RESOURCE MANUAL FOR FOUNDATION PHASE

Grade 2
English First Additional Language

Working Document
February 2013

SCNPDI PROJECT
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CONTENTS

1. OVERVIEW OF ENGLISH FIRST ADDITIONAL LANGUAGE ................................................................. 4
   1.1 Additive Bilingualism .................................................................................................................... 4
   1.2 Introducing the First Additional Language skills ........................................................................ 4
   1.3 First additional language skills implementation per grade .......................................................... 13

2. WEEKLY TIMETABLE ......................................................................................................................... 14

3. ASSESSMENT ...................................................................................................................................... 16

4. GRADE 2 SUMMARY OF ACTIVITIES FOR TERM 1 .................................................................. 18

5. TERM 1: LESSON PLANS FOR GRADE 2 ...................................................................................... 31
   5.1 Lesson plans: Week 1 ..................................................................................................................... 31
   5.2 Lesson plans: Week 2 ..................................................................................................................... 42
   5.3 Lesson plans: Week 3 ..................................................................................................................... 57
   5.4 Lesson plans: Week 4 ..................................................................................................................... 71
   5.5 Lesson plans: Week 5 ..................................................................................................................... 83
   5.6 Lesson plans: Week 6 ..................................................................................................................... 99
   5.7 Lesson plans: Week 7 ..................................................................................................................... 111
   5.8 Lesson plans: Week 8 ..................................................................................................................... 125
   5.9 Lesson plans: Week 9 ..................................................................................................................... 136
   5.10 Lesson plans: Week 10 ................................................................................................................. 149

RESOURCES ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 2
1. Overview of English First Additional Language

In the Foundation Phase, the main skills in the First Additional Language curriculum are:

<table>
<thead>
<tr>
<th>Listening and Speaking</th>
<th>The content (knowledge, concepts and skills) contained in the National Curriculum Statement (NCS) has been organised in the Curriculum and Assessment Policy Statement (CAPS) per term, using these headings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Phonics</td>
<td></td>
</tr>
<tr>
<td>Writing and Handwriting</td>
<td></td>
</tr>
<tr>
<td>Language Use</td>
<td></td>
</tr>
</tbody>
</table>

NB: Handwriting is not formally taught in English First Additional Language: learners transfer the handwriting skills taught in Home Language lessons to writing activities in First Additional Language.

1.1 Additive bilingualism

Children come to school knowing their Home Language. They can speak their language fluently. When children learn an additional language, it is important to build a strong oral foundation. Children need to hear lots of simple stories, rhymes, repetition and simple spoken English. They need to practise expressing themselves in English.

In South Africa, most learners start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. Therefore, learners need to reach a high level of competence in English by the end of Grade 3. By this stage, they need to be able to read and write well in English. If the language skills are taught well in Home Language, it becomes easier for learners to learn the additional language. This is because they are able to transfer the Home Language skills to the First Additional Language.

1.2 Introducing First Additional Language skills

1.2.1 Listening and Speaking

Learning an additional language is much like learning a Home Language. The essential difference is that it happens later in children's lives. In the first year of their lives, children hear huge amounts of simple language in context, which enables them to gradually absorb the grammar and vocabulary of their Home Language. After a year or so, children start speaking their Home Language, but not in full sentences. They begin by producing one or two words that they use for a range of meanings and purposes. They can understand much more complex language than they are able to express. It is important for teachers to keep this in mind when children are learning an additional language.

In Grade 1, learners need to be exposed to lots of oral language in the form of stories and oral instructions. Listening to stories is an excellent way for children to acquire their additional language. The teacher needs to use a simple, concrete way to introduce the additional language. Good ways of doing this include using:

- puppets
- songs
- rhymes
- chants
- stories
- picture cards
- gestures
- instructions and responses.

Other ideas for the teacher include:

- choosing a story with a simple, repetitive structure, which allows for vocabulary and grammar to be recycled, for example, *The Three Little Pigs, Little Red Riding Hood*, and *The Enormous Turnip*
- keeping language very simple
Overview of English First Additional Language

- speaking slowly but naturally
- using gestures, pictures and real objects to support understanding of the vocabulary and the story
- telling the story several times, gradually involving the children more and more, for example, by joining in refrains such as "He huffs and he puffs and he blows the house down" and "They pulled and pulled".

Another way of exposing children to the additional language is through listening to stories (or non-fiction texts) read by the teacher. Read from a Big Book, a large illustrated book with enlarged print that all the learners can see as the teacher reads. This is called Shared Reading. One of the advantages of Shared Reading is that as well as being an excellent listening activity, it also develops the learner’s emergent literacy. Children learn, for example, concepts of print (such as starting to read at the front of a book and ending at the back; reading from left to right and top to bottom of a page) and they begin to recognise a few written words in the additional language (for example, he and she). Learners should be familiar with Shared Reading as they do it in their Home Language lessons.

Giving simple instructions that learners respond to is another excellent way of teaching children the additional language, for example, saying Come here, Jabu with an accompanying gesture, and encouraging learners to respond. This method is known as Total Physical Response (TPR).

This song has simple instructions. Using accompanying gestures and asking learners to respond is an example of using the TPR method:

**This is the Way**
This is the way I wash my face,
Wash my face, wash my face.
This is the way I wash my face,
At seven o’clock in the morning.

This the way I brush my teeth,
Brush my teeth, brush my teeth.
This is the way I brush my teeth,
At half past seven in the morning.

This the way I walk to school,
Walk to school, walk to school.
This is the way I walk to school,
At eight o’clock in the morning.

- Using simple instructional classroom language, for example, Come to the front of the class and sit on the mat, provides opportunities for natural ways of introducing TPR.
- Action rhymes are another excellent method of combining language with physical activity in a way that supports both understanding and memory of the language.
- The advantage of the three methods described above (listening to stories, Shared Reading and TPR) is that they all focus on learning language through listening comprehension. This takes the pressure off young learners having to speak, reduces anxiety, and allows learners to focus on understanding the language.

However, in order to become competent users of the language, learners also have to practise speaking. Initially, learners’ spoken language will be formulaic: memorised songs, action rhymes, poems, and some formulaic language learned as chunks, for example, Good morning, how are you? and I’m fine, how are you? However, gradually, as children begin to understand the additional language, they need to start talking, initially with one or two word utterances. For example, in response to the teacher’s question, ‘Did you like the story,’ a learner answers ‘Yes’ or ‘No.’ At first, learners’ emergent spoken language needs to be scaffolded (i.e. modelled and supported). For example, learners can begin by acting out stories the teacher has told or read to them, speaking
some of the dialogue. With the teacher’s help, the children can retell the story. The teacher needs to make sure that all the children get opportunities to speak in English. Because children will progress at different paces, the teacher needs to tailor speaking opportunities (for example, the questions she asks) to the level of the individual child. As the children move through the grades, the teacher should expect children to speak more, and their utterances should become longer. As children make progress with learning English, they need to be introduced to more text types.

