pictures on pages 18 and 19. Ask questions such as:

- What are the boys doing? (*Yes, they **wash** and **brush** to be clean*.)
- What can we use to brush? I can see two different brushes. *(A toothbrush and a brush for our hair)*
- What else can we use to clean ourselves? (*Soap, sponge etc*.)
- When we wash, we are wet. How can we dry ourselves? (*With a towel*)
- Ask more questions like this, but keep mostly to the vocabulary words of the week: toothbrush, wash, soap, tap, basin, dry, teeth, hair, face, towel

WEEK 6: MONDAY PHONOLOGICAL AND PHONEMIC AWARENESS (5 minutes)

SKILL	Begins to identify the initial sounds in words.
WORDS	teeth, toothbrush, tap, towel, toilet
SUMMARY	Help the learners to identify the /t/ sound at the beginning of vocabulary words.

ACTIVITY

1. Ask learners to stand, stretch (mime the action) and then sit again.
2. Ask: *"What is the first sound you hear in the following words: **t**owel, **t**ap?"* Carefully pronounce/emphasise the /t/ sound. (*Answer: /t/*)
3. Ask them to repeat the sound together: /t/.
4. Ask learners to open the DBE Workbook on pages 18 and 19. Name the /t/ words and ask learners to point to the pictures of each word.
5. Say each word and use each word in a sentence. Learners point to the objects in the pictures and repeat the sentences with emphasis on the /t/ in the words.
   - Teeth: He brushes his **t**eeth.
   - Toothbrush: He brushes his **t**eeth with the **t**oothbrush.
   - Tap: This is the **t**ap.
   - Towel: I dry my hands with the **t**owel.
   - Toilet: This is the **t**oilet.
6. Ask them to point to the /t/ words again and name each word again.
7. Mind the duration of the lesson.
8. **Record learners' ability to recognise the beginning sound on the checklist.** During your first observation, look for the learners who can't do it yet, and pay special attention to them this week. If necessary, try to find time this week to help them in a small group. Being able to identify initial sounds in words is a crucial phonemic awareness skill.

WEEK 6: TUESDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following requests: • "*Will you help me, please*?" Remind your learners what it means. Tell them to use this request every time they want you to help them with something in the classroom. • "*May I leave the room please?*" • **Use the checklist to record learners' progress.** 3. Sing the song for the week. 4. Use PATS to teach the theme vocabulary words. Remember to display these words for the duration of the theme.
SONG	*This is the way we wash our hands*
THEME VOCABULARY	wash, dry, towel

ADDITIONAL ACTIVITY

1. Revise the mime actions from Monday's words "tap" and "basin". Make learners aware of the beautiful pictures on the vocabulary flashcards. Put the new flashcards on the Theme Word Wall. Let learners open the DBE workbook and point to the relevant pictures.
2. Make up an action for drying the body with a towel. Having a real towel to demonstrate this would be best.
3. Repeat the action activity from Monday, and add the mime for "dry with a towel".
4. Refer learners to the DBE Workbook and the "Let's talk" activity (p. 18).
5. Make sure that all learners understand the words: tap, towel, basin.
6. Get the learners to work with a partner and find these three objects in the big picture in the Workbook.
7. As they do this activity, encourage them to say: "*This is a* _____." First model this activity, then monitor it by moving around the classroom and supporting learners where necessary.
8. Learners can paste the stickers in the correct spaces and say the name of each picture with help from the teacher.

WEEK 6: TUESDAY SHARED READING	(15 minutes)
DBE WORKBOOK	I am clean: pages 18 - 21
ACTIVITY	FIRST READ
PURPOSE	• Teach new vocabulary in context. • Emergent literacy skills: Talking about illustrations in the Workbook. • To teach language structures • **Use the checklist to informally assess learners' ability to:** - Join in choruses after repeated reads (use the "Let's talk" activity on page 19). - Identify objects in the illustration.

BEFORE READING (5 minutes)

1. Explain to your learners that the word "your" is used to show that something belongs to another person. For example, "This is your towel. This is your soap." But if something belongs to me, I say, "This is my towel. This is my soap."
2. Ask your learners to work in pairs and choose four stationery items. They can practise saying sentences like: "*This is your pencil*" and give it to a friend. "*This is my book*", and keep it. Demonstrate this briefly.

DURING READING (5 minutes)

1. Show learners all the vocabulary flashcards: towel, dry, wash, tap, basin, toothbrush. Read each word with the learners.
2. Let learners open their DBE Workbooks on pages 18 and 19. Show the flashcard for "towel" and ask learners to look for the picture of a towel. When they find it, let them point to the towel and say "*This is a towel. I dry with my towel."*
3. It is very important to keep moving between the desks to make sure that all learners are pointing to the correct picture.
4. Continue with the next word: "tap". Learners can say "*This is a tap. I open the tap."* Let them pretend with their hands to open a tap while saying it.
5. Continue with the word: "basin". Learners say: "*This is a basin. I wash in the basin."*
6. **Observe which learners can't join in when speaking, and mark them on the checklist**. Focus on these learners to support them when teaching English.

AFTER READING (5 minutes)

1. Use the "Let's do" activity in the DBE Workbook on page 21 to informally assess if the learners learnt some new vocabulary in context.
2. Read the first sentence. Let learners find and paste the corresponding sticker. Continue like this one by one until all six stickers are pasted.
3. Use this activity to tick off the checklist activity: identifies objects in the illustration. Consider only the top four pictures for this assessment. The two at the bottom might not be fair. (*I tie my shoes; I dress*)

WEEK 6: TUESDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Begins to identify the initial sounds in words.
WORDS	teeth, toothbrush, tap, towel, toilet, toes
SUMMARY	Help the learners to identify the /t/ sound at the beginning of words.

ACTIVITY

Instructions: Same or different

1. Ask learners to stand, stretch (mime the action) and then sit again.
2. For this activity, learners must understand the meaning of the words SAME and DIFFERENT.
3. Before you begin the activity, remind learners that we are working with our theme words today. Refer to the DBE workbook pages 18 and 19.
4. Explain that:
   - Learners will hear two words.
   - If learners think that the first sounds of the words are the same, they must put their THUMBS UP.
   - If learners think that the first sounds of the words are different, they must put their THUMBS DOWN.

Playing the game: Same or different

1. Tell the learners to close their eyes.
2. Say two words, e.g., towel, balloon. Repeat them, and ask learners to give their thumb sign.
3. Look around the room at learner responses. Take note of any learners who do not have the correct answer.
4. Ask learners to open their eyes.
5. Say the words again with emphasis on the first sound.
6. Ask if any learners want to change their answers.
7. Repeat with more word pairs, some starting the same sound (e.g., teeth, tap) and some with different sounds (e.g., tap, sweets). Use the words provided and some other familiar vocabulary words.
8. **Record learners' ability to recognise the beginning sound on the checklist.**

WEEK 6: WEDNESDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following requests: • *"Will you help me, please?"* Remind your learners what it means. Tell them to use this request every time they want you to help them with something in the classroom. • *"May I leave the room please?"* • **Use the checklist to record learners' progress.** 3. Sing the song for the week. 4. Use PATS to teach the theme vocabulary words. Remember to display these words for the duration of the theme. 5. Ask the "question of the day". Remember to follow the core methodology. Encourage your learners to say the sentences as they make their X on the graph.
SONG	*This is the way we wash our hands*
THEME VOCABULARY	soap
REVISE VOCABULARY	toothbrush
QUESTION OF THE DAY	
QUESTION	What do you use to clean your teeth?
GRAPH	2-column graph
OPTIONS	toothbrush/soap

QUESTION	ANSWERS
What do you use to clean your teeth?	Learner: I use a toothbrush to clean my teeth/ I use soap to clean my teeth. Teacher: He/she uses a toothbrush to clean his/her teeth. He/She uses soap to clean his/her teeth. Class: He/she uses a toothbrush to clean his/her teeth. He/She uses soap to clean his/her teeth.
FOLLOW-UP QUESTIONS	ANSWERS
How many learners use a toothbrush to clean their teeth	_____ learners use a toothbrush.
How many learners use soap to clean their teeth?	_____ learners use soap.
What do more learners use?	More learners use_____.
What do fewer learners use?	Fewer learners use_____.

WEEK 6: WEDNESDAY SHARED READING	(15 minutes)
DBE WORKBOOK	I am clean: pages 18 - 21
ACTIVITY	ILLUSTRATION
PURPOSE	• To strengthen learners understanding of the vocabulary. • To process information by drawing an object OR a scene from the poster.

BEFORE READING (2 minutes)

1. Get the learners settled with their classwork books, pencils and crayons.
2. Remind learners that we discussed the pictures in the workbook to understand the words and to know how to talk about being clean in English. (Codeswitch to make sure that learners understand.)
3. Ask if any learners remember the TITLE of the picture on page. 18. After hearing their responses, read the title from the workbook and show with your finger under the words as you read.

DURING READING (3minutes)

1. Tell learners that we will draw some pictures to show that we know the words in English.
2. Read the vocabulary flashcards taught which you would have taught so far this week, and refer to each cards' picture. Tell learners that they can draw things that we need to clean. Ask learners to name some of these items, (you can prompt them with the flashcards) e.g., toothbrush, soap, tap, basin, towel, brush for hair
3. Use the THINK ALOUD strategy to model what you will need. MODEL how you draw your chosen items. E.g., soap, basin, tap, towel.
4. Model how you copy the words from the flashcards next to/under you pictures to label them.

AFTER READING (10 minutes)

1. Ask a few learners what they will draw. Help them to answer in English.
2. Let learners open their classwork books and draw what they have decided to.
3. Observe and support while learners are working. Ask questions, e.g. *What is this? What are you drawing?*
4. Encourage learners to say what they are drawing/have drawn, e.g. *This is a balloon.*
5. Allow fast workers to add more pictures (They can use the DBE Workbook).
6. Remind learners when the time is almost over.
7. Copy some examples of learners' work and display it in the classroom. Make sure that all learners get an opportunity during the term to see their work on display.

WEEK 6: WEDNESDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Segments oral sentences into individual words by clapping on each word.
SOURCE	Use sentences from Listening and Speaking/Shared Reading lessons.
SUMMARY	Support learners to “hear” each individual word in a sentence.

ACTIVITY

Sentences:

- Will you help me, please? (5 claps)
- May I leave the room please? (6 claps)
- I wash my face. (4 claps)
- This is the toilet. (4 claps)
- This is the way we wash our hands. (8 claps)
- I dry my hands with a towel. (7 claps)
- She brush her teeth with a toothbrush. (7 claps)

1. Demonstrate/Model with the first sentence how to clap once on each word as you say the sentence.
2. Let learners join in and repeat the first sentence. Observe and help the learners who can’t do it yet.
3. If necessary, model again to make sure that all learners understand what to do before you continue with the next sentence.
4. Continue with the rest of the sentences. Add more familiar sentences if time allows.

WEEK 6: THURSDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following requests: • *"Will you help me, please?"* Remind your learners what it means. Tell them to use this request every time they want you to help them with something in the classroom. • *"May I leave the room please?"* • **Use the checklist to record learners' progress.** 3. Sing the song for the week. 4. Use PATS to teach the theme vocabulary words. Remember to display these words for the duration of the theme. 5. Ask the "question of the day". Remember to follow the core methodology. Encourage your learners to say "*I like to wash my face.*" or "*I like to dry my face.*" as they make their X on the graph.
SONG	*This is the way we wash our hands*
THEME VOCABULARY	face
REVISED VOCABULARY	dry, wash
QUESTION OF THE DAY	
QUESTION	Do you like to wash or dry your face?
GRAPH	2-column graph
OPTIONS	wash/dry

FOLLOW-UP QUESTIONS	ANSWERS
Do you like to wash or dry your face?	Learner: I like to wash my face./I like to dry my face. Teacher: He likes to wash/dry his face. She likes to wash/dry her face. Class: He likes to wash/dry his face. She likes to wash/dry her face.
How many learners like to wash their face?	_____ learners like to wash their face.
How many learners like to dry their face?	_____ learners like to dry their face.
What do more learners like to do?	More learners like to_____.
What do fewer learners like to do?	Fewer learners like to_____.

WEEK 6: THURSDAY SHARED READING	(15 minutes)
DBE WORKBOOK	I am clean: pages 18 - 21
ACTIVITY	SECOND READ
PURPOSE	• Deeper understanding of the story (thinking about the story). • Making connections between prior knowledge and what happens in the story. • Making connections with the story.

BEFORE READING (5 minutes)

KEEP IN MIND: For learners to have a deeper understanding of the information in a text/story, they need to be able to make links in their minds between what is happening in the text and what they already know about the world. Although they may not be able to decode the words yet, to gain meaning from the text, they need to be asking themselves questions like: *This boy can wash himself; Am I able to wash myself?; Can I dress myself?*

Remember this when doing Shared Reading, specifically on Thursdays.

DURING READING (7 minutes)

1. Let learners open the DBE Workbook on page 20. Show learners where the title of this story is. Let learners put their fingers on the title and follow as you read it. Then ask learners to read the title with you.
2. Instruct learners to look at the pictures and see what is happening here. Do the pictures match with the title?
3. Codeswitch for learners to understand.
4. Ask if there is someone who can tell you what is happening here. Allow the learners to respond in their Home Language and then summarise his/her answer in English. "*Yes, these pictures tell a story of a boy who plays in the mud. Now he is dirty!"*
5. Guide the story by asking questions such as:
   - What do you think he can do to be clean again? *(He must wash.)*
   - Which picture should be first? (Codeswitch to explain that the pictures are not in the correct order.) *(Yes, where the boy plays in the mud.)*
   - Which picture comes next? *(Yes, he takes his clothes off/undresses to wash).*
   - Which picture comes next? Continue like this until the last picture where the boy dresses himself.
6. Let learners put their fingers on the first picture again and revise the routine, prompting learners with *"…yes, and next?*" Read the word under each picture with the learners as you progress through the routing.
7. In between you can ask questions to:
   - Revise more vocabulary words, e.g., "*What does he use to dry himself/ to wash?*'
   - Help learners to connect with the story, e.g. (the last picture) "*Look! The boy must tie his shoe laces. Do you think he will be able to do it? Can you tie shoe laces?"*

AFTER READING (2 minutes)

Practise visualisation and make connections:

1. Ask learner to close their eyes and "see' a picture of him/herself very dirty and full of mud. Guide them with a calm and soft voice to make a clear picture in their minds, e.g., *"Can you see how dirty your toes are? Can you see how dirty your clothes are?"*
2. Ask learners to open their eyes. "*Do you like being dirty?"* Make sure that learners understand the meaning of dirty.
3. Let learners close their eyes again. In the same way, let learners visualizes how it feels to be clean.
4. End the lesson by asking learners which feel best? Clean or dirty?