- In Grade 1, learners will have plenty of exposure to stories and will begin to recognise the structure and features of narrative text (i.e. characters are introduced, the setting is described, a problem arises and is resolved; a narrative is usually told in the past tense).
- In the Grade 2 First Additional Language CAPS, oral recounts are introduced (for example, ‘Yesterday, we went to town. First, we went to the supermarket to buy food. Then we went to the library’, etc.).
- In Grade 3, learners are expected to do written recounts. The recount is an important text type because it provides a bridge between spoken and written language. We often use oral recounts (for example, telling people about what we have done), but we also write them down. Learners in Grade 3 are also introduced orally to procedural text (for example, instructions such as recipes) and information reports (for example, ‘Elephants are large animals. They live in herds’, etc.).

Daily and once/twice weekly focused listening and speaking activities built around themes

From the above, it should be clear that a substantial amount of time needs to be devoted to listening and speaking in Grade 1. This is reduced in Grades 2 and 3, when more reading and writing is introduced in the First Additional Language. However, focused attention needs to be given to listening and speaking throughout the Foundation Phase.

1.2.2 Reading

In First Additional Language there is a strong focus on developing oral language in Grades R and 1, when children should be learning to read and write in their Home Language. However, in Grades 2 and 3 the focus should be on developing literacy in the First Additional Language. This is very important for children who will be using English as the LoLT in Grade 4. They will need to be able to read and write in their other subjects, and use English textbooks in the Intermediate Phase. This will require high levels of literacy, and an extensive English vocabulary.

Reading and writing also contribute to the learner’s English language development. Reading gives learners more exposure to their additional language. We know from research that children’s vocabulary development is heavily dependent on the amount of reading they do. Writing is important because it forces learners to think about grammar and spelling. This encourages learners to process the language, speeds up language acquisition, and increases accuracy. Thus more time is devoted to reading and writing activities in the First Additional Language CAPS for Grades 2 and 3.

The activities for Reading and Writing are as follows:

1.2.3 Exposure to environmental print

From their earliest years, South African children are exposed to a great deal of environmental print in English, for example, in signage (such as traffic signs and shop signs) and on packaging. Teachers can use this as a starting point for children’s emergent literacy in their additional language, for example, by bringing familiar packages or advertisements to class and seeing if the learners recognise brand names.

From the third term of Grade 1, when learners have established some literacy in their Home Language, the teacher can start labelling objects in the classroom in both the Home Language and in English. (It is a good idea to use a different colour felt tipped pen and/or colour flashcards for the First Additional Language). These activities support incidental learning. They are not focused literacy activities and should not be given too much time.
1.2.4 Shared Reading

Shared Reading is introduced in Grade 1 and continues throughout the Foundation Phase. This activity is an important focus for language and literacy development.

The purpose of Shared Reading in Grade 1 is to give learners exposure to their additional language in a meaningful, supportive context. It also develops the learners’ emergent literacy in their additional language. They discover concepts of print and start to recognise a few written words in English. At this level, the teacher should:

- choose a very simple enlarged text (for example, a Big Book) with a limited amount of text and plenty of good illustrations.
- choose stories that have a clear, simple structure (for example, The Three Little Pigs). It is helpful if the language is repetitive and predictive (for example, Where’s Spot? He’s in the kitchen. Where’s Spot? He’s in the garden, etc.). The texts should very gradually increase in complexity as the year progresses.
- talk about the pictures with the learners so that they understand the vocabulary. Ask questions in the learners’ Home Language. Help them to link the story to their lives.
- read the text several times using a finger or a pointer to enable learners to follow the progress through the text.
- ask questions about the story.
- gradually involve learner participation in ‘reading’ the story.

As learners move into Grades 2 and 3, the texts should become more challenging. The teacher models fluent reading and uses the text to develop vocabulary, comprehension, decoding skills, understanding of text structure, grammar and punctuation.

1.2.5 Group Guided Reading

In Grade 2, learners begin a new activity in their additional language: Group Guided Reading. They will be familiar with the activity as they will have started Group Guided Reading in their Home Language at the beginning of Grade 1. For this activity, the teacher needs a set of readers graded according to level of difficulty. The teacher should organise the learners in ability groups of six to ten children, and then should select a reader appropriate for the level.

The teacher works with each group once a week for 15 minutes while the other groups are involved in Paired or Independent Reading, or are doing activities related to the text, such as completing sentences or putting sentences in the right order.

The purpose of Guided Reading is for the teacher to give learners individual attention in order to develop their comprehension and word attack skills in their additional language.

ASSESSMENT POLICY STATEMENT (CAPS)

Instructions for forming ability groups

In order to group learners, the teacher will need to observe them reading from class readers. Choose a reader that the child will be able to read, but not one that is too easy – there should be a few challenges for the reader. If the child is able to read it fluently, with appropriate expression, then this text is at his/her reading level. If the child struggles, choose an easier one until the child is at the right level. Once all the learners have been assessed, group them according to ability.

It is advised that the teacher has three to four reading ability groups in the class. In the manual the ability groups are referred to as follows:

<table>
<thead>
<tr>
<th>GROUP A</th>
<th>GROUP B</th>
<th>GROUP C</th>
<th>GROUP D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong readers</td>
<td>Average readers</td>
<td>Below average readers</td>
<td>Very slow readers</td>
</tr>
</tbody>
</table>
Note: Assign names to the ability groups or allow groups to choose their own names, for example, Lion Group, Rhino Group, Blue Group.

In the training manual Group Guided Reading is planned in the following manner:

- The teachers may be unfamiliar with using guided reading especially in the First Additional Language class. Therefore, they can introduce the method gradually.
- Once they become confident about using it in the Home Language, they can then start using it in First Additional Language.
- There is less time for guided reading in the First Additional Language CAPS than in the Home Language CAPS.
- The Group Guided Reading in the training manual is based on the DBE workbook available at schools.
- The first day, the teacher introduces Group Guided Reading to the whole class. Over the next four days the teacher takes a different group each day to read. In the meantime, teachers can do whole class reading where all the learners have a copy of the same text and each child takes a turn to read.
- The teachers should still observe individual children’s reading behaviour and help them to develop comprehension and word attack skills.
- The lesson plan is based on the specific skills that must be taught during the specific week. The teacher can adapt the activity on the clean template provided to plan for each group.

If the school has a reading series in English First Additional Language, the teacher may plan for the class to make use of the reading series. Otherwise the lessons provided for Group Guided Reading in the manual should be used.

The template below is a guide on how to plan a Group Guided Reading lesson.

<table>
<thead>
<tr>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time table allocation for Group Guided Reading</strong></td>
</tr>
<tr>
<td><strong>Day 1</strong></td>
</tr>
<tr>
<td>Whole class: Introduce the DBE workbook, vocabulary and read the text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time table allocation for Group Guided Reading</strong></td>
</tr>
<tr>
<td><strong>Day 1</strong></td>
</tr>
<tr>
<td>No period allocated Only four Group Guided periods per week.</td>
</tr>
</tbody>
</table>
### Example of a Lesson Plan Template for Group Guided Reading

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>Day</th>
<th>1–5</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Skills Covered In Lesson</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Guided Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**This section refers to the CAPS and is based on specific skills that must be taught during the specific week. For example: Shows understanding of punctuation when reading aloud (full stop and comma).**

<table>
<thead>
<tr>
<th><strong>Activity (15 min) per day</strong></th>
<th><strong>Resources</strong></th>
</tr>
</thead>
</table>
| **NB:** Divide the class into three to four ability groups. If three ability groups are used, the slowest group can have two turns per week. If four ability groups are used, each group will have a turn per day. | DBE workbook page ___  
Flashcards with story vocabulary |
| **Introduction:** (3 min)  
1. Choose a short simple story from the DBE workbook page ___.  
2. Give learners instructions on how they are going to work during the reading session. |  
**Presentation:** (10 min)  
3. Instruct learners to open the DBE workbook on page ___.  
4. Introduce learners to the topic and talks about new vocabulary.  
5. Show flashcards of the new words: __________________  
6. Read the story to the learners.  
7. Show the learners the vocabulary words one at a time and the learners look for the words in the paragraph.  
8. Allow learners to read on their own.  
9. Whilst reading, observe the learners' reading behaviour.  
10. Move from child to child and listen to each learner read a small section of the text aloud. | Picture flashcards to support vocabulary |
| **Consolidation:** (2 min)  
Show one flashcard at a time and asks learners to read the word. Ask comprehension questions based on the text read. | |
1.2.6 **Paired and Independent Reading**

- Paired and Independent Reading provides a way of giving children reading practice and encouraging reading for enjoyment.
- In paired reading, two children read together or take turns to read. Learners should use this time to do two things:
  i) re-read the reader from the Group Guided Reading session until they can read it fluently
  ii) read for pleasure from books in the reading corner/class library.
- The text should be at a lower level than that used for Shared and Group Guided Reading, unless the text has been practised in a Group Guided activity.
- Providing opportunities for children to **read books on their own** also develops fluency, provided the books are easy enough for the children to read without help.
- Short, simple books with predictable text and colourful illustrations are ideal. Some teachers like to give children individual reading to do at home. This could be to reread the group reading book or read simple, ‘fun’ books.
- This extra reading practise, done **on a regular basis every day**, plays an important role in learning to read.
Overview of English First Additional Language

1.2.7 Phonics

- The first stage of learning to decode written language is oral: learning to isolate the different sounds of the language (phonemic awareness).
- The learner then has to relate the sounds to the letters that represent them (for example, t, o, p or sh) and then blend letters together to form words (for example, top, shop) (phonics).
- The learner has to understand the words (comprehension) and encounter them so often in print that he/she recognises them automatically (automaticity). Finally, the learner has to be able to read the words in sentences quickly with comprehension (fluency).
- However, these elements of learning to read do not happen in a step-by-step sequence. For example, children learn to recognise and understand many whole words from environmental print and Shared Reading when they are still very young. Nevertheless, a systematic phonics programme, together with reading, writing, and listening to stories being read, is important in learning to read in one's Home Language.
- When children begin to read and write in their additional language, they already know how to decode in their Home Language.
- Children already understand concepts of print and have considerable prior knowledge of sound-spelling relationships. What they need in their First Additional Language phonics class is practice in applying this knowledge to learn to decode text in English (for example, blending known sounds to make words).
- English vowels and vowel diagraphs are particularly challenging for African language speakers and this is made more difficult by the variety of ways in which these vowel sounds are spelt (for example, see, sea, key, me).
- It is important that children in Grade 1 develop a strong oral foundation in their additional language. If they don't, they will not understand the words they are decoding in English in Grade 2 and the work they do in phonics will simply become ‘barking at print’. Children will also benefit from learning to identify the sounds of English (phonemic awareness) in Grade 1. This is best achieved through songs and rhymes which help them to isolate the sounds (for example, I'm going to the zoo, zoo, zoo; You can come too, too, too).
- It is important for the teacher to keep in mind that her role is to build awareness, over time, of sound-spelling relationships in the additional language, and not to drill for complete accuracy. Phonics should take the form of short, regular activities throughout the Foundation Phase.
- Specific attention should be given to phonics throughout the Foundation Phase. A programme is provided in the First Additional Language CAPS.
- In Grade 1, the focus is on developing phonemic awareness. In Grades 2 and 3, a phonics programme is provided which builds on what learners have already done in their Home Language. Since there is limited time available for teaching phonics, teachers are encouraged to integrate phonics teaching into Listening and Speaking, and Shared Reading activities.

1.2.8 Word recognition

- English has a large number of words that are not spelt as they sound (for example, one, two). It is therefore very difficult, and sometimes impossible, to decode them phonetically.
- Children learn to recognise sight words (or ‘look and say’ words) by seeing them repeatedly. Words that appear frequently in texts (high frequency words) can be learned in this way.
- The more children read in their additional language, the more sight words they will acquire.
1.2.9 Comprehension

- Children are often able to decode in their additional language, but are unable to understand what they read. This results in what some people call ‘barking at print’. The main reason that children are unable to comprehend text is that their language skills are weak. They lack sufficient vocabulary and grammar to make sense of what they read. Therefore, the teacher must build their vocabulary and grammar by exposing them to a lot of English at the right level. Strategies such as building a ‘word wall’ in the classroom and encouraging learners to keep personal dictionaries (or vocabulary books) are also helpful. Getting children to read more in their additional language is perhaps the best way of improving their vocabulary. However, this strategy will only work if the texts are at a suitable level for independent reading.

- Another important way of developing children's reading comprehension is by asking questions that enable learners to engage with the text. The teacher should begin with simple questions, such as who, what and where questions, for example, **Who ate the porridge?**, **What did Goldilocks eat?** and **Where did Goldilocks go to sleep?** Gradually, as learners get used to question forms and develop the language necessary to answer them, more complex questions can be asked. By the time learners are in Grade 3, they should be able to answer why questions for example, **Why didn’t Goldilocks eat Daddy Bear’s porridge?**

1.2.10 Writing

- Children learn the skills of letter formation and handwriting in their Home Language. They can apply this knowledge when they begin to write in their First Additional Language in the third term of Grade 1.

- The English FAL writing activities in Grade 1 are very simple, as learners need to focus on writing in their Home Language.

- In Grade 2, writing in the First Additional Language receives more focus. Writing is guided; for example, learners write using sentence frames such as **I like _______. /I don’t like ______.**

- In Grade 3, writing becomes more challenging. With support, learners are expected to write a simple set of instructions and a personal recount. Together with the teacher (Shared Writing), they write a simple story.

- Many writing skills are transferred from the Home Language. For example, children learn how to write a text such as a recount first in their Home Language, and they draw on this knowledge when, at a later stage, they learn to write a recount in their First Additional Language.

- Similarly, children learn how to draft, write, edit and publish their work (the writing process) in their Home Language, and they then apply these skills when writing in the First Additional Language.

1.2.11 Language structures and use

A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the First Additional Language. In Grade 1, vocabulary and grammar are learned incidentally through exposure to the spoken language. In Grades 2 and 3, learners also acquire vocabulary and grammar through reading English. In Grade 3, there are specific activities focused on Language Structure and Use.