WEEK 6: THURSDAY WRITING	(15 minutes)
WRITING FRAME	I can____.

ACTIVITY

Modelling:

1. Explain that today, learners will write about how they keep themselves clean.
2. Copy the writing frame on to the board: I can_____.
3. Use MODELLING to show how you do this. Use THINK-ALOUDS: *"Hmmm, what can I do to keep myself clean? I know. I can wash."*
4. Model how you use writing strategies, e.g., *"I must remember to think before I write. What will I write?"*
5. Slowly write the word "wash" on top of the line in the writing frame you have written on the board.

Oral instructions:

1. Show learners that they will write in their DBE Workbooks (p. 21).
2. Remind them to sit up straight when they write, and instruct them to THINK BEFORE THEY WRITE.
3. Ask a few learners what they will draw. Support them to say in English, for example, *"I will draw…I wash my face."* Then you repeat, "*He/she will wash his/her face."*

Writing:

1. Ask your learners to draw a picture of themselves washing a part of their body, for example: their face, hands, feet, etc.
2. Each learner should then copy the writing frame and complete it.
3. Walk around and help learners who are struggling.
4. Encourage learners to read their sentence to a partner.

EXAMPLE



WEEK 6: FRIDAY LISTENING AND SPEAKING		(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following requests: • "*Will you help me, please?*" Remind your learners what it means. Tell them to use this request every time they want you to help them with something in the classroom. • *"May I leave the room please?"* • **Use the checklist to record learners' progress.** 3. Sing the song for the week. 4. Use PATS to teach the theme vocabulary words. Remember to display these words for the duration of the theme. 5. Ask the "question of the day". Remember to follow the core methodology using a group of learners daily. Encourage your learners to say "*I like clean teeth.*" or "*I like clean hair*." or "*I like clean teeth and clean hair.*" as they make their X on the graph. 6. Remind the learners what "clean" and "both" means. Codeswitch briefly if necessary.	
SONG	*This is the way we wash our hands*	
THEME VOCABULARY	teeth, hair	
QUESTION OF THE DAY		
QUESTION	Do you like clean teeth, clean hair or both?	
GRAPH	3-column graph	
OPTIONS	teeth/hair/teeth and hair	
QUESTION		ANSWERS
Do you like clean teeth, clean hair or both?		Learner: I like clean teeth./I like clean hair./ I like clean hair and clean teeth. Teacher: He likes clean hair/teeth/hair and teeth. She likes clean hair/teeth/hair and teeth. Class: He likes clean hair/teeth/hair and teeth. She likes clean hair/teeth/hair and teeth.
FOLLOW-UP QUESTIONS		ANSWERS
How many learners like clean teeth?		_____ learners like clean teeth.
How many learners like clean hair?		_____ learners like clean hair.
How many learners like clean teeth and hair?		_____ learners like clean teeth and clean hair.
What do more learners like?		More learners like_____.
What do fewer learners like?		Fewer learners like_____.

WEEK 6: FRIDAY SHARED READING		(15 minutes)
DBE WORKBOOK	I am clean: pages 18 - 21	
ACTIVITY	POST-READ	
PURPOSE	• To give learners the opportunity to consolidate their understanding. • To process information. • To practise the new language that they have learnt by acting out the routine.	
POST-READ: Acting out a cleaning routine		
TEXT	**TEACHER SAYS**	**LEARNERS DO**
Your hands are very dirty.	Everyone must pretend to have dirty hands.	The learners pretend to have dirty hands. Say: "My hands are dirty"
So, wash your dirty hands.	Let's tell everyone to wash their hands.	Say: "I wash my dirty hands."
Open the tap.	Let's pretend to open the tap and wet out hands.	Learners pretend to open the tap. Say: "I open the tap."
Wash your hands with soap.	Let's pretend to wash our hands with soap.	Learners pretend to wash their hands with soap. Say: "I wash my hands with soap."
Rinse your hands with water *(Explain the word rinse. You may codeswitch.* *Usually you rinse something to remove the soap, like when you wash your hair or clothes. It's an important step in the cleaning process.)*	Let's pretend to rinse our hands.	Learners pretend to rinse their hands. Say: "I rinse my hands with water."
Close the tap.	Learners pretend to close the tap.	Learners pretend to close the tap. Say: "I close the tap."
Dry your hands with a towel.	Let's pretend to dry our hands. How do you feel?	Learners pretend to dry their hands. Say: "I dry my hands with a towel."
Show me your hands. How to your hands feel?	Learners show their hands.	Learner show their hands. Say: "My hands feel clean!"

- Time will allow you to repeat this activity a couple of times.
- Ask if a pair of learners want to demonstrate how they wash their hands. If necessary, support them.
- Praise all the learners for doing so well with English.

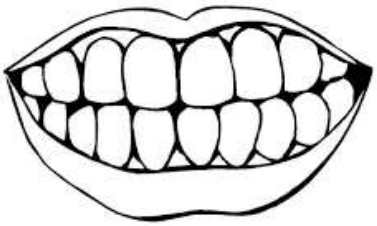
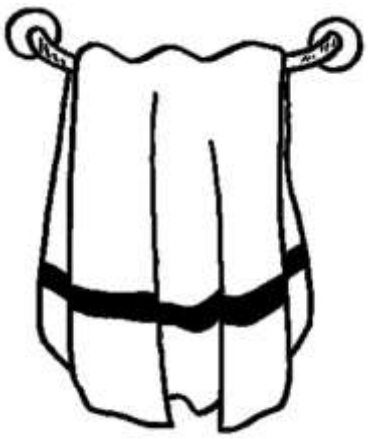
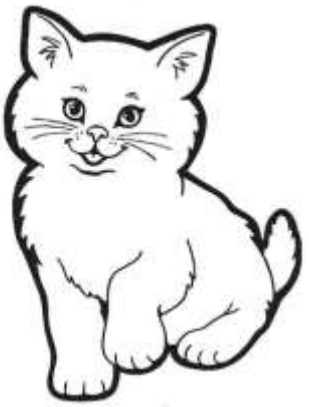
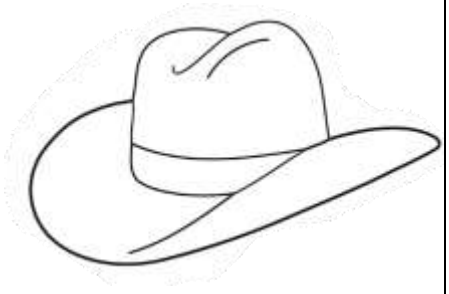
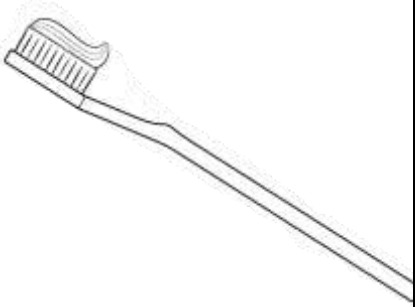
WEEK 6: FRIDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Begins to identify the initial sounds in words.
WORDS	teeth, toothbrush, tap, towel, toilet, toes
SUMMARY	Help the learners to identify the /t/ sound at the beginning of words.

ACTIVITY

1. Remind learners about the words beginning with /t/ that we learned this week. Ask them if they can remember the words. Help them to name a few of the words.
2. Hand out worksheets with pictures of words beginning with /t/ and some other words. It might be good practice to paste the worksheet in the classwork books prior to the lesson. Tell learners that we are going to mark the words that begin with the /t/ sound.
3. Let learners point to picture number one. Check if all are learners are pointing to the correct picture. Read the picture (say the word "teeth"). Ask if they think this word starts with /t/. Let them "read" the word with you and decide if it starts with /t/. Then they can mark/identify the picture according to your instruction.
4. Make sure that all learners understand the word represented by the picture, and your instruction. If necessary, repeat your instruction in the learners Home Language, but the words must be repeated in English.
5. Continue in this way until they have marked/identified all the pictures.
6. If time allows, they can colour the pictures that they marked as words starting with /t/. *(See example of a worksheet provided.)*
7. **Record learners' ability to recognise the beginning sound on the checklist.** Do this when you mark the worksheets.

Initial sound /t/ Gr. 1 Term 1 Week 6 or _____

Say each word and listen to the **first** sound. If you can hear the **/t/**-sound, colour the picture (or draw an X under the picture). If it does not start with /**t**/, don't colour the picture.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Answers Teacher reads whilst learners point to the picture and listen to the word.
Learners identify the words beginning with /t/.

1. **t**eeth	2. sweets	3. **t**oes
4. **t**owel	5. **t**ap	6. cat
7. hat	8. **t**oilet	9. toothbrush

TERM 1 • WEEK 7

TERM 1: WEEK 7 OVERVIEW	
THEME	Theme 3: Colours and clothes
THEME VOCABULARY	Clothes: dress, shorts, jeans, cap, boots, jacket, socks, shoes, shirt, tie
SIGHT WORDS	Sight words only appear in TERM 3, as per CAPS.
PHONOLOGICAL AND PHONEMIC AWARENESS	Recognises rhyming words. This week, learners will hear words that rhyme with /-ap/. Segments oral sentences into individual words. Identifies beginning sounds in words: /s/.
WRITING FRAME	Learner draws a picture and writes a caption for his/her drawing.
SHARED READING	POSTER 3: Colours and clothes
PREPARATION	• Prepare flashcards to introduce and teach the theme vocabulary. • Have a colour chart available, or samples/objects representing the colours taught this week. • Get chalk in the different colours of the rainbow OR make a rainbow with seven colours to display on Wednesday for Shared Reading. • Make sure that you have/get coloured crayons for the learner activity. • **Have the checklist ready to observe learners' ability to:** - Identify rhyming words. - Write a caption for his/her drawing and reads back what is written. - Listens and respond to a story that is told or read.

TERM 1: WEEK 7 INTRODUCE THE THEME	
PICTURE	Picture of children at the river, DBE Workbook 1 (pp. 22–23).
SHOW	Show the learners the picture of the children at the river, and talk about what they can see.
SAY	Explain that this week, we will learn about different kinds of clothing people wear and about colours in English.

WEEK 7: MONDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Introduce the theme for the week. 3. Revise the following requests: • *"Will you help me, please?"* Remind your learners what it means. Tell them to use this request every time they want you to help them with something in the classroom. • *"May I leave the room please?"* 4. Teach the poem for the week. 5. Use PATS to teach the theme vocabulary words. Remember to display these words for the duration of the theme.
POEM	Words
	The colour poem Red and orange, green and blue Shiny yellow, purple too. All the colours that we know Live up in the rainbow. Red and orange, green and blue Shiny yellow, purple too.
THEME VOCABULARY	Colours: blue, red, yellow, green
INCIDENTAL VOCABULARY	Colours: blue, red, yellow, orange, green, purple, pink, brown, black To be practiced until the end of the term
ACTIVITY	
Use the poster 3 and 'read' all the colours. Focus mostly on: blue, red, yellow, green	

WEEK 7: MONDAY SHARED READING	(10 minutes)
POSTER 3	Colours and clothes
ACTIVITY	PRE-READ
PURPOSE	• Prediction activity. • To build vocabulary.
PRE-READ	
1. Show the poster 'Colours and clothes'. 2. Point to the poster and ask the learners to say what they see in the picture. 3. Point to the title of the poster, and say "*Let's read the title.*" First you model, then the class reads it with you. 4. Explain the meaning of the two words in the title. Use PATS and the poster to help you. 5. Ask questions such as: (Point to the colour on the poster when you ask about it) • Which colours do moms dress baby girls/boys in? Why do moms do this? • Which colour clothes do we wear on Valentine Day? • Which colour is a wedding dress? • Which colour clothes do people usually wear to funerals? Why? • Which colours do we wear in spring? Why?	

6. Codeswitch to explain how the colour of our clothes can tell a story (as seen in the questions above).

WEEK 7: MONDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Identify rhyming /-ap/ words at the end of words.
WORDS	cap, clap, lap, tap
SUMMARY	In this activity, learners will learn that rhyming words are words that END WITH THE SAME SOUND. They will have to distinguish words that rhyme and words that do not rhyme. This helps learners to develop phonological awareness.

ACTIVITY

Rhyming words:

1. Introduce the /–ap/ word family. For example, say: *"Today we will learn about words that end with an /-ap/ sound."*
2. Instruct learners to LISTEN to words that end with an /-ap/ sound, like: cap, clap, lap, tap.
3. Ask learners if they can think of any other words ending with the /-ap/ sound. Remember, nonsense or made-up words are acceptable.
4. Explain that the puppet will say a word.
5. If the word ends with /-ap/, then learners must put their THUMBS UP.
6. If the word does NOT end with /–ap/, then learners must put their THUMBS DOWN.