Vocabulary targets are set for each grade and a list of high frequency words in English is provided in Section 3 of this document. It is essential for learners to reach these targets if they are going to be proficient in using English as the LoLT in Grade 4. Teachers need strategies for developing learners’ vocabulary, for example:

- word walls and labels in the classroom
- vocabulary games, such as word quizzes
- reading
- keeping personal dictionaries (vocabulary books)
- using children’s illustrated dictionaries (both monolingual and bilingual).
### 1.3 First additional language skills implementation per grade

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening and Speaking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily activities</td>
<td>Per term as prescribed in CAPS</td>
<td>Per term as prescribed in CAPS</td>
<td>Per term as prescribed in CAPS</td>
</tr>
<tr>
<td>Focused Listening and Speaking:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to stories</td>
<td>Per term as prescribed in CAPS</td>
<td>Done during Shared Reading</td>
<td>Done during Shared Reading</td>
</tr>
<tr>
<td>• Phonemic awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared Reading</td>
<td>Per term as prescribed in CAPS</td>
<td>Done during Listening and Speaking time</td>
<td>Done during Listening and Speaking time</td>
</tr>
<tr>
<td>• Develop concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Phonemic awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Language structures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading and Phonics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Guided Reading</td>
<td>Not done in Grade 1</td>
<td>Per term as prescribed in CAPS</td>
<td>Per term as prescribed in CAPS</td>
</tr>
<tr>
<td>Independent Reading</td>
<td>Not done in Grade 1</td>
<td>At home or in spare time in class</td>
<td>At home or in spare time in class</td>
</tr>
<tr>
<td>Phonic</td>
<td>Integrated in Listening and Speaking and Shared Reading</td>
<td>Per term as prescribed in CAPS Phonics programme</td>
<td>Per term as prescribed in CAPS Phonics programme</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared writing/ Writing</td>
<td>Per term as prescribed in CAPS</td>
<td>Per term as prescribed in CAPS</td>
<td>Per term as prescribed in CAPS</td>
</tr>
<tr>
<td>Taught in context</td>
<td>Done during Listening and Speaking</td>
<td>Done during Listening and Speaking</td>
<td>Per term as prescribed in CAPS</td>
</tr>
<tr>
<td>Language Structures</td>
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</tr>
</tbody>
</table>

*CAPS: Curriculum and Assessment Policies Statement*
2. Weekly timetable

Time allocation for FAL is as follows:

**Grade 1 – 2**
- Minimum of 2 hours if HL is 8 hours
- Maximum of 3 hours if HL is 7 hours

**Grade 3**
- Minimum of 3 hours if HL is 8 hours
- Maximum of 4 hours if HL is 7 hours

**Note:** The lesson plans provided in the training manual are based on the maximum teaching time for First Additional Language. It is important that a substantial amount of time is devoted to learning English in the Foundation Phase in schools where the LoLT will be English in Grade 4.

### Language Skills

<table>
<thead>
<tr>
<th>LANGUAGE SKILLS</th>
<th>GRADE 1 PER WEEK</th>
<th>EXAMPLE</th>
<th>GRADE 2 PER WEEK</th>
<th>EXAMPLE</th>
<th>GRADE 3 PER WEEK</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and speaking</td>
<td>90 min</td>
<td>15 min x 6</td>
<td>60 min</td>
<td>15 min x 4</td>
<td>60 min</td>
<td>15 min x 4</td>
</tr>
<tr>
<td>Reading and phonics</td>
<td>75 min</td>
<td>15 min x 5</td>
<td>90 min</td>
<td>15 min x 6</td>
<td>90 min</td>
<td>15 min x 6</td>
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<tr>
<td>Writing</td>
<td>15 min</td>
<td>15 min x 1</td>
<td>30 min</td>
<td>15 min x 2</td>
<td>60 min</td>
<td>30 min x 2</td>
</tr>
<tr>
<td>Language use</td>
<td>15 min</td>
<td>15 min x 1</td>
<td></td>
<td>30 min</td>
<td>15 min x 2</td>
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<tr>
<td><strong>Total hours per week</strong></td>
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<td><strong>3 hours</strong></td>
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### Language skills teaching per week per grade

<table>
<thead>
<tr>
<th>LANGUAGE SKILLS</th>
<th>GRADE 1</th>
<th>GRADE 2</th>
<th>GRADE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td><strong>DAY 2</strong></td>
<td><strong>DAY 3</strong></td>
<td><strong>DAY 4</strong></td>
</tr>
<tr>
<td>Listening and speaking: Daily activities</td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
</tr>
<tr>
<td>Listening and speaking: Focused activities</td>
<td></td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>Reading and phonics</td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total per day</strong></td>
<td><strong>30 min</strong></td>
<td><strong>30 min</strong></td>
<td><strong>30 min</strong></td>
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</tbody>
</table>
# Weekly timetable

<table>
<thead>
<tr>
<th>LANGUAGE SKILLS</th>
<th>GRADE 2</th>
<th>GRADE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DAY 1</td>
<td>DAY 2</td>
</tr>
<tr>
<td>Listening and speaking:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared Reading</td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>Reading and phonics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group guided activity</td>
<td></td>
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</tr>
<tr>
<td>Phonics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language use</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total per day</strong></td>
<td>30 min</td>
<td>30 min</td>
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</table>

**Note:** Phonics skills development may be integrated with listening, speaking or reading activities.
3. Assessment

There are a number of Formal Assessment activities in the Foundation Phase for English First Additional Language. Each activity is made up of a number of parts dealing with different aspects of language. There are suggestions for informal assessment activities in the CAPS document for the teacher to use.

Number of assessments per grade

<table>
<thead>
<tr>
<th>GRADE</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
<th>TOTAL PER YEAR</th>
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<tbody>
<tr>
<td>1</td>
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<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>6</td>
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</table>
## 4. GRADE 2 Summary of activities for TERM 1