Playing the game:

1. Introduce the puppet to the learners.
2. Remind learners to listen very carefully to the end sound of the word and to use THUMBS UP if the word ends with /-ap/ and THUMBS DOWN if the end of the word does not sound the same. Codeswitch to explain. Make sure that learners understand what you expect of them.
3. Let the puppet say one /-ap/ word, OR a word that is obviously different, like: tie, hat, cat, sit, dry. Put emphasis on the last part of the word, e.g. c – ***ap***.
4. Look around the room at learner responses.
5. Help learners identify whether the word ends with /-ap/ or not. Repeat the word if necessary.
6. Repeat with as many words as possible according to the time allocation for the lesson.
7. **Use the checklist to informally assess your learners' abilities to identify some rhyming words.**

WEEK 7: TUESDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following requests: • *"Will you help me, please?"* Remind your learners what it means. Tell them to use this request every time they want you to help them with something in the classroom. • "*May I leave the room please?"* 3. Say the poem for the week. Ask the learners to identify the words in the poem that rhyme/sound the same. 4. Use PATS to teach the theme vocabulary words. Display these words for the duration of the theme.
POEM	*The colour poem*
THEME VOCABULARY	Colours: blue, red, yellow, green
INCIDENTAL VOCABULARY	Colours: blue, red, yellow, orange, green, purple, pink, brown, black To be practiced until the end of the term
ACTIVITY	
1. Focus on colours today. Use the poster and read all the colours. Focus mostly on: blue, red, yellow, green 2. Point to different items in the class and ask learners to name the colours of the different items. 3. Let learners practise the sentence frames, "*What is this?" and "What colour is this?"* Get learners to practice doing this is pairs (p. 24). Refer to the "Let's talk" activity. 4. Learners can also complete the "Let's write" activity (p. 24). This will help them to consolidate the names of colours.	

WEEK 7: TUESDAY SHARED READING	(15 minutes)
POSTER 3	Colours and clothes
ACTIVITY	FIRST READ
PURPOSE	• To teach new vocabulary words in context. • To develop emergent literacy skills: Talking about illustrations on the poster. • To help learners to visualise. • Practice questions: who, what.
BEFORE READING (2 minutes)	
1. Point to the title of the poster and ask learners if they remember what this says. 2. Read the title and then ask the learners to remind you what we are talking about this week.	
DURING READING (10 minutes)	
1. Call four learners forward. Each one will point to one of the colours: blue, green, yellow or blue. As they point to a colour, ask the class, *"What colour is this?"* The class must answer, *"That is blue/green/yellow/red."* Thank the four learners before they return to their seats. 2. Point to the picture of the two children. Inform them that the girl's name is Nomsa and the boy's name is Ken. Ask questions such as: (Remember to point to every item you mention). • Picture no. 1: What clothes is Nomsa wearing? (*Jeans and a T-shirt*) • What is Ken wearing? (*Shorts and a T-shirt*) • Who is wearing shoes? (*Ken*) • What colour is Nomsa's T-shirt? (*Orange*) • <u>Picture no. 2:</u> Who is wearing glasses? Do you remember the rhyme about Granny's glasses? (Week 5)	

- Who has a hat on? Where do we put a hat? (*On the head*)
- What colour is Nomsa's shoes? (*Orange*)
- What colour is Ken's jeans?
- What colour is Ken's jersey? (*Green and yellow*)

3. Model how you think aloud about what you notice on the poster, e.g.
   - *"I think Ken likes clothes with stripes. Look here (pointing to the stripes) his shirt has stripes and his jersey has stripes. Can you see the stripes?"*
   - *"Hmmm…I think I know what is Nomsa's favourite colour. Can you guess what the colour is? I think her favourite colour is orange. Look, her T-shirt is orange, her hat is orange and her shoes are orange."*

AFTER READING (3 minutes)

Play the "I spy with my little eyes" game (See week 4 Thursday). This time the learners have to guess the colour.

- For example, I spy with my little eye something in the class that I can write on, with chalk; it is on the wall in the front of the class. It is big. What colour is it? (*Green – the chalk board*)
- I spy a colour through the window. It grows in the garden. It is in the trees and in the grass. (*green*)
- Continue with more objects.
- If you need to codeswitch to let learners understand, do so, but let them say the colours in English.

WEEK 7: TUESDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Identify some /-ap/ rhyming words
WORDS	cap, clap, lap, tap
SUMMARY	In this activity, learners will learn that rhyming words are words that END WITH THE SAME SOUND.

ACTIVITY

Rhyming words:

1. Introduce the /-ap/ rhyming words again. These words were taught before. 'Lap' was taught in the poem "Here are Granny's glasses". Make sure learners know the meaning of these words.
2. Instruct learners to LISTEN to words that end with the /-ap/ sound, like: cap, clap, lap, tap. Put emphasis on the end sound (/-ap/) when you say the words.
3. Ask learners if they can think of any other words ending with /–ap/. Remember, nonsense or made-up words are acceptable.
4. Introduce the rhyming puppet to the class again. Explain that she/he helps us to know which words rhyme or sound the same.

Playing the game:

1. Let the class greet the rhyming puppet. You can give the puppet a name.
2. Tell your learners that the puppet is going to say two words. Sometimes the two words will have the same end/it will rhyme, and sometimes it will not rhyme. They will have to listen carefully to end part of the word. Codeswitch briefly to make sure that learners understand what to do.
3. Let the puppet say: cap, hat. Emphasise the last sound of each word, to make it easier to determine if it rhymes or not. Remind learners to use THUMBS UP if the words rhyme, and THUMBS DOWN if the words do not rhyme.
4. Look around the room at learner responses.
5. Allow the puppet to confirm that everyone should have THUMBS DOWN because "cap" and "hat" do not rhyme. Let the puppet say the words again with a lot of emphasis on the/-ap/ and /-at/ for learners to hear the difference.
6. Repeat with the following sets of words:
   - sit, clap (THUMBS DOWN)
   - clap, lap (THUMBS UP)
   - nap, tap (THUMBS UP).
   - cap, fat (THUMBS DOWN)
7. **Use the checklist with this activity to record how many learners are able to identify some rhyming words, or not.**

WEEK 7: WEDNESDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following requests: • *"Will you help me, please?"* Remind your learners what it means. Tell them to use this request every time they want you to help them with something in the classroom. • *"May I leave the room please?"* 3. Say the poem for the week. 4. Use PATS to teach the theme vocabulary words. Remember to display these words for the duration of the theme. You can also refer to pages 23-25 in the DBE workbooks. 5. Ask the "question of the day". Remember to model the answer using the guidelines in the core methodology. Encourage your learners to say, *"I like to wear a dress."* or *"I like to wear jeans."* or "*I like to wear shorts."* as they make their X on the graph.
POEM	*The colour poem*
THEME VOCABULARY	Clothes: dress, shorts, jeans, shirt, tie Colours: blue, red, yellow, green
INCIDENTAL VOCABULARY	Colours: blue, red, yellow, orange, green, purple, pink, brown, black To be practiced until the end of the term
QUESTION OF THE DAY	
QUESTION	What do you like to wear?
GRAPH	4-column graph
OPTIONS	dress/jeans/shorts/shirt and tie

QUESTION	ANSWERS
What do you like to wear?	Learner: I like to wear jeans/a dress/shorts/shirt and tie. Teacher: He likes to wear jeans/a dress/shorts/ shirt and tie. She likes to wear jeans/a dress/shorts/shirt and tie. Class: He likes to wear jeans/a dress/shorts/ shirt and tie. She likes to wear jeans/a dress/shorts/shirt and tie.
FOLLOW-UP QUESTIONS	ANSWERS
How many learners like to wear a dress?	_____ learners like to wear a dress.
How many learners like to wear shorts?	_____ learners like to wear shorts.
How many learners like to wear jeans?	_____ learners like to wear jeans.
How many learners like to wear a shirt and tie?	_____ learners like to wear a shirt and tie.
What do more learners like to wear?	More learners like to wear_____.
What do fewest learners like to wear?	Fewest learners like to wear_____.

WEEK 7: WEDNESDAY SHARED READING	(15 minutes)
POSTER 3	Colours and clothes
ACTIVITY	ILLUSTRATION
PURPOSE	• To strengthen learners' knowledge of colours. • To process information by drawing a rainbow.

BEFORE READING (2 minutes)

1. Get the learners settled with their classwork books, pencils and crayons.
2. Show the poster, *Colours and clothes,* and remind the learners that we discussed the poster to understand the words and know the names of clothes and colours in English.
3. Let the learners say "The colour poem". Ask if they know what the rainbow is? Tell learners that we will draw a rainbow today.

DURING READING (3minutes)

1. Inform learners that a rainbow has all the beautiful colours that we learned about. Codeswitch to make sure that learners understand what is expected of them.
2. The rainbow has seven colours. The first colour on the outside is *red, then orange, yellow, green, blue, indigo (bright blue) and violet (almost like purple)* on the inside. There are many shades of each colour. To explain this better, point to two different shades of red visible in the classroom.
3. Use the THINK ALOUD strategy to model how you draw the rainbow on the board. Start the big half circle on the outside with red. If you pre-made a rainbow, put it on the board.

AFTER READING (10 minutes)

1. Ask learners to count the colours (7), then name them with you from the outside inwards.
2. This can be done on blank paper to display the rainbows in the class, or in the classwork books.
3. Advise learners to arrange their crayons in the right order before they start drawing.
4. Observe and support while learners are working. Ask questions, e.g. What is this colour? What are you drawing?
5. Encourage learners to say what they are drawing, e.g. "*This is a beautiful rainbow"*
6. Let early finishers TURN AND TALK to a peer. They should tell their friend the names of the colours in their rainbow.

WEEK 7: WEDNESDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Segments oral sentences into individual words by clapping on each word.
SUMMARY	In this activity, learners continue to practice segmenting oral sentences into individual words.

ACTIVITY

1. Tell the learners the puppet will say some sentences based on the words they know about clothes and colours.
2. Explain that the learners need to clap once for each word to show that they know which individual words form the sentence.
   - I like to wear blue jeans (6 claps)
   - She wears a red dress. (*5 claps*)
   - He wears a yellow shirt and a blue tie. (9 *claps*)
   - My shorts are green and red. (*6 claps*)
3. Continue with more sentences if time allows.

WEEK 7: THURSDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following requests: • *"Will you help me, please?"* Remind your learners what it means. Tell them to use this request every time they want you to help them with something in the classroom. • *"May I leave the room please?"* 3. Say the poem for the week. 4. Use PATS to teach the theme vocabulary words. Remember to display these words for the duration of the theme. Point to the pictures on the flashcard to help learners to remember the words. 5. Ask the "question of the day". Remember to model the answer using the guidelines in the core methodology. Encourage your learners to say, "*You like to wear a cap"* or *"You like to wear boots."* or "*You like to wear a jacket*." as they make their X on the graph. Do not tell them what you like to wear when you model the "question of the day".
POEM	*The colour poem*
THEME VOCABULARY	Clothes: cap, boots, jacket Colours: orange, purple, pink
INCIDENTAL VOCABULARY	Colours: blue, red, yellow, orange, green, purple, pink, brown, black To be practiced until the end of the term
QUESTION OF THE DAY	
QUESTION	Do you think I like to wear a cap, boots or a jacket?
GRAPH	3-column graph
OPTIONS	cap, boots, jacket

QUESTION	ANSWERS
Do you think I like to wear a cap, boots or a jacket?	Learner: You like to wear a cap/boots/jacket. Teacher: I like to wear a cap/boots/jacket. Class: You like to wear a cap/boots/jacket.
FOLLOW-UP QUESTIONS	ANSWERS
How many learners think I like to wear a cap?	_____ learners think I like to wear a cap.
How many learners think I like to wear a jacket?	_____ learners think I like to wear a cap.
How many learners think I like to wear boots?	_____ learners think I like to wear boots.
What do more learners think I like to wear?	More learners think I like to wear_____.
What do fewer learners think I like to wear?	Fewer learners think I like to wear_____.

WEEK 7: THURSDAY SHARED READING	(15 minutes)
POSTER 3	Colours and clothes
ACTIVITY	SECOND READ
PURPOSE	• To give learners a deeper understanding of the text (thinking about the story). • Making connections between the text and self. • To develop phonemic awareness.

BEFORE READING (5 minutes)

1. Point to title of the poster and read it with the learners.
2. For learners to have a deeper understanding of a story/text, they need to be able to make links in their minds between what is happening in the story and what they experience in real life. Ask questions like these and model how you think when you answer the question.
   - Why is Ken wearing glasses? (*My granny can't see if she does not wear her glasses*.)
   - Nomsa wears a hat. Do you like to wear a hat? *(I don't like to wear a hat.)*

DURING READING (5 minutes)

1. Let learners open the DBE Workbooks on page 26. We will revise vocabulary words and the questions:
   What is this? What colour is …? How many….?
   For example, let learners point to the socks. Ask the questions one by one. What is this? (*socks*). How many socks are there? (*2 – circle the correct number*). What colour are the socks? (*Blue – circle the blue dot*).
2. Continue with the activity, facilitating it step by step, making sure that all learners answer and understand the questions.

AFTER READING (5 minutes)

Ask learners to close their books, fold their arms and listen carefully. Code switch to make sure learners understand what is expected.

- Listen to these words. One word does not sound like the other two: *shoes, shorts, cap*. Which word is the odd one? (*cap*)
- Listen again, which word is odd? *red, blue, glue.* Which word is odd? (*red*)
- Listen again, which word is odd? *tie, green, my*. Which word is odd? (*green*)

If necessary, repeat the sequence of words, emphasising the similar sounds. Help learner to identify the odd word.

WEEK 7: THURSDAY WRITING	(15 minutes)
WRITING FRAME	Learner draws a picture and write a caption for his/her drawing. This is my…….

ACTIVITY

Modelling:

1. Explain that today, learners will draw two pictures of the clothes they like to wear most.
2. Remind learners that they must THINK BEFORE THEY WRITE. Model how you think aloud about your clothes, and what you like to wear.
3. Use MODELLING to draw a picture of a piece of clothes on the board. Explain as you draw, e.g., *"Now I have to draw the stripes on my t-shirt, because I like to wear shirts with stripes."*
4. Use MODELLING to write the caption using the frame: "This is my shirt" next to one picture.
5. Model how you find the word "shirt" on the vocabulary wall.
6. Continue doing the same with the second item.

Oral instructions:

1. Learners will work in the classwork books.
2. Tell learners that they will:
   - Draw two pictures of the clothes they like to wear most.
   - Copy and complete the sentence frame next to each picture.
3. Ask a few learners which clothes they will draw.
4. Instruct all learners to THINK about what they will draw before they start.