### GRADE 2 PHONICS
TERM 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Sounds</th>
<th>Example of words</th>
<th>DBE workbook reference page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>b, t</td>
<td>Beginning sound in words</td>
<td>bat, ball, box, book, toy, top, tap</td>
</tr>
<tr>
<td>2</td>
<td>a, f, s</td>
<td>Beginning sounds in words</td>
<td>apple, ant, at, and, food, foot, fish, sat, soap, sock,</td>
</tr>
<tr>
<td>3</td>
<td>a, c, h, s, t, g</td>
<td>Beginning sounds in words. Build three letter words with -a-</td>
<td>sat, cat, mat, rat, fat, bat, had, nag, bag, sad</td>
</tr>
<tr>
<td>4</td>
<td>e, d</td>
<td>Beginning sounds in words</td>
<td>dice, dog, door, eggs, ear, elephant</td>
</tr>
<tr>
<td></td>
<td>e</td>
<td>Build three letter words with -e-</td>
<td>egg, pen, bed, net, let, leg</td>
</tr>
<tr>
<td>5</td>
<td>o, m, p,</td>
<td>Beginning sounds in words</td>
<td>on, orange, odd mug, mat, man, mother, pig, pin, pan, pot,</td>
</tr>
<tr>
<td></td>
<td>o</td>
<td>Build three letter words with -o-</td>
<td>dog, hot, fog, jog, log, lot, pot, rot</td>
</tr>
<tr>
<td>6</td>
<td>l, n, i</td>
<td>Beginning sounds in words</td>
<td>leg, log, lip, lift, left nod, net, not, next, in</td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>Build three letter words with -i-</td>
<td>bin, big, bit, dig, fig, fin, fit, him, hip, his, lip, pin, pig, pit, win</td>
</tr>
<tr>
<td>7</td>
<td>r, u</td>
<td>Beginning sounds in words</td>
<td>ran, rug, race, rat, run, ruler, vet, van, vegetables, video, vest</td>
</tr>
<tr>
<td></td>
<td>u</td>
<td>Build three letter words with -u-</td>
<td>sun, run, fun, mum, rug, hut, mug, tug</td>
</tr>
<tr>
<td>8</td>
<td>w, y</td>
<td>Beginning sounds in words</td>
<td>watch, wood, wool, wig, yoyo, you, yellow, yoghurt</td>
</tr>
<tr>
<td>9</td>
<td>q, u</td>
<td>Beginning sounds in words</td>
<td>queen, question mark, quilt, umbrella, ugly, uncle, under up, upset</td>
</tr>
<tr>
<td>10</td>
<td>x, z</td>
<td>Beginning, end and middle sounds</td>
<td>zebra, zero, zip, taxi, x-ray, extra, exam, axe</td>
</tr>
<tr>
<td>Week</td>
<td>Word box High frequency words</td>
<td>DBE workbook reference page</td>
<td>Theme</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------</td>
<td>-----------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>any, are, around</td>
<td>page 3</td>
<td>Back at school</td>
</tr>
<tr>
<td>2</td>
<td>at, and, all</td>
<td>page 7</td>
<td>After school</td>
</tr>
<tr>
<td>3</td>
<td>again, after, about</td>
<td>page 11</td>
<td>Let’s go home</td>
</tr>
<tr>
<td>4</td>
<td>any, are, around</td>
<td>page 15</td>
<td>We eat at school</td>
</tr>
<tr>
<td>5</td>
<td>again, ask, always</td>
<td>page 19</td>
<td>Who, what, why, when Our family garden</td>
</tr>
<tr>
<td>6</td>
<td>ate, away, be</td>
<td>page 23</td>
<td>My own family</td>
</tr>
</tbody>
</table>
## Grade 2 Word Box and Vocabulary List
### Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Word Box High Frequency Words</th>
<th>DBE Workbook Reference Page</th>
<th>Theme</th>
<th>New Vocabulary</th>
<th>DBE Workbook Reference Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>because, been, before</td>
<td>page 27</td>
<td>We go for a picnic</td>
<td>read, kick, sleep, swim, run, walk, sit, kicking, sleeping, swimming, walking, pump, blanket, newspaper, flower, basket, ball, peach, dog, kite, bird</td>
<td>pages 26–29</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What we like to do</td>
<td>&quot;Shared Reading vocabulary:&quot; pumpkin, mouse, mice</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>best, better, big</td>
<td>page 31</td>
<td>At the park</td>
<td>kicking, sleeping, swimming, she, he, they, it</td>
<td>pages 30–33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>We like to play</td>
<td>&quot;Shared Reading vocabulary:&quot; swing, slide, merry-go-round, toy car, boy, girl</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>black, blue, both</td>
<td>page 34</td>
<td>People who help</td>
<td>fireman, policeman, vet, nurse, doctor, teacher, police women</td>
<td>pages 34–35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How they help us</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>bring, brown, boy</td>
<td>page 39</td>
<td>About town</td>
<td>school, library, clinic, butcher, spaza shop, greengrocer, station, bus stop, supermarket, hospital, bakery, town, police man, teacher, baker, nurse, librarian, butcher</td>
<td>pages 38–41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Places in town</td>
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</table>
# Grade 2 Summary of activities for Term 1

## WEEK 1

<table>
<thead>
<tr>
<th>Language skills</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Listening and Speaking</strong></td>
<td></td>
<td></td>
<td></td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td><strong>Daily activities</strong></td>
<td></td>
<td></td>
<td>15 min</td>
<td></td>
<td></td>
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<tr>
<td><strong>15 min</strong></td>
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<tr>
<td>Develops oral vocabulary</td>
<td></td>
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</tr>
<tr>
<td>using the theme</td>
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<tr>
<td><strong>Day 2</strong></td>
<td></td>
<td>15 min</td>
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<tr>
<td>Talks about pictures</td>
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<td></td>
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</tr>
<tr>
<td><strong>Focused activities</strong></td>
<td></td>
<td></td>
<td></td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td><strong>Shared Reading</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td><strong>15 min</strong></td>
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<td></td>
</tr>
<tr>
<td>Answers simple literal questions</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>about a story with short answers</td>
<td></td>
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<tr>
<td><strong>Day 3</strong></td>
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<td>15 min</td>
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<tr>
<td><strong>Shared Reading</strong></td>
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<tr>
<td><strong>15 min</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Answers simple literal questions</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>about a story with short answers</td>
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<tr>
<td><strong>Day 4</strong></td>
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<tr>
<td><strong>Shared Reading</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>15 min</strong></td>
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<td></td>
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<tr>
<td>Answers simple literal questions</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>about a story with short answers</td>
<td></td>
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<tr>
<td><strong>Day 5</strong></td>
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<td>15 min</td>
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</tr>
<tr>
<td><strong>Shared Reading</strong></td>
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</tr>
<tr>
<td><strong>15 min</strong></td>
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<tr>
<td>Answers simple literal questions</td>
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<td></td>
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</tr>
<tr>
<td>about a story with short answers</td>
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## Reading and Phonics: Group Guided Reading

<table>
<thead>
<tr>
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<th>Day 1</th>
<th>Day 2</th>
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<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td><strong>15 min</strong></td>
<td></td>
<td></td>
<td>15 min</td>
<td></td>
<td>30 min</td>
</tr>
<tr>
<td>Reads aloud from own book in a guided reading group with the teacher</td>
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<td></td>
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</tr>
<tr>
<td><strong>Day 4</strong></td>
<td></td>
<td></td>
<td>15 min</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads aloud from own book in a guided reading group with the teacher</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 5</strong></td>
<td></td>
<td></td>
<td>15 min</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads aloud from own book in a guided reading group with the teacher</td>
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## Phonics

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<th>Day 2</th>
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<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td><strong>15 min</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Says a rhyme based on letters of the alphabet Identifies letter-sound relationships Sounds: b, t</td>
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## Writing