Writing:

1. As the learners are writing and drawing, walk around the room and complete MINI-CONFERENCES.
2. Ask learners to explain their writing/drawing.
3. Help learners complete the sentence frame
4. Encourage learners to show their picture, and read their writing to a partner.
5. Copy and display some of the pictures and writing in your classroom.
6. **Use a checklist with this activity to informally assess your learners' abilities to copy a caption for a picture.**

WEEK 7: FRIDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following requests: • *"Will you help me, please?"* Remind your learners what it means. Tell them to use this request every time they want you to help them with something in the classroom. • *"May I leave the room please?"* 3. Say the poem for the week. 4. Use PATS to teach the theme vocabulary words. Remember to display these words for the duration of the theme. 5. Ask the "question of the day". Remember to follow the core methodology. Encourage your learners to say "*I like to wear orange socks.*" or "*I like to wear yellow socks*." as they make their X on the graph.
POEM	*The colour poem*
THEME VOCABULARY	Clothes: socks, shoes Colours: orange, purple, pink
INCIDENTAL VOCABULARY	Colours: blue, red, yellow, orange, green, purple, pink, brown, black To be practiced until the end of the term
QUESTION OF THE DAY	
QUESTION	Do you like to wear orange socks or pink socks?
GRAPH	2-column graph
OPTIONS	pink socks/orange socks

QUESTION	ANSWERS
Do you like to wear orange socks or pink socks?	Learner: I like to wear pink socks./ I like to wear orange socks. Teacher: He likes to wear pink/orange socks. She likes to wear pink/orange socks. Class: He likes to wear pink/orange socks. She likes to wear pink/orange socks.
FOLLOW-UP QUESTIONS	ANSWERS
How many learners like to wear pink socks?	_____ learners like to wear pink socks.
How many learners like to wear orange socks?	_____ learners like to wear orange socks.
What do more learners like to wear?	More learners like to wear_____.
What do fewer learners like to wear?	Fewer learners like to wear_____.

WEEK 7: FRIDAY SHARED READING	(15 minutes)
POSTER 3	Colours and clothes
ACTIVITY	POST-READ
PURPOSE	• To give learners the opportunity to consolidate their understanding of the content. • To process information.

POST-READ: ILLUSTRATE

1. Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
2. Tell learners that we will draw a colourful jacket for the winter. (Codeswitch briefly to make sure that all learners understand the instruction, specifically the word "colourful". Repeat the instruction in English again.)
3. Write the sentence frame on the board first. This is my _____.
4. Show the learners exactly what to do by MODELLING the activity for them:
   - E.g., THINK ALOUD about the jacket you will draw
   - Complete the picture, talking through the process. Use a couple of colours. Name the colours as you use each one.
   - MODEL copying each word of the frame and complete it with the word "jacket."
   - Model how you look for the word "jacket" on the vocabulary wall, and complete your sentence.

     (A WRITER USE RESOURCES)
5. Once you have modelled this, give the learners clear oral instructions on how to complete the activity.
6. Ask a few learners what colours they will use for their jackets.
7. Encourage learners to use the colours they like most.
8. Make learners aware of the time left to complete their work.
9. If time allows, do TURN AND TALK. Learners must talk about their drawings with a partner.
10. Move amongst the learners as they are busy and support where necessary. Keep MINI CONFERENCES in mind.

Note: Copy some of the learners' work from their classwork books and display it in the classroom.

WEEK 7: FRIDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Begins to identify different initial sounds in words.
WORDS	socks, soap, sweets, sister, stomach
SUMMARY	Help the learners to identify the /s/ sound at the beginning of words

ACTIVITY

Identifying the sounds game:

1. Ask learners to stand, stretch (mime the action) and then sit again.
2. Ask them, *"What is the first sound in the following words?* ***Socks, soap, sister"***
3. Pronounce the /s/ sound clearly. *(Answer: /s/)*
4. Read the /s/ words provided, one by one, and use it in a simple sentence, e.g., "I have one sister."
5. If you can put pictures of each word on the board it will enhance meaning. These are previous vocabulary words.
6. To give your learners practice identifying the /s/ sound, ask them to listen very carefully to the three words you say in a row. They must put their fingers on their noses immediately when they hear a word that starts with the /s/ sound. Codeswitch to make sure that all learners understand the instruction.
7. Use the suggestions below, and add more sets of words if you have time.
   - hat, tap, **soap**
   - **sweets**, girl, towel
   - jersey, bat, **stomach**
   - **sister**, mom, dad
   - dress, **socks,** tie
   - wash, teeth, **soap**
8. **Do not write the "s" on the board or show the phonic on a card. This lesson is an oral phonemic awareness activity, it is not a phonic lesson.**

TERM 1 • WEEK 8

TERM 1: WEEK 8 OVERVIEW	
THEME	Theme 4: Me at school
THEME VOCABULARY	car, taxi, motorbike, bus, train, walk, school, teacher, bag, look
SIGHT WORDS	Sight words only appear in TERM 3, as per CAPS.
PHONOLOGICAL AND PHONEMIC AWARENESS	This week you will assess your learners' abilities to segment oral sentences into individual words.
WRITING FRAME	Use this time to complete Reading oral formal assessment this week.
SHARED READING	POSTER 4: We come to school
PREPARATION	• Prepare flashcards to introduce and teach the theme vocabulary. • Familiarise yourself with what needs to be assessed this week and ensure that paper and stationery is available for your learners to work independently. This will give you time to assess learners individually.

INDEPENDENT ACTIVITIES	
Learners can do the following independent activities over the course of the week. This will allow you to call up learners individually to conduct the formal assessments.	
ACTIVITY 1	Tell your learners to draw a picture of themselves driving a car, taxi or motorbike on a piece of paper, while you call individual learners up to be assessed. They can cut these vehicles out and keep them for another lesson later.
ACTIVITY 2	Tell your learners to draw a picture of their teacher in a train or bus.
ACTIVITY 3	Tell your learners to draw a picture of two friends walking to school with their school bags.
ACTIVITY 4	Tell your learners to draw a different form of transport to the one they drew before. Explain that they can label it if they would like to.
ACTIVITY 5	Refer your learners to the DBE Workbook (p. 34). Instruct them to complete the "Let's do" activity.
ACTIVITY 6	Draw a picture from their favourite form of transport (codeswitch to explain).
ACTIVITY 7	Let learners draw pictures of words starting with /t/.

TERM 1: WEEK 8 SUMMARY OF ASSESSMENT TASKS				
TASKS	**CAPS**	**ACTIVITY**	**RUBRIC**	**TIMING**
LISTENING AND SPEAKING: FORMAL ASSESSMENTS	Responds to simple greetings.	**Activity 1:** Learner responds to simple greetings.	Use **Rubric 1** (5 marks) to assess and score the learner. Record the marks on the Recording Sheet - EFAL Grade 1: Term 1 (scores using rubrics)	During daily activities this week, complete both assessments with each of your learners. Aim to assess between 5 and 8 learners each day.
	Sings simple songs and does action rhymes.	**Activity 2:** Learner sings simple songs and does action rhymes.	Use **Rubric 2** (5 marks) to assess and score the learner. Record the marks on the Recording Sheet - EFAL Grade 1: Term 1 (scores using rubrics)	
PHONICS: FORMAL ASSESSMENT	Segments oral sentences into individual words.	**Activity:** Learner segments oral sentences into individual words.	Use **Rubric 3** (5 marks) to assess and score the learner. Record the marks on the Recording Sheet - EFAL Grade 1: Term 1 (scores using rubrics)	During the Phonics lessons and/or Writing lesson this week, complete the Phonics Assessment with each of your learners.
READING: FORMAL ASSESSMENT	Demonstrates understanding of oral the vocabulary by pointing to objects in illustrations.	**Activity:** Learner demonstrates understanding of the oral vocabulary by pointing to objects in illustrations.	Use **Rubric 4** (5 marks) to assess and score the learner. Record the marks on the Recording Sheet - EFAL Grade 1: Term 1 (scores using rubrics)	During the Shared Reading and Writing lessons this week, complete the Reading Assessment with each of your learners. Aim to assess between 7 and 9 learners each day.

TERM 1: WEEK 8 INTRODUCE THE THEME	
PICTURE	Picture of children arriving at school, DBE Workbook 1 (pp. 32–33).
SHOW	Show learners the picture of the children arriving at school and talk about what they see.
SAY	Explain that this week, they will do some individual activities (assessments) with you. We will learn about the different ways people come to school.

WEEK 8: MONDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Introduce the theme for the week. 3. Allow your learners to request a song, poem or rhyme from the term and revise it. 4. Use PATS to teach the theme vocabulary words. Remember to display these words on the Theme Vocabulary Word Wall or display for the duration of the theme. 5. Select an activity for the class to do while you conduct the individual learner assessments (Listening and Speaking: Formal Assessment – Activity 1 and 2). E.g., Draw the car/taxi or bike that you will like to come to school with. Label your picture. Show how you do this by looking at the vocabulary word cards that are displayed. 6. Aim to assess at least 5 learners each day. 7. Use Rubrics 1 and 2 to assess each learner.
THEME VOCABULARY	car, taxi, motorbike

LISTENING AND SPEAKING: FORMAL ASSESSMENT – ACTIVITY 1 (5 MARKS)

Learner responds to simple greetings.

1. Call the learner to your desk.
2. Tell him or her you are going to say: "*Good morning, (learner name)*".
3. Instruct the learner to respond appropriately. The learner should reply: "*Good morning, teacher/Mrs___*".
4. Use Rubric 1 to assess the learner.
5. Do Activity 2 with the learner before he/she returns to his/her seat.

RUBRIC 1: Responds to simple greetings

1	2	3	4	5
Learner is unable to respond to simple greetings without the support of the teacher.	Attempts to respond to simple greetings as taught by the teacher.	Able to respond to simple greetings without the support of the teacher.	Responds to simple greetings with confidence and in a complete sentence.	Responds to simple greetings confidently and with expression and adding own vocabulary.

LISTENING AND SPEAKING: FORMAL ASSESSMENT – ACTIVITY 2 (5 MARKS)

Learner sings simple songs and does action rhymes

1. Ask the learner to sing *This is the way we wash our hands* OR say the rhyme, *Here are Grandmother's glasses.*
2. Assess the learner's response using Rubric 2.

RUBRIC 2: Sings simple songs and does action rhymes

1	2	3	4	5
Learner is unable to sing simple songs without guidance by the teacher.	Attempts to sing songs and do action rhymes as taught by the teacher.	Able to sing simple songs and do action rhymes as taught by the teacher.	Sings songs and does action rhymes independently with rhythm.	Sings songs and does action rhymes independently bringing in own actions and movements.

WEEK 8: MONDAY SHARED READING	(10 minutes)
POSTER 4	We come to school
ACTIVITY	PRE-READ and FIRST READ
PURPOSE	Pre-read: prediction activity. Look at the picture for clues and learn new vocabulary. Revise previous vocabulary.

PRE-READ

1. Point to the poster, "*We come to school",* and discuss the picture with the learners.
2. Talk about the different ways to get to school
   - Point to a learner who is walking, and teach the vocabulary word "walk". "*He/She walks to school*." Ask learners to put up their hands if they walk to school. Are they many or few?
   - Point to the car and say, "*Look, this boy comes to school by car. What colour is the car?"*
   - Point to the boy with a bicycle. Say, *"Look, he comes to school by bike."*
   - Remind learners of other ways to come to school, e.g. by bus or by taxi. Ask if some of the learners come by bus or taxi.
   - Point to different pieces of clothing and revise the names of them, e.g., cap, shirt, short, socks, shoes.
   - Point to different parts of the body and revise the names, e.g., face, head, knee, eyes, shoulder, mouth, hand, etc.
   - Point to different colours and briefly revise them, e.g., blue, yellow, red, green, brown (the dog), pink, black.
3. **After this LESSON, you will use the remaining Shared Reading lessons this week to conduct the Oral Reading: Formal Assessment Activity - Demonstrates an understanding of the oral vocabulary by pointing to objects in the illustrations.**
4. You will use this poster to do the Shared Reading formal assessment.

WEEK 8: MONDAY PHONOLOGICAL AND PHONEMIC AWARENESS				(5 minutes)
SKILL	Segment oral sentences into individual words.			
PHONICS: FORMAL ASSESSMENT ACTIVITY (5 marks) Learner segments oral sentences into individual words.				

1. During phonological and phonemic awareness lessons this week, complete the Phonics: Formal Assessment activity with each learner.
2. Aim to assess at least 5 learners a day.
3. Explain to your learners that you are going to call them up one at a time to complete an activity with you. Tell them that they will clap each time they say a new word in the sentence.
4. Assess your learners individually in the following way:
   - Model how to clap on the words in a sentence. Use the sentence: My friend likes to wear a cap.
   - Ask the learner to clap on the words of any ONE of the following sentences:
     - I like to wear a shirt. (6 claps)
     - These are my school shoes. (5 claps)
     - I like to wear a hat. (6 claps)
     - My name is Pule Mabe. (5 claps)
     - I wash my hands and face. (6 claps)
5. Use Rubric 3 to assess each learner.

RUBRIC 3: Segments oral sentences into individual words

1	2	3	4	5
Cannot segment oral sentences into individual words without the support of the teacher.	Only segments 2 words in a sentence with 5 words.	Segments 3 words in a sentence with 5 words.	Segments 4 words in a sentence with 5 words.	Segments oral sentences of more than 5 words into individual words accurately and confidently.

WEEK 8: TUESDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet the learners in English. 2. Choose a song, poem or rhyme to revise. 3. Use PATS to teach the theme vocabulary words. Remember to display these words on the Theme Vocabulary Word Wall or display for the duration of the theme.
SONG	Let learners choose a song to revise.
THEME VOCABULARY	bus, train, teacher

CONTINUE WITH THE LISTENING AND SPEAKING: FORMAL ASSESSMENTS (ACTIVITIES 1 AND 2)

1. Use the poster "We come to school". Introduce the new vocabulary words, using the vocabulary word cards. Put the cards on the wall as a reference for the learners.
2. Tell your learners to draw a picture of their teacher in a train or bus. They can label the picture by looking at the vocabulary words on the wall.
3. You can then continue to call individual learners up for the Listening and Speaking formal assessments.

WEEK 8: TUESDAY SHARED READING	(15 minutes)
POSTER 4	We come to school
OBJECTIVE	• Use the Shared Reading lesson today to do the Oral Reading: Formal Assessment Activity. • Select an activity for the whole class to do while you are busy conducting the assessment with individual learners.