<table>
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<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15 min</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses handwriting skills taught in Home Language Completes sentences by filling in missing words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses handwriting skills taught in Home Language Completes sentences by filling in missing words</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>WEEK 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Language skills</strong></td>
<td><strong>Day 1</strong></td>
<td><strong>Day 2</strong></td>
<td><strong>Day 3</strong></td>
<td><strong>Day 4</strong></td>
<td><strong>Day 5</strong></td>
</tr>
<tr>
<td>Listening and Speaking Daily activities</td>
<td></td>
<td></td>
<td><strong>15 min</strong> Sings action song</td>
<td><strong>15 min</strong> Sings action song</td>
<td><strong>15 min</strong> Follows a short sequence of instructions</td>
</tr>
<tr>
<td>Focussed activities: Shared Reading</td>
<td><strong>15 min</strong> Names and discuss things in the picture and in response to questions by the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and Phonics: Group Guided Reading</td>
<td><strong>15 min</strong> Reads aloud from own book in a guided group with a teacher Begins to build a sight word vocabulary from guided and shared reading</td>
<td><strong>15 min</strong> Reads aloud from own book in a guided group with a teacher Begins to build a sight word vocabulary from guided and shared reading</td>
<td><strong>15 min</strong> Reads aloud from own book in a guided group with a teacher Begins to build a sight word vocabulary from guided and shared reading</td>
<td><strong>30 min</strong> Begins to build a sight word vocabulary from guided and shared reading</td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td><strong>15 min</strong> Identifies letter-sound relationships Sounds: a, f, s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td><strong>15 min</strong> Chooses and matches a caption to a picture</td>
<td></td>
<td></td>
<td></td>
<td><strong>15 min</strong> Chooses and matches a caption to a picture</td>
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</tbody>
</table>
### WEEK 3

<table>
<thead>
<tr>
<th>Language skills</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening and Speaking</strong>&lt;br&gt;Daily activities</td>
<td></td>
<td></td>
<td>15 min Does dialogue</td>
<td>15 min Does dialogue</td>
<td></td>
</tr>
<tr>
<td><strong>Focussed activities:</strong>&lt;br&gt;<strong>Shared Reading</strong></td>
<td>15 min Listens to a story&lt;br&gt;Gives a simple recount</td>
<td></td>
<td></td>
<td></td>
<td>15 min Listens to a story and retells story</td>
</tr>
<tr>
<td><strong>Reading and Phonics:</strong>&lt;br&gt;<strong>Group Guided Reading</strong></td>
<td>15 min Shows understanding of punctuation when reading aloud (full stop and comma)</td>
<td></td>
<td>15 min Shows understanding of punctuation when reading aloud (full stop and comma)</td>
<td>15 min Shows understanding of punctuation when reading aloud (full stop and comma)</td>
<td>30 min Shows understanding of punctuation when reading aloud (full stop and comma)</td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td></td>
<td>15 min Identifies letter-sound relationships&lt;br&gt;Sounds: c, g, h, s, t, a&lt;br&gt;Builds up and breaks down three letter words a for example, hat</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td>15 min Completes sentences&lt;br&gt;Chooses captions for pictures</td>
<td></td>
<td></td>
<td>15 min Rewrite sentence in past tense</td>
</tr>
</tbody>
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## WEEK 4

<table>
<thead>
<tr>
<th>Language skills</th>
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<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening and Speaking</strong>&lt;br&gt;Daily activities</td>
<td></td>
<td></td>
<td>15 min Identifies an object from an oral description</td>
<td>15 min Identifies an object from an oral description</td>
<td>15 min Adjectives</td>
</tr>
<tr>
<td><strong>Focussed activities: Shared Reading</strong>&lt;br&gt;15 min Names some of the things in the picture in response to questions from the teacher</td>
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<tr>
<td><strong>Reading and Phonics: Group Guided Reading</strong>&lt;br&gt;15 min Shows understanding of punctuation when reading aloud (question mark)</td>
<td>15 min Shows understanding of punctuation when reading aloud (question mark)</td>
<td>15 min Shows understanding of punctuation when reading aloud (question mark)</td>
<td>30 min Shows understanding of punctuation when reading aloud (question mark)</td>
<td></td>
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</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>15 min Identifies letter-sound relationships&lt;br&gt;Sound: d, e&lt;br&gt;Builds three letter words e for example, hen</td>
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</tr>
<tr>
<td><strong>Writing</strong></td>
<td>15 min Chooses and copies a caption to match a picture</td>
<td></td>
<td></td>
<td>15 min Completes sentences by filling in missing words</td>
<td></td>
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</table>

**ASSESSMENT:**

- Listens to a simple recount and answers simple questions about it
- Demonstrates understanding of some basic oral vocabulary by pointing at a picture

**RESOURCES:**

1. Story
2. Picture
## WEEK 5

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<tr>
<td><strong>Listening and Speaking</strong></td>
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<td></td>
<td><strong>15 min</strong></td>
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<tr>
<td><strong>Daily activities</strong></td>
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<td><strong>Day 1</strong></td>
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<tr>
<td><strong>Talks about an object in a picture</strong></td>
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<tr>
<td><strong>in response to teacher’s instructions</strong></td>
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<td><strong>Day 2</strong></td>
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<tr>
<td><strong>Listens to story</strong></td>
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<td><strong>and answers questions</strong></td>
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<td><strong>Day 3</strong></td>
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<td><strong>15 min</strong></td>
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<tr>
<td><strong>Answers questions about story</strong></td>
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<td><strong>Day 4</strong></td>
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<td><strong>15 min</strong></td>
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<tr>
<td><strong>Names some of the things in the picture</strong></td>
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<td><strong>in response to questions from the teacher</strong></td>
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<td><strong>Day 5</strong></td>
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<td><strong>15 min</strong></td>
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<td><strong>15 min</strong></td>
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<tr>
<td><strong>Answers questions about story</strong></td>
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<tr>
<td><strong>Reading and Phonics: Group Guided Reading</strong></td>
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<td><strong>15 min</strong></td>
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<tr>
<td><strong>Shows understanding of punctuation</strong></td>
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<td><strong>when reading aloud</strong></td>
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<td><strong>(exclamation mark)</strong></td>
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<td><strong>Shows understanding of punctuation</strong></td>
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<td><strong>Shows understanding of punctuation</strong></td>
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<td><strong>when reading aloud</strong></td>
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<td><strong>(exclamation mark)</strong></td>
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<td><strong>Phonics</strong></td>
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<td><strong>15 min</strong></td>
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<tr>
<td><strong>Identifies letter-sound relationships</strong></td>
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<tr>
<td><strong>Sounds: m, p, o</strong></td>
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<tr>
<td><strong>Build three letter words with -o-</strong></td>
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<tr>
<td><strong>Writing</strong></td>
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<td><strong>15 min</strong></td>
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<tr>
<td><strong>Questions (what, where, who, why)</strong></td>
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<tr>
<td><strong>Answers questions</strong></td>
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<td><strong>15 min</strong></td>
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<td><strong>15 min</strong></td>
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<tr>
<td><strong>Writes sentences</strong></td>
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### WEEK 6

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</thead>
<tbody>
<tr>
<td><strong>Listening and Speaking</strong></td>
<td></td>
<td></td>
<td>15 min Retells story</td>
<td>15 min Gives a simple recount with the help of the teacher</td>
<td></td>
</tr>
<tr>
<td><strong>Daily activities</strong></td>
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<tr>
<td>Listening and Speaking</td>
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<tr>
<td><strong>Focussed activities:</strong></td>
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<tr>
<td><strong>Shared Reading</strong></td>
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<td>15 min Says action – rhyme</td>
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<tr>
<td><strong>Reading and Phonics:</strong></td>
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<tr>
<td><strong>Group Guided Reading</strong></td>
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<tr>
<td>Phonics</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
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**ASSESSMENT:**
- Reads a short written text (1–2 sentences) with the teacher following the teacher’s pointer