BEFORE READING (5 minutes)

1. Point to some of the pictures on the poster and ask learners if they remember what this is, e.g., car, bike.
2. Read the title and then remind learners of the different ways that we can come to schools
3. Repeat the vocabulary words of the day: bus, train, teacher etc., connecting each word to the pictures on the poster.
4. Learners can return to their desks and continue with the drawing they started with. (See Listening and Speaking).

CONITNUE WITH THE ORAL READING: FORMAL ASSESSMENT ACTIVITY - DEMONSTRATES AN UNDERSTANDING OF THE ORAL VOCABULARY BY POINTING TO OBJECTS IN THE ILLUSTRATIONS.

1. Call learners up one by one to your desk or to where you displayed the poster.
2. Tell him or her that you are going to ask them to point to some of the objects that he/she has learned this term. He/she must point to the picture where he/she can see the word. Codeswitch if necessary to make sure that the learner understands the instruction, and then continue using English.
3. Ask questions to check that learners understand the vocabulary words. For example, ask the learner to:
   - Show you a picture of a boy/girl (any one)
   - Show you a picture of a cap/a shirt/shoes/a sock (any one)
   - Show you a picture of a head/shoulder/hand (any one)
   - Show you their nose/knee/stomach/eye/mouth/face (any one)
   - Show you something that is blue/green/ yellow/ black/red/brown/ pink (any one)
4. Use Rubric 4 to assess each learner.

Aim to assess between 7 and 9 learners each day. You can also use the writing lesson on Thursday for this assessment.

RUBRIC 4: Demonstrates understanding of oral vocabulary by pointing to objects in the illustrations.

1	2	3	4	5
Shows limited understanding of oral vocabulary by only pointing to objects when prompted by the teacher.	Demonstrates an understanding of oral vocabulary by pointing to 1 of the 4 objects without any support from the teacher.	Demonstrates an understanding of oral vocabulary by pointing to 2 of the 4 objects without any support from the teacher.	Demonstrates an understanding of oral vocabulary by pointing to 3 of the 4 objects without any support from the teacher.	Demonstrates an understanding of oral vocabulary by pointing to all the objects in the illustrations confidently and independently.

WEEK 8: TUESDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Segments oral sentences into individual words
CONTINUE WITH THE PHONICS: FORMAL ASSESSMENT ACTIVITY	
1. Explain to your learners that you are going to call them up one at a time to complete an assessment activity with you. 2. Refer to the information outlined in Monday's lesson.	

WEEK 8: WEDNESDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following request: "*Will you help me, please?*" Remind your learners what it means. Tell them to use this request every time they want you to help them with something in the classroom. 3. Choose a song, poem or rhyme to revise. 4. Use PATS to teach the theme vocabulary words. Remember to display these words for the duration of the theme.
SONG	Learners select a song to revise.
THEME VOCABULARY	walk, school, bag
CONTINUE WITH THE LISTENING AND SPEAKING: FORMAL ASSESSMENTS (ACTIVITIES 1 AND 2)	
1. Tell your learners to draw a picture of someone walking to school with their school bag. They can copy the words "walk" and "school bag" from the vocabulary word cards on the wall, to label their pictures. 2. Use this time to continue with your assessments. 3. Refer to the information outlined in Monday's lesson.	

WEEK 8: WEDNESDAY SHARED READING	(15 minutes)
OBJECTIVE	1. Use the Shared Reading lesson today to do the Oral Reading: Formal Assessment Activity. 2. Select an activity for the whole class to do while you are busy conducting the assessment with individual learners.
POSTER 4	We come to school
ORAL READING: FORMAL ASSESSMENT ACTIVITY (5 marks) Learner demonstrates understanding of the oral vocabulary by pointing to objects in illustrations.	
1. Formally assess your learners' abilities to demonstrate understanding of the oral vocabulary by pointing to objects in the illustrations on the poster. 2. Call up learners individually to your desk. 3. Refer to the information outlined in Tuesday's lesson. 4. Use Rubric 4 to assess each learner.	

RUBRIC 4: Demonstrates understanding of oral vocabulary by pointing to objects in the illustrations.

1	2	3	4	5
Shows limited understanding of oral vocabulary by only pointing to objects when prompted by the teacher.	Demonstrates an understanding of oral vocabulary by pointing to 1 of the 4 objects without any support from the teacher.	Demonstrates an understanding of oral vocabulary by pointing to 2 of the 4 objects without any support from the teacher.	Demonstrates an understanding of oral vocabulary by pointing to 3 of the 4 objects without any support from the teacher.	Demonstrates an understanding of oral vocabulary by pointing to all the objects in the illustrations confidently and independently.

WEEK 8: WEDNESDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Segments oral sentences into individual words.
CONTINUE WITH THE PHONICS: FORMAL ASSESSMENT ACTIVITY	
1. Explain to your learners that you are going to call them up one at a time to complete an assessment activity with you. 2. Refer to the information outlined in Monday's lesson.	

WEEK 8: THURSDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following request: *"Will you help me, please?"* Remind your learners what it means. Tell them to use this request every time they want you to help them with something in the classroom. 3. Choose a song, poem or rhyme to revise. 4. Use PATS to teach the theme vocabulary words. Remember to display these words for the duration of the theme.
SONG	Learners select a song, rhyme or poem to revise.
THEME VOCABULARY	Revise: car, taxi, motorbike, bus, train, walk, school, teacher, bag, look
CONTINUE WITH THE LISTENING AND SPEAKING: FORMAL ASSESSMENTS (ACTIVITIES 1 AND 2)	
1. Briefly revise the vocabulary words with your learners. Tell them to draw a different form of transport to the one they drew earlier in the week. Tell them they can label their picture if they want to. 2. Use this time to continue with the Listening and Speaking assessments.	

WEEK 8: THURSDAY SHARED READING	(15 minutes)
OBJECTIVE	1. Use the Shared Reading lesson today to continue the Oral Reading: Formal Assessment Activity. 2. Select an activity for the whole class to do while you are busy conducting the assessment with individual learners.
POSTER 4	We come to school
ORAL READING: FORMAL ASSESSMENT ACTIVITY (5 marks) Learner demonstrates understanding of the oral vocabulary by pointing to objects in the illustrations.	
1. Formally assess your learners' abilities to demonstrate understanding of the oral vocabulary by pointing to objects in the illustrations on the poster. 2. Call up learners individually to your desk. 3. Refer to the information outlined in Tuesday's lesson. 4. Use Rubric 4 to assess each learner	

RUBRIC 4: Demonstrates understanding of oral vocabulary by pointing to objects in the illustrations.

1	2	3	4	5
Shows limited understanding of oral vocabulary by only pointing to objects when prompted by the teacher.	Demonstrates an understanding of oral vocabulary by pointing to 1 of the 4 objects without any support from the teacher.	Demonstrates an understanding of oral vocabulary by pointing to 2 of the 4 objects without any support from the teacher.	Demonstrates an understanding of oral vocabulary by pointing to 3 of the 4 objects without any support from the teacher.	Demonstrates an understanding of oral vocabulary by pointing to all the objects in the illustrations confidently and independently.

WEEK 8: THURSDAY WRITING	(15 minutes)
1. Use your writing time this week to complete the Oral Reading: Formal Assessments this week. 2. Refer to the process outlined in the Wednesday and Thursday Shared Reading lessons.	

WEEK 8: FRIDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Choose a poem, rhyme or song to do together. 3. Use PATS to teach the theme vocabulary words. Remember to display these words on your Vocabulary Word Wall or display for the duration of the theme.
SONG	Learners select a song, rhyme or poem to revise.
THEME VOCABULARY	Revise: car, taxi, motorbike, bus, train, walk, school, teacher, bag, look
CONTINUE WITH THE LISTENING AND SPEAKING: FORMAL ASSESSMENTS (ACTIVITIES 1 AND 2)	
1. Refer your learners to the DBE Workbook (pages 33 and 34). Tell them to complete the "Let's do" activities" pasting the stickers on the correct vehicle. 2. Use this time today to continue with Listening and Speaking assessments	

WEEK 8: FRIDAY SHARED READING	(15 minutes)
PURPOSE	1. Use the Shared Reading lesson today for the Oral Reading: Formal Assessment Activity. 2. Select an activity for the whole class to do while you are busy conducting the assessment with individual learners.
POSTER 4	We come to school

ORAL READING: FORMAL ASSESSMENT ACTIVITY (5 marks)

Learner demonstrates understanding of the oral vocabulary by pointing to objects in the illustrations.

1. Formally assess your learners' abilities to demonstrate understanding of the oral vocabulary by pointing to objects in the illustrations on the poster.
2. Call up learners individually to your desk.
3. Refer to the information outlined in Tuesday's lesson.
4. Use Rubric 4 to assess each learner

RUBRIC 4: Demonstrates understanding of oral vocabulary in by pointing to objects in the illustrations.

1	2	3	4	5
Shows limited understanding of oral vocabulary by only pointing to objects when prompted by the teacher.	Demonstrates an understanding of oral vocabulary by pointing to 1 of the 4 objects without any support from the teacher.	Demonstrates an understanding of oral vocabulary by pointing to 2 of the 4 objects without any support from the teacher.	Demonstrates an understanding of oral vocabulary by pointing to 3 of the 4 objects without any support from the teacher.	Demonstrates an understanding of oral vocabulary by pointing to all the objects in the illustrations confidently and independently.

WEEK 8: FRIDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Segments oral sentences into individual words.

CONTINUE WITH THE PHONICS: FORMAL ASSESSMENT ACTIVITY

1. Complete the Phonics: Formal Assessment while your learners draw as many pictures as they can think of that starts with /t/. Remind them of week 6 when we talked about being clean, words like "tap, teeth", etc. They can draw any English word that they can think about starting with /t/ - even "train", "taxi" or "teacher".
2. Refer to the information outlined in Monday's lesson.

TERM 1 • WEEK 9

TERM 1: WEEK 9 OVERVIEW	
THEME 4	Me at school
THEME VOCABULARY	road, whistle, robot, go, stop, left, right, circle, square, triangle
SIGHT WORDS	Sight words only appear in TERM 3, as per CAPS.
PHONOLOGICAL AND PHONEMIC AWARENESS	Claps out syllables in familiar words. Rhyming words – rhymes taught in Term 1.
WRITING FRAME	Learner draws a picture and completes a caption. I come to school by_____.
SHARED READING	POSTER 4: Coming to school
PREPARATION	• Prepare flashcards to introduce and teach the theme vocabulary. • Cut circles from red, green and orange paper. You will use these in the Listening and Speaking lessons this week. • Cut a circle, a square and a triangle from cardboard • If necessary, use some time this week to complete any assessments you did not manage to complete last week. • **Keep the checklist ready to complete it for Term 1:** - Identifies people, animals or objects in the illustration. - Answers simple oral question about the story/text.

TERM 1: WEEK 9 INTRODUCE THE THEME	
PICTURE	Picture of children crossing the road at the zebra crossing, DBE Workbook 1 (p. 36) OR Poster 4: We come to school
SHOW	Show learners the picture of the children crossing the road and talk about what they see.
SAY	Explain that this week, we will learn about road safety and the shape of different road signs. Codeswitch to make sure lthat earners grasp the concept.

WEEK 9: MONDAY LISTENING AND SPEAKING (15 minutes)

DAILY ACTIVITIES	1. Greet learners in English. 2. Introduce the theme for the week. 3. Teach the rhyme for the week. 4. Teach the theme vocabulary words for the lesson using PATS methodology. Remember to display these words for the duration of the theme. 5. Continue with the Listening and Speaking: Formal Assessments (Activities 1 and 2) if you did not complete them all in Week 8.	
RHYME	Words	Movement
	Stop! Look! Listen! Think! Stop! Look! Listen! Think! Everyone repeat. Stop! Look! Listen! Think! Before you cross the street.	Stop: Hold both arms out in front with hands up. Look: Hold hands next to eyes. Listen: Hold hands next to ears. Think: Point finger to head.
THEME VOCABULARY	go, road, robot, stop, whistle	
INCIDENTAL VOCABULARY	New colours: brown, black To be practiced together with the following, until the end of the term: blue, red, yellow, orange, green, purple, pink	

ACTIVITY

1. Refer your learners to the DBE Workbook (pp. 36-37).
2. Talk about robots and what the different colours mean, for example:
   - Red means stop.
   - Orange/yellow means slow down, be careful and wait.
   - Green means go.
3. Let them do the "Let's talk" activity on page 36. Paste the robot and stop sign stickers. Do page 37, "Let's do" activity: colour the robot.
4. If your school has a scholar patrol, arrange for the scholar patrol learners to come and talk to your class about what they do. Ask them to bring along their safety vests and whistles to show your class. You can prepare your learners to ask them questions, such as those listed on page 36.

WEEK 9: MONDAY SHARED READING	(10 minutes)
POSTER 4	We come to school
ACTIVITY	PRE-READ
PURPOSE	• To facilitate the prediction activity by looking at the picture for clues. • To develop comprehension by learning to interpret picture clues.

PRE-READ

1. Display poster 4: We come to school. Show the title of the poster first. Cover as much of the picture as possible with a sheet of paper.
2. Read the title. Codeswitch briefly to explain what it means, using PATS.
   - Point to each word in the title and read it again. Ask learners to read it with you.
   - Point from the left to the right while reading.
3. Ask learners if they can think (predict) what will be on the picture? Codeswitch and allow learners to answer in their Home Language. Facilitate codeswitching correctly. Focus on the vocabulary words of the week.
4. Explain that a PREDICTION is a guess made by having some information about the story. In order to make a prediction, learners must listen to the title and look at the pictures.
5. Remove the cover sheet from the rest of the poster. Give learners a moment to look at the pictures.
6. Codeswitch for learners to understand the questions. Read the example in the core methodology section to help you to codeswitch correctly. This is very important.
7. Ask questions such as:
   - What do you see on the poster? *(Children coming to school)*
   - How many children can we see? (*Rote count*)
   - Point to the following pictures as you ask questions:

     Bicycle – How does this boy come to school? *(He comes to school by bicycle) What colour is his bicycle?*

     Car – This boy comes to school by car. How can other learners come to school?

     (By bus, by taxi, walk)

     Stop sign – Sound the word "stop" while pointing to the letters. Ask learners what the word is, and why this sign is important? Show the circle on cardboard that you prepared. Tell learners that in English this shape is called a circle. Ask if the stop sign looks like the circle. (No, the circle is round, and the stop sign has eight small corners. What colour is the stop sign?

     Zebra crossing – Tell learners this is a zebra crossing where we can safely cross a street. The stripes remind us of a zebra with black and white stripes.

     Where else can we cross a street safely? *(At a robot)*

     The road – What colour is the road? *(black)* Inform learners that we can call a road in town also a street. A road/street can be dangerous for us. Never play or walk in the street.

WEEK 9: MONDAY PHONOLOGICAL AND PHONEMIC AWARENESS (5 minutes)				
SUMMARY	Complete the phonics formal assessment activity from last week (Environmental sounds).			
ACTIVITY				
To keep the rest of the class busy, tell your learners that they must draw as many pictures as they can think of that can make a sound. For example, different forms of transport/animals. All make different sounds. They must draw pictures of the things which sounds they like. Codeswitch briefly to make sure that all learners understand.				
PHONICS: FORMAL ASSESSMENT TASK 1 (5 marks)				
During this Phonics lesson or your Writing lesson on Thursday this week, complete your assessments with any learner you did not get to in Week 8. Use the rubric below to assess each learner.				
Rubric 3				
1	2	3	4	5
Cannot segment oral sentences into individual words without the support of the teacher.	Only segments 2 words in a sentence with 5 words.	Segments 3 words in a sentence with 5 words.	Segments 4 words in a sentence with 5 words.	Segments oral sentences of more than 5 words into individual words accurately and confidently.

WEEK 9: TUESDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Say the rhyme for the week. 3. Use PATS to teach the theme vocabulary words. Remember to display these words on the Theme Vocabulary Word Wall for the duration of the theme. 4. Continue with the Listening and Speaking: Formal Assessments (Activities 1 and 2) if you did not complete them all in Week 8.
RHYME	*Stop! Look! Listen! Think!*
THEME VOCABULARY	circle, square, triangle
INCIDENTAL VOCABULARY	New: brown, black To be practiced until the end of the term: blue, red, yellow, orange, green, purple, pink

ADDITIONAL ACTIVITY

1. Refer learners to the DBE Workbook, page 38 "Let's talk".
2. Explain the role of road signs in road safety (Codeswitch if necessary). Teach the three shapes and do the "Let's talk" activity at the bottom of page 38. Take care: A stop sign is not a circle (the image might be accidentally wrong.)
3. Cut circles from red, green and orange paper, and show these to the class. Explain that when you hold up a circle, the class must tell you what it means. For example, when you hold up the red circle they should say: "Stop". Repeat this a few times using the different coloured circles. Make learners aware of the order in which the colours appear in a robot.
4. Discuss page 39 and paste the stickers. Let learners say the name of each shape as they paste the sticker.
5. The singular and plural "Let's repeat" activity will be done during Shared Reading.

WEEK 9: TUESDAY SHARED READING	(15 minutes)
POSTER 4	We come to school
ACTIVITY	FIRST READ
PURPOSE	• To teach new vocabulary in context. • To teach language structures.
BEFORE READING (2 minutes)	
1. Point to the title of the poster and ask learners if they remember the title. 2. Read the title and tell learners that we are talking about how to stay safe when coming to school.	
DURING READING (10 minutes)	
1. Let learners open the DBE Workbook on page 38-39. 2. Revise the three shapes taught in Listening and Speaking. Do the "Listening and repeat" activity on page 39. Make learners aware of the /s/ at the end of the names of the shapes in plural (more than one). Read aloud with the learners the sentences, "This is a ___" and "These are ___" from the left picture to the right picture. 3. Refer learners to the pictures in the "Let's do" activity on page 38. What is Anne doing? (*She is crossing a street/road*). 4. Anne is teaching us how to cross a road. Say the rhyme of the week; it also tells us what to do when we cross a road. • This is what we must do: Using the five-finger routine. • Teacher say and model: 1. Look right (learners copy and repeat) 2. Look left. 3. Listen (if you can hear a car/bus) 4. Look right again 5. If everything is clear, you can cross. 5. These are the rules to follow if you want to be safe when crossing a road.	
AFTER READING (3 minutes)	
Ask learners a few questions to see if they can remember: • Where can we cross a street safely? (*Zebra crossing or robot*) • What colour of the robot tells us to cross/go? (*green*) • What colour of the robot tells us to stop? (*red*)	

WEEK 9: TUESDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Identify rhyming words in rhymes.
RHYME	*Stop! Look! Listen! Think!*

ACTIVITY

1. Ask learners to stand, stretch (mime the action) and then sit again.
2. Ask learners to listen very carefully to the rhyme and try to hear if they can hear two words that end the same (rhyme). In a rhyme or a song, these rhyming words are always at end of a line. You may codeswitch to make sure that learners understand what to do.
3. Say the rhyme of the week: *Stop! Look! Listen! Think!* Put emphasis on "repeat" and "street".

   Stop! Look! Listen! Think!

   Everyone **repeat.**

   Stop! Look! Listen! Think!

   Before you cross the s**treet**.
4. Ask learners to put up their hands if they heard the two words that rhyme. It is "repeat" and "street". If necessary, repeat the rhyme and make sure all learners understand.
5. Say the rhyme again, but stop just before the rhyming words and ask the learners to try to say the words.
6. Split the class into two groups (e.g. boys and girls). Let one group say the rhyme with emphasis on the two rhyming words. The second group must say if they could hear them saying the rhyming words clearly. Then switch groups and repeat.

WEEK 9: WEDNESDAY LISTENING AND SPEAKING (15 minutes)	
DAILY ACTIVITIES	1. Greet learners in English. 2. Say the rhyme for the week. 3. Use PATS to teach the theme vocabulary words. Remember to display these words on the Theme Vocabulary Word Wall for the duration of the theme. 4. Explain to the learners that some people use their right hand to write with and others use their left hand. Let learners put up the hand that they write with in the air, and help them to determine if it is the right or left hand. 5. Ask the "question of the day" using the guidelines in the core methodology to guide you. Encourage your learners to say "*I use my right hand to write with.*" or "*I use my left hand to write with.*" as they make their X on the graph.
RHYME	*"Stop! Look! Listen! Think!"*
THEME VOCABULARY	left, right
INCIDENTAL VOCABULARY	New: brown, black To be practiced until the end of the term: blue, red, yellow, orange, green, purple, pink
QUESTION OF THE DAY	
QUESTION	Do you use your right hand or your left hand to write with?
GRAPH	2-column graph
OPTIONS	right/left

QUESTION	ANSWERS
Do you use your right hand or your left hand to write with?	Learner: I use my right hand to write with./ I use my left hand to write with. Teacher: He uses his right hand/left hand to write with. She uses her right hand/left hand to write with. Class: He uses his right hand/left hand to write with. She uses her right hand/left hand to write with.
FOLLOW-UP QUESTIONS	ANSWERS
How many learners use their right hand to write with?	_____ learners use their right hand.
How many learners use their left hand to write with?	_____ learners use their left hand.
Which hand do more learners use?	More learners use their_____hand.
Which hand do fewer learners use?	Fewer learners use their_____hand.

WEEK 9: WEDNESDAY SHARED READING	(15 minutes)
POSTER 4	We come to school
ACTIVITY	ILLUSTRATION
PURPOSE	• To strengthen learners understanding of the vocabulary and the conversation about the poster. • To process information by drawing an object OR a scene from the poster.

BEFORE READING (2 minutes)

1. Get the learners settled with their classwork books, pencils and crayons.
2. Show the poster, "We come to school", and remind the learners that we discussed the poster to understand the words and what is happening on the poster.
3. Ask if any learners remember the TITLE. After hearing their responses, read the title and move your finger under the words as you read it.

DURING READING (3minutes)

1. Inform learners that we will draw something from the poster to help us remember what we learned. Codeswitch to make sure that all learners understand what is expected of them.
2. Read the vocabulary flashcards taught so far this week, and refer to each cards' picture.
3. Learners will draw the three shapes of the signs that we learned this week.
4. Use the THINK ALOUD strategy and MODEL how you draw the different signs. Refer to the Maths Shapes wall card and the features of the shapes.
5. Discuss the colours that the shapes must be. Show learners page 38 of the DBE workbook and talk about what colours will be used.

AFTER READING (10 minutes)

1. Ask the class to name the three shapes that they will draw.
2. Let learners open their books and draw.
3. Observe and support while learners are working. Ask questions, e.g. What is this? What are you drawing?
4. Encourage learners to say what they draw, e.g. "*This is a circle/triangle/square."*
5. Let early finishers TURN AND TALK to a peer. They should tell their friend what you have drawn.
6. Copy some examples of learners' work and display it in the classroom. This activity will give you the opportunity to use the work of learners who might not be so skilled with drawing.

WEEK 9: WEDNESDAY PHONOLOGICAL AND PHONEMIC AWARENESS (5 minutes)	
SKILL	Identify rhyming words in rhymes.
RHYME	*The colour poem*

ACTIVITY

1. Ask the learners to stand, stretch (mime the action) and then sit again.
2. Ask learners to listen very carefully to the rhyme and try to hear if they can hear two words that end the same (rhyme). In a rhyme or a song, these rhyming words are always at end of a line. You may codeswitch to make sure that all learners understand what to do.
3. Say the rhyme: *The colour poem*. Put emphasis on the last words in each line.

   The colour poem

   Red and orange, green and **blue**

   Shiny yellow, purple **too.**

   All the colours that we **know**

   Live up in the rain**bow**.

   Red and orange, green and **blue**

   Shiny yellow, purple **too.**
4. Repeat the rhyme by reading only the first two lines, and make sure learners can hear that “blue” and “too” end with the same sound. You can stretch the two words to make it easier for the learners to hear. Although it is not spelled the same, it sounds the same.
5. Then read it again, but stop before “too”. Learners have to say the rhyming word (too).
6. Continue in the same way with the third and fourth lines, and then the last two lines.
7. If time allows, you can practise this skill with more of the familiar rhymes.

WEEK 9: THURSDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Say the rhyme for the week. 3. Use PATS to teach the theme vocabulary words. Remember to display these words for the duration of the theme. 4. Revise the shape vocabulary with your learners. 5. Tell your learners to make a circle, triangle or square shape using their thumbs and forefingers when you count to three. 6. Ask the "question of the day". Encourage your learners to say "*I made a circle*." or "*I made a triangle*." or "*I made a square*" as they make their X on the graph. 7. Continue with the Listening and Speaking: Formal Assessments (Activities 1 and 2) if you did not complete them all in Week 8.
RHYME	*Stop! Look! Listen! Think!*
THEME VOCABULARY	Revise shapes: circle, square, triangle
INCIDENTAL VOCABULARY	New: brown, black To be practiced until the end of the term: blue, red, yellow, orange, green, purple, pink
QUESTION OF THE DAY	
INSTRUCTION	Tell learners to choose the shape they like most, and make a triangle, circle or square with their hands?
GRAPH	3-column graph
OPTIONS	circle/triangle/square

QUESTION	ANSWERS
Did you make a triangle, circle or square?	Learner: I made a triangle/circle/square. Teacher: He made a triangle/circle/square with his hand. She made a triangle/circle/square with her hand. Class: He made a triangle/circle/square with his hand. She made a triangle/circle/square with her hand.
FOLLOW-UP QUESTIONS	ANSWERS
How many learners made a triangle?	_____ learners made a triangle.
How many learners made a square?	_____ learners made a square.
How many learners made a circle?	_____ learners made a circle.
What did most learners make?	Most learners made a_____.
What did fewer learners make?	Fewer learners made a_____.

WEEK 9: THURSDAY SHARED READING	(15 minutes)
POSTER 4	We come to school
ACTIVITY	SECOND READ
PURPOSE	• Deeper understanding of the story (thinking about the theme). • Making connections with real life situations. • Question: why?

BEFORE READING (5 minutes)

1. Show learners poster 4, "We come to school", and ask them if they remember the title. Read the title with the learners pointing to each word.
2. Ask learners if they can think about what all these boys and girls do in the morning before they come to school?
3. Model how you think that some boys and girls get up very early when it is still dark and what they have to do to be in time for school.
4. Allow them to TURN AND TALK to the learner next to him/her in their Home Language to discuss this. Move around and support learners to keep the discussion on track.

DURING READING (8 minutes)

1. Learners give feedback, if possible, in English with support from the teacher. Otherwise allow them to report back in their Home Language and use the codeswitching strategy. Manage time well at this stage of the lesson.
2. Summarise in a very simplified way, with the learners, what happens in the morning before school. This is an example of how it could look like:

   I wake up

   I wash

   I dress

   I come to school by _____.
3. Open the DBE workbooks on page 41. Refer learners to the "Listen and repeat" activity at the bottom of the page.
4. Ask them to look at the pictures in sequence from top to bottom, and tell you what the boy does.
5. Read the speech bubbles with the learners. Explain what speech bubbles are. It is the words from the boy's mouth as he says it. It is like he is speaking to us.
6. Ask a few individuals to repeat what is found in the speech bubbles (*It's a routine*).

AFTER READING (2 minutes)

1. Let learners close their eyes and visualise the routine in their minds. Guide them by saying, e.g., first you…., then you…, then you…. . Then you are ready to …….
2. Let them open their eyes and look at the pictures. Ask them if they could remember the routine.

WEEK 9: THURSDAY WRITING	(15 minutes)
SKILL	Writes a caption for his/her drawing and reads back what is written.
WRITING FRAME	I come to school by_____.

ACTIVITY

If you were unable to complete your Phonics: Formal Assessments on Monday, assess the remaining learners when the rest is doing the writing activity.