**RESOURCES:** Short written text
# WEEK 7

<table>
<thead>
<tr>
<th>Language skills</th>
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<th>Day 3</th>
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<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening and Speaking</strong>&lt;br&gt;Daily activities</td>
<td></td>
<td></td>
<td>15 min Memorises and performs simple action rhymes and songs</td>
<td>15 min Develops oral vocabulary using theme</td>
<td></td>
</tr>
<tr>
<td><strong>Focussed activities:</strong>&lt;br&gt;<strong>Shared Reading</strong></td>
<td>15 min Answers simple literal questions with short answers</td>
<td></td>
<td></td>
<td>15 min Answers simple literal questions about a story with short answers</td>
<td></td>
</tr>
<tr>
<td><strong>Reading and Phonics:</strong>&lt;br&gt;<strong>Group Guided Reading</strong></td>
<td>15 min Uses reading strategies taught in the Home Language to make sense and monitors self when reading</td>
<td>15 min Uses reading strategies taught in the Home Language to make sense and monitors self when reading</td>
<td>15 min Uses reading strategies taught in the Home Language to make sense and monitors self when reading</td>
<td>30 min Uses reading strategies taught in the Home Language to make sense and monitors self when reading</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>15 min Identifies letter-sound relationships: ( r, v, u )&lt;br&gt;Binds up and breaks down three letter words: ( u ) for example, sun</td>
<td></td>
<td>15 min Uses reading strategies taught in the Home Language to make sense and monitors self when reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>15 min Completes words by filling in the missing letters</td>
<td></td>
<td></td>
<td>15 min Completes sentences</td>
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## WEEK 8

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<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Listening and Speaking</strong>&lt;br&gt;Daily activities</td>
<td></td>
<td></td>
<td><strong>15 min</strong>&lt;br&gt;Plays language games</td>
<td><strong>15 min</strong>&lt;br&gt;Plays language games</td>
<td></td>
</tr>
<tr>
<td><strong>Focussed activities:</strong>&lt;br&gt;<strong>Shared Reading</strong></td>
<td><strong>15 min</strong>&lt;br&gt;Understands and responds to instructions</td>
<td></td>
<td></td>
<td></td>
<td><strong>15 min</strong>&lt;br&gt;Understands and responds to instructions</td>
</tr>
<tr>
<td><strong>Reading and Phonics:</strong>&lt;br&gt;<strong>Group Guided Reading</strong></td>
<td><strong>15 min</strong>&lt;br&gt;Begins to build sight words from shared and guided reading&lt;br&gt;Shows understanding of punctuation when reading aloud</td>
<td><strong>15 min</strong>&lt;br&gt;Begins to build sight words from shared and guided reading&lt;br&gt;Shows understanding of punctuation when reading aloud</td>
<td><strong>15 min</strong>&lt;br&gt;Begins to build sight words from shared and guided reading&lt;br&gt;Shows understanding of punctuation when reading aloud</td>
<td><strong>30 min</strong>&lt;br&gt;Begins to build sight words from shared and guided reading&lt;br&gt;Shows understanding of punctuation when reading aloud</td>
<td></td>
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<tr>
<td><strong>Phonics</strong></td>
<td><strong>15 min</strong>&lt;br&gt;Identifies letter-sound relationships&lt;br&gt; Sounds: y, w</td>
<td></td>
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</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>15 min</strong>&lt;br&gt;With the help of the teacher writes a caption of the picture&lt;br&gt;Completes sentences by filling in the missing words</td>
<td></td>
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<td><strong>15 min</strong>&lt;br&gt;Writes sentences</td>
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### ASSESSMENT:
- Completes three (3) sentences by filling in the missing words

### RESOURCES:
- Worksheet
### WEEK 9

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<tr>
<td><strong>Daily activities</strong></td>
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<td></td>
<td>15 min</td>
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<td>15 min</td>
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<td>15 min</td>
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<tr>
<td>Identifies an object from a simple oral description</td>
<td></td>
<td></td>
<td>Listens to story and retells the story</td>
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<tr>
<td><strong>Focussed activities:</strong></td>
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<tr>
<td><strong>Shared Reading</strong></td>
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<td></td>
<td>15 min</td>
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<tr>
<td>Dramatise the dialogue</td>
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<td><strong>Reading and Phonics:</strong></td>
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<tr>
<td><strong>Group Guided Reading</strong></td>
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<td></td>
<td>15 min</td>
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<td>15 min</td>
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<td>30 min</td>
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<tr>
<td>Reads own and others writing</td>
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<td></td>
<td>Reads own and others writing</td>
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<td>Reads own and others writing</td>
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<tr>
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<td>15 min</td>
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<tr>
<td>Identifies letter-sound relationships</td>
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<tr>
<td>Sound: q, u</td>
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<td><strong>Writing</strong></td>
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<td></td>
<td>15 min</td>
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<tr>
<td>Rewrite sentences using the correct punctuation</td>
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<td><strong>Writing</strong></td>
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<td>15 min</td>
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<tr>
<td>Writes dialogue</td>
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## WEEK 10

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</thead>
<tbody>
<tr>
<td><strong>Listening and Speaking</strong></td>
<td></td>
<td></td>
<td>15 min</td>
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<tr>
<td><strong>Daily activities</strong></td>
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<tr>
<td>Speaking</td>
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<td>15 min</td>
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<tr>
<td>Understands and responds to questions: Whose? Which?</td>
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<tr>
<td>Focussed activities:</td>
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<td></td>
<td>15 min</td>
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<tr>
<td><strong>Shared Reading</strong></td>
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<td>15 min</td>
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<tr>
<td>Names some of the things in the picture in response</td>
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<tr>
<td>to questions from the teacher</td>
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<tr>
<td><strong>Reading and Phonics:</strong></td>
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<td>15 min</td>
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<tr>
<td><strong>Group Guided Reading</strong></td>
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<tr>
<td>15 min</td>
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<tr>
<td>Reads with increasing fluency and expression</td>
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<tr>
<td><strong>Phonics</strong></td>
<td></td>
<td>15 min</td>
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<td>15 min</td>
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<tr>
<td>Identifies letter-sound relationships Sounds: x, z</td>
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</tr>
<tr>
<td><strong>Writing</strong></td>
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<td>15 min</td>
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<tr>
<td>Matches captions to words</td>
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<tr>
<td><strong>Writing</strong></td>
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<td>15 min</td>
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<tr>
<td>Writes a caption for a picture with the help of the</td>
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<tr>
<td>teacher</td>
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</tbody>
</table>
5. TERM 1: Lesson plans for Grade 2

5.1 Lesson plans: Week 1

<table>
<thead>
<tr>
<th>WEEK</th>
<th>1</th>
<th>DAY</th>
<th>1</th>
<th>DATE</th>
</tr>
</thead>
</table>

**LANGUAGE SKILLS COVERED IN LESSON**

**Shared reading**
- Answers simple literal questions about a story with short answers

**Group Guided Reading**
- Reads aloud from own book in a guided reading group with the teacher

**ACTIVITY (15 min)**

**INTRODUCTION:** (3 min)
- Choose a simple short story:
  - The story should be at the level of the learners.
  - The story should have a clear simple structure.
  - The story must be accompanied by stimulating or interesting pictures

**PRESENTATION:** (10 min)
- Show learners pictures from pages 2–3 of the DBE workbook.
- Ask questions about the pictures.
- Read the short story about the learners' first day at school.
- Read the story with the learners.
- Ask learners the following questions:
  - Are the girls and boys happy to be at school?
  - What did Thandi say to the teacher?
  - Who gave the teacher some flowers?
- Learners respond orally to the questions.