Modelling:

1. Explain that today, learners will draw a picture to show how they come to school. Refer to the theme vocabulary words on the wall, and revise the different ways that learners can come to school.
2. Model how to do the activity by copying the writing frame on to the board: I come to school by___.
3. Remind learners that it is important to THINK BEFORE YOU WRITE. Model how you think aloud about how you come to school.
4. Then model how to draw a picture of how you come to school. For example, say: *"I come to school by car, so I must draw a car. A car has four wheels…. etc."*
5. Lastly model how you look for the word on the wall and copy the word "car" on the line in the writing frame you have written on the board. Say the word slowly as you write it. Remember to use lower case letters to write the transport word, as the word is not a name or the beginning of the sentence.
6. Read your sentence to the class. Point to each word as you read. Then ask a few learners what they will draw.
7. Allow learners to TURN AND TALK to each other to say how they come to school, using the sentence "I come to school by____."

Oral instructions:

1. Tell learners they will write in their DBE Workbooks (p. 37).
2. Remind them to sit up straight when they write, and instruct learners to THINK BEFORE THEY WRITE.
3. Explain that they will draw a picture that shows how they come to school.
4. Remind them to use the theme words from the previous week to help them complete the writing frame.
5. Point to the words on the wall and read the possible words they can use.

Writing:

1. As learners are writing, walk around the room and complete MINI-CONFERENCES.
2. Ask learners to READ THEIR WRITING.
3. Help learners to write the way they come to school on the writing frame, for example, "by foot".
4. Encourage learners to show their picture and read their writing to a partner.
5. Copy some examples of learners' work and display it in the class.

EXAMPLE


Let's draw
Draw a picture to show how you come to school.
I come to school by Taxi

WEEK 9: FRIDAY LISTENING AND SPEAKING	(15 minutes)
DAILY ACTIVITIES	1. Greet learners in English. 2. Revise the following request: "*Will you help me, please?*" Remind your learners what it means. Tell them to use this request every time they want you to help them with something in the classroom. 3. Say the rhyme for the week. 4. Use PATS to revise the theme vocabulary words. 5. Ask learners if they know how it feels when you are in a car and it stops very quickly at a robot? You will bump your head if you are not buckled up. Codeswitch to explain the feeling. 6. Ask learners if they know how it feels when you are in a car that pulls away (goes) fast? It feels like you are pushed back in the seat. Codeswitch to explain this. 7. Ask the "question of the day" using the guidelines in the core methodology to model answers. Encourage your learners to say "*I like to go.*" or "*I like to stop*." as they make their X on the graph. 8. Continue with the Listening and Speaking: Formal Assessments (Activities 1 and 2) if you did not complete them all in Week 8.
RHYME	*Stop! Look! Listen! Think!*
THEME VOCABULARY	robot, go, stop
INCIDENTAL VOCABULARY	New: brown, black To be practiced until the end of the term: blue, red, yellow, orange, green, purple, pink
QUESTION OF THE DAY	
QUESTION	Do you like to stop or go at a robot?
GRAPH	2-column graph
OPTIONS	stop/go

QUESTION	ANSWERS
Do you like to stop or go at a robot?	Learner: I like to stop at a robot./I like to go at a robot. Teacher: He likes to stop/go at a robot. She likes to stop/go at a robot. Class: He likes to stop/go at a robot. She likes to stop/go at a robot.
FOLLOW-UP QUESTIONS	ANSWERS
How many learners like to stop?	_____ learners like to stop.
How many learners like to go?	_____ learners like to go.
What do more learners like to do?	More learners like to_____.
What do fewer learners like to do?	Fewer learners like to_____.

WEEK 9: FRIDAY SHARED READING	(15 minutes)
POSTER 4	We come to school
ACTIVITY	POST-READ
PURPOSE	• To give learners the opportunity to consolidate their understanding of the story. • To process information. • To practise the new language that they have learnt: road, whistle, robot, go, stop, left, right

POST-READ

Today you will do two role-plays:

1. Learners will pretend to be cars, taxis, buses or motorbikes.
   - When you say "Go" and raise the green circle, they must drive around.
   - When you say "Stop" and raise the red circle, they must pretend to stop at a robot.

2. Learners will pretend to cross a street, and say what they are doing.
   Follow the table below:

TEACHER SAYS	LEARNERS DO	LEARNERS SAY
All stand at the side of the road.	Learners line up, side by side.	
Look right.	Look to their right.	Look right!
Look left.	Look to their left.	Look left!
Listen.	Hold hands behind their ears.	Listen!
Look right again.	Look to the right.	Look right!
Is every thing clear? Go!	Learners walk straight and focused forward as if crossing the road.	Let's go!

WEEK 9: FRIDAY PHONOLOGICAL AND PHONEMIC AWARENESS	(5 minutes)
SKILL	Claps out the syllables in familiar words.
WORDS	basin, bus, car, motorbike, taxi, teacher, yellow, red

ACTIVITY

1. Remind learners how we clapped on the individual words in a sentence to break it into smaller pieces. Now we will learn to break words into smaller pieces. Codeswitch to help learners understand, then return to teach in English.
2. Model the activity using the words:
    - blue, toe (1 clap each)
    - shoul-der, pur-ple (2 claps each)
    - tri-an-gle (3 claps)
3. Explain that longer words have more sounds, and will have more claps. (Codeswitch briefly to explain.)
4. Say the listed words one by one slowly and help learners to hear the sound cluster and to clap on it, breaking the words into syllables. If necessary, repeat some of the words to make sure that learners grasp this concept.
5. Observe the learners and support where necessary.

TERM 1 • WEEK 10

TERM 1 WEEK 10 OVERVIEW – CONSOLIDATION	
THEMES	Theme 1: All about me Theme 2: Me at home Theme 3: Colours and clothes Theme 4: Me at school
SONG/RHYME	<u>Theme 1: All about me</u> • Song: Good morning • Song: Hello • Song: Head, shoulders, knees and toes • Song: Happy Birthday to You <u>Theme 2: Me at home</u> • Rhyme: Here are Granny's glasses • Song: This is the way we wash our hands <u>Theme 3: Colours and clothes</u> • Poem: The colour poem <u>Theme 4: Me at school</u> • Revision • Rhyme: Stop! Look! Listen! Think!
THEME VOCABULARY	<u>Theme 1: All about me</u> (Weeks 2-4) good morning, good afternoon, hello, goodbye, me, name, boy, girl, touch, sing head, shoulders, knees, toes, eyes, ears, mouth, nose, hands, stomach sweets, biscuits, cake, candles, cupcakes, balloons, hat, juice, present, old <u>Theme 2: Me at home</u> (Weeks 5-6) family, mom, dad, granny, grandpa, brother, sister, baby, friend, cat toothbrush, wash, soap, tap, basin, dry, teeth, hair, face, towel <u>Theme 3: Colours and clothes</u> (Week 7) dress, shorts, jeans, cap, boots, jacket, socks, shoes, shirt, tie <u>Theme 4: Me at school</u> (Weeks 8-9) car, taxi, motorbike, bus, train, walk, school, teacher, bag, look road, whistle, robot, go, stop, left, right, circle, square, triangle

PHONICS	<u>Theme 1: All about me</u> • Week 1: Orientation week • Week 2: Environmental sounds that are the same and different. Segments oral sentences into individual words. • Week 3: Environmental sounds that are the same and different. Segments oral sentences into individual words. Recognises rhyme in a song. • Week 4: Environmental sounds that are the same and different. Segments oral sentences into individual words. Begins to identify initial sounds in words: the same and different initial sounds. <u>Theme 2: Me at home</u> • Week 5: Recognises rhyming words: /–at/ words. • Week 6: Begins to identify the initial sound in words. Segments oral sentences into individual words. <u>Theme 3: Colours and clothes</u> Week 7: Recognises rhyming words: /-ap/ words. Segments oral sentences into individual words. Identify beginning sounds in words: /s/. <u>Theme 4: Me at school</u> Week 8: Formal Assessment Week 9: Claps out syllables in familiar words. Rhyming words – rhymes taught in Term 1.
POSTERS	<u>Theme 1: All about me)</u> Week 1: Orientation Week 2: Poster 1: I am at school Week 3: Poster 1: I am at school Week 4: Poster 2: My birthday <u>Theme 2: Me at home</u> Week 5: Setswana HL Poster 2 (Weeks 6-10 KWA GAE) My family at home Week 6: DBE Workbook: I am clean (pages 18-21) <u>Theme 3: Colours and clothes</u> Week 7: Poster 3: Colours and clothes

	Week 8: Formal Assessment/Poster 4: Coming to school Theme 4: Me at school Week 9: Poster 4: Coming to school

WEEK 10: MONDAY LISTENING AND SPEAKING	
THEME 1	Revise: All about me
SONGS: Revise all the songs	Song: Good morning Song: Hello Song: Head, shoulders, knees and toes Song: Happy Birthday to You

WEEK 10: MONDAY SHARED READING	
POSTER 1	Revise: I am at school
ACTIVITY	Use the poster and test learners' vocabulary knowledge, memory and comprehension of the theme.
PURPOSE	Consolidation and revision.
VOCABULARY WORDS	good morning, good afternoon, hello, goodbye, me, name, boy, girl, touch, sing head, shoulders, knees, toes, eyes, ears, mouth, nose, hands, stomach sweets, biscuits, cake, candles, cupcakes, balloons, hat, juice, present, old
BEFORE AND DURING READING	

1. Ask learners to read the title of Poster 1: "I am at school" with you.
2. Ask them if they can remember what this poster is about.
3. Point to some of the pictures and ask questions like:
   - We learnt how to greet. Can you remember how to greet your friends and the teachers?
   - We learnt about the different parts of our body. Can you name some parts of our bodies?
4. Let learners point at different body parts and answer in sentences, saying: ""*This is…"*
5. Which parts of our bodies comes in pairs (two's)? (*Eyes, ears, hands, etc*.) Remind learners of the /s/ at the end.

WEEK 10: MONDAY PHONEMIC AWARENESS AND PHONICS	
SKILL	Segments oral sentences into individual words.
ACTIVITY	
1. Learners clap on the words in the following sentences: • Hello, what's your name? • My name is _____? • See you tomorrow. • I am seven years old. • When is your birthday? • I have two eyes and one nose. • He has two ears and one head. • She has two shoulder and two hands. 2. Play Simon Says (DBE workbook, page 7)	

WEEK 10: TUESDAY LISTENING AND SPEAKING	
THEME 2	Revise: Me at home
REVISE THE RHYME AND SONG	Rhyme: Here are Granny's glasses Song: This is the way we wash our hands

WEEK 10: TUESDAY SHARED READING	
DBE Workbook	I am clean (pages 18-21)
ACTIVITY	Use the poster and test learners' vocabulary knowledge, memory and comprehension of the theme.
PURPOSE	Consolidation and revision.
VOCABULARY	family, mom, dad, granny, grandpa, brother, sister, baby, friend, cat toothbrush, wash, soap, tap, basin, dry, teeth, hair, face, towel
BEFORE AND DURING READING	

1. Learners open the DBE workbook on page 12: Family.
2. Let learners look at the pictures and point to the following people: Dad/Mom/brother/sister/baby/friend (Observe if all are pointing to the correct pictures).
3. Learners respond with: *"This is the dad/mom/etc."*
4. Ask questions to individual learners such as:
   - How many sisters do you have?
   - How many brothers do you have?
   - Who is this? (Pointing to a picture)
5. Turn to page 18-21: I am clean. Continue in the same way and revise the vocabulary and sentences.

WEEK 10: TUESDAY PHONEMIC AWARENESS AND PHONICS	
SKILL	Week 5: Recognises rhyming words: /-at/ words Week 6: Begins to identify the initial sound in words.
ACTIVITY	
1. Learners identify the odd word in the sequences below. Emphasise the first sound when reading the word. • stop, sit, look (*"look" is odd; it does not start with /s/)* • soap, tap, towel *("soap" is the odd word)* • taxi, toe, pink *("pink" is the odd word*) • Continue with more examples Emphasise the last part (rhyme) of each word: • tap, lap, cat *("cat" is the odd word)* • lap, cat, hat *("lap" is the odd word)* • nose, head, toes *("head" is the odd word)* • repeat, street, feet, red *("red" is the odd word)* • Continue with more examples	

WEEK 10: WEDNESDAY LISTENING AND SPEAKING	
THEME 3	Revise: Colours and clothes
REVISE THE POEM	The colour poem

WEEK 10: WEDNESDAY SHARED READING	
POSTER 3	Revise: Colours and clothes
ACTIVITY	Read the story and test learners' vocabulary and memory of the discussions you had around this theme.
PURPOSE	Consolidation and memory building.
VOCABULARY WORDS	dress, shorts, jeans, cap, boots, jacket, socks, shoes, shirt, tie

BEFORE AND DURING READING

1. Use Poster 3: "Colours and clothes". Ask learners to read the title of the poster with you.
2. Ask them if they can remember what we learned in this poster. *(The English names of the colours and some clothes)*
3. Ask individual learners to point to the different colours when you name them. The have to say: *"This is ___."*
4. The rest of the class have to say if the learner's response is correct or incorrect. Teach them it is okay to make a mistake. Mistakes can be fixed. This is how we all learn. But, to be unkind is not okay.
5. Point to some of the pictures on the posters and ask questions like:
   - What is this? (*Different pieces of clothing on the poster*) Learners respond with, *"That is a _____."*
   - What clothes do you like most? Ask individual learners who can respond with, *"I like my _____."*
6. Revise the other vocabulary words by using the vocabulary flashcards.

WEEK 10: WEDNESDAY PHONEMIC AWARENESS AND PHONICS	
SKILL	Segments oral sentences into individual words. Identify beginning sounds in words: /s/.
WORDS	socks, soap, sweets, sister, stomach

ACTIVITY

1. Learners clap on the words in the following sentences:
   - I walk to school.
   - How do you come to school?
   - I come to school by bus.
   - I look left and right.
   - I stop when the robot is red.
2. Learners identify the odd word in the sequence:

   Emphasise the first sound when reading the word.
   - stop, sit, look (*"look" is odd; it does not start with /s/)*
   - soap, tap, towel *("soap" is the odd word)*
   - Continue with more examples

WEEK 10: THURSDAY LISTENING AND SPEAKING	
THEME 4	Revise: Me at school
REVISE THE RHYME	*Stop! Look! Listen! Think!*

WEEK 10: THURSDAY SHARED READING	
POSTER 4	Revise: We come to school
ACTIVITY	Use the poster and test learners' vocabulary knowledge, memory and comprehension of the theme.
PURPOSE	Consolidation and revision.
VOCABULARY	car, taxi, motorbike, bus, train, walk, school, teacher, bag, look road, whistle, robot, go, stop, left, right, circle, square, triangle

BEFORE AND DURING READING

1. Ask learners to read the title of the poster with you.
2. Ask them if they can remember what we learned in this poster?
3. Ask questions like
   - How do most of you come to school? (*walk/taxi/bus/car/bicycle*) Ask individual learners to respond? Their answers should be in sentences, e.g. *"I walk to school. I come by car. etc."*
   - What shape is a stop sign?
   - Name three colours of the robot? (*red, orange, green*)
   - What colour tells us it is safe to cross the road? (*green*)
   - Name two more shapes. Point to it on the Maths wall card.
   - What colour tells us to stop? (*red*)
4. Continue with revision questions for the duration of the lesson.

WEEK 10: THURSDAY PHONEMIC AWARENESS AND PHONICS	
SKILL	Segments oral sentences into individual words. Begin to identify initial sounds in words: the same and different initial sounds.

ACTIVITY

1. Learners clap on the words in the following sentences:
   - I walk to school.
   - How do you come to school?
   - I come to school by bus.
   - I look left and right.
   - I stop when the robot is red.
2. Learners identify the odd word in the sequence:
   Emphasise the first sound when reading the word.
   - stop, sit, look *("look" is odd; it does not start with /s/)*
   - soap, tap, towel *("soap" is the odd word)*
   - toes, tie, towel, shorts *("shorts" is the odd word*)
   - sing, sock, tap, stop *("tap" is the odd word*)
   - Continue with more examples if time allows.

TERM 1

WEEKLY REFLECTION: WEEK 2

LESSON AREAS COMPLETED: Write the dates that each lesson in each area was completed.

Main skill areas in English FAL curriculum	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	TOTAL COMPLETED THIS WEEK
Listening and Speaking (1 hour, 15 minutes per week)						
Shared Reading (1 hour, 10 minutes per week)						
Phonological/phonemic awareness and phonics (20 minutes per week)						
Writing (15 minutes per week)						

If you were not able to complete all of the scheduled lessons, write your catch-up plan:

_____

_____

LEARNING OUTCOMES: Were the learners able to achieve all of the learning outcomes? Are there still some things which need revision? How/when will you revise?

LEARNING OUTCOMES	NEEDS REVISION? (Y/N)	COMMENTS AND REVISION PLANS
Begins to develop an oral vocabulary using theme: All about me		
Responds to simple greetings.		
Sings simple songs and does actions with guidance.		
Learns some oral vocabulary.		
Identifies environmental sounds that are the same and different.		
Segments oral sentences into individual words.		
Listens and responds to a simple discussion of a poster.		
Acts out different ways to greet (Shared Reading) in pairs.		
Draws and complete the caption: My name is____.		

WEEKLY REFLECTION: WEEK 3

LESSON AREAS COMPLETED: Write the dates that each lesson in each area was completed.

Main skill areas in English FAL curriculum	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	TOTAL COMPLETED THIS WEEK
Listening and Speaking (1 hour, 15 minutes per week)						
Shared Reading (1 hour, 10 minutes per week)						
Phonological/phonemic awareness and phonics (20 minutes per week)						
Writing (15 minutes per week)						

If you were not able to complete all of the scheduled lessons, write your catch-up plan:

_____

_____

LEARNING OUTCOMES: Were the learners able to achieve all of the learning outcomes? Are there still some things which need revision? How/when will you revise?

LEARNING OUTCOMES	NEEDS REVISION? (Y/N)	COMMENTS AND REVISION PLANS
Begins to develop an oral vocabulary using theme: All about me.		
Responds to simple greetings.		
Sings simple songs and does actions with guidance.		
Understands and responds to simple oral instructions. e.g. “Put your hands on your stomach.”		
Expresses self in simple ways using short phrases, e.g. “This is my _____.”		
Introduced the use of /s/ to form plurals.		
Listens and responds to a simple discussion of a poster.		
Names objects in a picture in response to teacher’s questions.		
Talks about illustrations on the poster (using Home Language if necessary).		
Identifies environmental sounds that are the same and different.		
Segments oral sentences into individual words.		
Draws a picture to show understanding of vocabulary taught in Shared Reading.		
Draws and complete a caption: This is a___.		
Answers questions of the day.		

WEEKLY REFLECTION: WEEK 4

LESSON AREAS COMPLETED: Write the dates that each lesson in each area was completed.

Main skill areas in English FAL curriculum	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	TOTAL COMPLETED THIS WEEK
Listening and Speaking (1 hour, 15 minutes per week)						
Shared Reading (1 hour, 10 minutes per week)						
Phonological/phonemic awareness and phonics (20 minutes per week)						
Writing (15 minutes per week)						

If you were not able to complete all of the scheduled lessons, write your catch-up plan:

_____

_____

LEARNING OUTCOMES: Were the learners able to achieve all of the learning outcomes? Are there still some things which need revision? How/when will you revise?

LEARNING OUTCOMES	NEEDS REVISION? (Y/N)	COMMENTS AND REVISION PLANS
Begins to develop an oral vocabulary using theme: All about me.		
Responds to simple greetings.		
Sings simple songs and does actions with guidance.		
Names objects in a picture or in the classroom, in response to teacher's questions.		
Talks about illustrations on the poster using Home Language where necessary.		
Recognises environmental sounds: same/different.		
Segments oral sentences into individual words.		
Identifies same and different initial sounds.		
Responds physically to simple, oral instructions.		
Understands and begins to use personal pronouns.		
Answers questions of the day.		
Acts out a scene to show understanding of vocabulary taught in Shared Reading.		
Draws a picture to show understanding of vocabulary words taught in Shared Reading.		
Draws a picture, and copies and complete a caption: I am_.		

WEEKLY REFLECTION: WEEK 5

LESSON AREAS COMPLETED: Write the dates that each lesson in each area was completed.

Main skill areas in English FAL curriculum	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	TOTAL COMPLETED THIS WEEK
Listening and Speaking (1 hour, 15 minutes per week)						
Shared Reading (1 hour, 10 minutes per week)						
Phonological/phonemic awareness and phonics (20 minutes per week)						
Writing (15 minutes per week)						

If you were not able to complete all of the scheduled lessons, write your catch-up plan:

_____

_____

LEARNING OUTCOMES: Were the learners able to achieve all of the learning outcomes? Are there still some things which need revision? How/when will you revise?

LEARNING OUTCOMES	NEEDS REVISION? (Y/N)	COMMENTS AND REVISION PLANS
Begins to develop an oral vocabulary using theme: Me at home		
Responds to simple greetings.		
Sings simple songs and does actions with guidance.		
Recognises rhyming words /-at/		
Expresses self in simple ways using short phrases (e.g. “This is my____”).		
Responds physically to simple, oral instructions.		
Listens and responds to a simple discussion of a poster.		
Talks about the pictures using Home Language where necessary.		
Identifies objects in pictures.		
Draws a picture capturing an idea from the Shared Reading.		
Draws a picture and adds a label in Writing.		

WEEKLY REFLECTION: WEEK 6

LESSON AREAS COMPLETED: Write the dates that each lesson in each area was completed.

Main skill areas in English FAL curriculum	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	TOTAL COMPLETED THIS WEEK
Listening and Speaking (1 hour, 15 minutes per week)						
Shared Reading (1 hour, 10 minutes per week)						
Phonological/phonemic awareness and phonics (20 minutes per week)						
Writing (15 minutes per week)						

If you were not able to complete all of the scheduled lessons, write your catch-up plan:

_____

_____

LEARNING OUTCOMES: Were the learners able to achieve all of the learning outcomes? Are there still some things which need revision? How/when will you revise?

LEARNING OUTCOMES	NEEDS REVISION? (Y/N)	COMMENTS AND REVISION PLANS
Begins to develop an oral vocabulary using theme: Me at home.		
Responds to simple greetings.		
Joins in action rhymes, doing the actions.		
Names some of the things in the picture, in response to questions from the teacher.		
Begins to identify initial sounds in words.		
Segments oral sentences into individual words.		
Answers simple oral questions about the theme/poster.		
Demonstrates understanding of vocabulary in the poster by pointing to objects in pictures.		
Understands and responds to simple questions: who/where, etc.		
Learns some oral vocabulary in the FAL from the pictures on the poster.		
Draws a picture to show understanding of vocabulary taught in Shared Reading.		
Acts out the story using some of the dialogue.		

WEEKLY REFLECTION: WEEK 7

LESSON AREAS COMPLETED: Write the dates that each lesson in each area was completed.

Main skill areas in English FAL curriculum	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	TOTAL COMPLETED THIS WEEK
Listening and Speaking (1 hour, 15 minutes per week)						
Shared Reading (1 hour, 10 minutes per week)						
Phonological/phonemic awareness and phonics (20 minutes per week)						
Writing (15 minutes per week)						

If you were not able to complete all of the scheduled lessons, write your catch-up plan:

_____

_____

LEARNING OUTCOMES: Were the learners able to achieve all of the learning outcomes? Are there still some things which need revision? How/when will you revise?

LEARNING OUTCOMES	NEEDS REVISION? (Y/N)	COMMENTS AND REVISION PLANS
Begins to develop an oral vocabulary using theme: Colours and clothes		
Responds to simple greetings.		
Sings simple songs and does actions with guidance.		
Points to objects in the classroom or a picture in response to teacher's instructions.		
Begins to identify initial sounds in words e.g. /s/ in soap		
Segments oral sentences into individual words.		
Recognise rhyming words: /-ap/		
Responds physically to simple oral instructions (e.g., "Wash your hands").		
Continues to build oral vocabulary, including conceptual vocabulary, e.g., colours.		
Answers some simple oral questions about the non-fiction text.		
Demonstrates understanding of vocabulary taught in Shared Reading by drawing pictures.		
With the help of the teacher, writes a caption for his/her drawing and reads back what is written.		

WEEKLY REFLECTION: WEEK 8 ASSESSMENT WEEK

LESSON AREAS COMPLETED: Write the dates that each lesson in each area was completed.

Main skill areas in English FAL curriculum	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	TOTAL COMPLETED THIS WEEK
Listening and Speaking (1 hour, 15 minutes per week)						
Shared Reading (1 hour, 10 minutes per week)						
Phonological/phonemic awareness and phonics (20 minutes per week)						
Writing (15 minutes per week)						

If you were not able to complete all of the scheduled lessons, write your catch-up plan:

_____

_____

LEARNING OUTCOMES: Were the learners able to achieve all of the learning outcomes? Are there still some things which need revision? How/when will you revise?

LEARNING OUTCOMES	NEEDS REVISION? (Y/N)	COMMENTS AND REVISION PLANS
Begins to develop an oral vocabulary using theme: Me at school		
Responds to simple greetings.		
Joins in action rhymes, doing the actions.		
Segments oral sentences into individual words.		
Points to objects in the classroom or in a picture, in response to teacher's instructions.		
Listens and responds to a simple discussion of a poster.		
Continues to build oral vocabulary including conceptual vocabulary (e.g. colours: blue, red).		
Answers simple oral questions about the story.		

WEEKLY REFLECTION: WEEK 9

LESSON AREAS COMPLETED: Write the dates that each lesson in each area was completed.

Main skill areas in English FAL curriculum	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	TOTAL COMPLETED THIS WEEK
Listening and Speaking (1 hour, 15 minutes per week)						
Shared Reading (1 hour, 10 minutes per week)						
Phonological/phonemic awareness and phonics (20 minutes per week)						
Writing (15 minutes per week)						

If you were not able to complete all of the scheduled lessons, write your catch-up plan:

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LEARNING OUTCOMES: Were the learners able to achieve all of the learning outcomes? Are there still some things which need revision? How/when will you revise?

LEARNING OUTCOMES	NEEDS REVISION? (Y/N)	COMMENTS AND REVISION PLANS
Begins to develop an oral vocabulary using theme: Me at school.		
Responds to simple greetings.		
Sings simple songs and does actions with guidance.		
Responds to simple questions.		
Responds physically to simple oral instructions.		
Segments words into syllables.		
Identify rhyming words in songs and rhymes.		
Continues to build oral vocabulary, including conceptual vocabulary, e.g. colours.		
Understands and responds to simple questions: who/where, etc.		
Draws a picture capturing the main idea of the theme.		
Acts out the story using some of the dialogue.		
Demonstrates understanding of oral vocabulary on the poster by pointing to objects in the illustrations.		
Develops understanding and ability to use simple language structures in the context of meaningful spoken language, e.g. Imperatives such as "look right, look left"		

WEEKLY REFLECTION: WEEK 10 REVISION AND CONSOLIDATION

LESSON AREAS COMPLETED: Write the dates that each lesson in each area was completed.

Main skill areas in English FAL curriculum	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	TOTAL COMPLETED THIS WEEK
Listening and Speaking (1 hour, 15 minutes per week)						
Shared Reading (1 hour, 10 minutes per week)						
Phonological/phonemic awareness and phonics (20 minutes per week)						
Writing (15 minutes per week)						

If you were not able to complete all of the scheduled lessons, write your catch-up plan:

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LEARNING OUTCOMES: Were the learners able to achieve all of the learning outcomes? Are there still some things which need revision? How/when will you revise?

LEARNING OUTCOMES	NEEDS REVISION? (Y/N)	COMMENTS AND REVISION PLANS
Revised songs and rhymes taught from Weeks 2-9.		
Revised vocabulary: Theme 1 – All about me.		
Revised vocabulary: Theme 2 – Me at home.		
Revised vocabulary: Theme 3 – Colours and clothes.		
Revised vocabulary: Theme 4 – Me at school.		
Revise Phonics: Segment oral sentences into individual words.		
Revise Phonics: Recognises rhyming words in /-at/ word family		
Revise Phonics: Recognises rhyming words in /-ap/ word family.		
Revise Phonics: Recognises rhyming words in rhymes and songs.		
Revise Phonics: Begins to identify initial sounds /s/; /t/.		