**BACK AT SCHOOL AFTER THE HOLIDAYS**

It is our first day at school.
Boys and girls are happy to be back at school.
The teacher says, 'Good morning Thandi.'
Thandi says, 'Good morning Teacher.'
Thandi gives the teacher flowers.

**CONSOLIDATION:** (2 min)
- In pairs, learners share their exciting moments from their holidays.

**RESOURCES**

A story: Back at School after Holidays

DBE workbook pages 2–3
Week 1 Day 1, 3, 4, 5

**Group Guided Reading**
- Reads aloud from own book in a guided reading group with the teacher

**ACTIVITY (15 min) per day**

**INTRODUCTION: (3 min)**
- Choose a short, simple story from the DBE workbook (page 3).

**REPRESENTATION: (10 min)**
- Instruct learners to open the DBE workbook on page 3.
- Introduce learners to the topic and the new vocabulary.
- Show flashcards of the new words: holiday, happy, sad, angry, afraid, back at school, has, mat, bag.

**Note:** The Group Guided Reading is based on the DBE workbook available at schools. On the first day of a week, the teacher introduces the Group Guided Reading to the whole class before working with one group at a time. If the school has a reading series for English FAL available, the teacher may plan the reading lessons based on the reading series. The template provided makes provision for the teacher to use the DBE workbooks, allocating different activities to different groups.

**Note:** Each day randomly select five to seven learners to do a baseline assessment of their reading abilities. Complete the baseline assessment of the whole class this week.

**Note:** Observe and record baseline assessment of learners’ reading ability on a classlist each day in order to be able to divide the class into 3–4 ability groups from next week.
**READING**

Group Guided

| **| Read the sentences to the learners. |
| **| Show the vocabulary words one at a time and instruct learners to look for each word in the paragraph. |
| **| We had a good holiday. |
| **| We are back at school. |
| **| Nomsa and Ann are very happy. |
| **| Ken is happy too. |
| **| He has a new school bag. |
| **| Jabu is sad. |
| **| He fell on the mat. |

**CONSOLIDATION: (2 min)**

| **| Allow learners to read on their own. |
| **| Observe the learners’ reading behaviour while they are reading. |
| **| Listen to each child read a small section of the text aloud. |

**ACTIVITY RESOURCES**

| **ACTIVITY** | Homework on pages 2 and 3 of DBE workbook |
| **RESOURCES** | DBE workbook page 2–3 |

**HOMEWORK**

Instructions:

| **| Paste the stickers in the correct spaces (stickers are at the back of the workbook). |
| **| Trace the words below each picture. |
**FIRST ADDITIONAL LANGUAGE- ENGLISH**

**GRADE: 2**

<table>
<thead>
<tr>
<th>WEEK:</th>
<th></th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY</td>
<td>Group Guided Reading</td>
<td>Individual Work</td>
</tr>
<tr>
<td>1</td>
<td>DBE workbook</td>
<td>Reading Series available at school</td>
</tr>
<tr>
<td></td>
<td>Attached Lesson Plan -Group Guided Reading: Week 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DBE workbook page 2–3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>New vocabulary:</strong> holiday, happy, sad, angry, afraid, back at school, has, mat, bag</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>High frequency words:</strong> any, are, around</td>
<td></td>
</tr>
</tbody>
</table>

**GROUP GUIDED READING LANNING**

<table>
<thead>
<tr>
<th>DAY</th>
<th>GROUP</th>
<th>CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Class</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>Group B</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>Group C</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>Group D</td>
</tr>
</tbody>
</table>
**Language Skills Covered in Lesson**

<table>
<thead>
<tr>
<th>Reading and phonics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies letter-sound relationships and builds/breaks up three letter words</td>
<td>• Uses handwriting skills taught in Home Language</td>
</tr>
<tr>
<td>• Completes sentences by filling in the missing words</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity (15 min)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> (3 min)</td>
<td></td>
</tr>
<tr>
<td>• Choose any alphabet rhyme based on the letters of the alphabet.</td>
<td></td>
</tr>
<tr>
<td>• Tell learners that the rhyme is about the names of the letters of the alphabet.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation:</strong> (10 min)</td>
<td></td>
</tr>
<tr>
<td>Sounds: b and t</td>
<td></td>
</tr>
<tr>
<td>bat, ball, box, book, toy, top, tap</td>
<td></td>
</tr>
<tr>
<td>• Say the rhyme. Repeat the rhyme and try to get learners to join in.</td>
<td></td>
</tr>
<tr>
<td>• Point at the picture and letter on a phonics frieze.</td>
<td></td>
</tr>
<tr>
<td>• Say the sound of each letter while pointing them out.</td>
<td></td>
</tr>
<tr>
<td>• Emphasize the b and t sounds from the rhyme.</td>
<td></td>
</tr>
<tr>
<td>• Learners should say words of objects in the classroom starting with a b or t sound:</td>
<td></td>
</tr>
<tr>
<td>○ Say the beginning sound and end sound of the words.</td>
<td></td>
</tr>
<tr>
<td>○ ‘Sound out’/build three letter words.</td>
<td></td>
</tr>
<tr>
<td>○ For example, top = t-op, t-o-p</td>
<td></td>
</tr>
<tr>
<td>○ Read the words together.</td>
<td></td>
</tr>
<tr>
<td><strong>Consolidation:</strong> (2 min)</td>
<td></td>
</tr>
<tr>
<td>• Show learners a picture of a bat and ask them to say the word and match it with the flashcard.</td>
<td></td>
</tr>
<tr>
<td>• Learners use the flashcards to build up the word b-a-t.</td>
<td></td>
</tr>
</tbody>
</table>

| Alphabet rhyme |
| Phonic frieze |
| Flashcards b and t words: |
| bat |
| tap |
| ball |
| box |
| book |
| toy |
| top |
| tap |

**Observation/Reflection Notes:**

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**ACTIVITY (15 min)**

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Learners look at the pictures on page 5 of the DBE workbook.</strong></td>
<td><strong>DBE workbook page 5</strong></td>
</tr>
<tr>
<td><strong>Instruct them to trace over each word and then draw a line to match the picture with the correct word.</strong></td>
<td><strong>FAL English exercise book</strong></td>
</tr>
<tr>
<td><strong>Learners complete the sentences by using the words they were tracing:</strong></td>
<td></td>
</tr>
<tr>
<td>○ He feels________.</td>
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<tr>
<td>○ She feels________.</td>
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</table>

**CONSOLIDATION: (2 min)**

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Learners rewrite the following sentence using writing skills learnt in their Home Language:</strong></td>
<td></td>
</tr>
<tr>
<td>I feel happy because I went to the zoo.</td>
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</tbody>
</table>

**ACTIVITY**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
</table>
| **Learners should look for pictures from magazines that match the words shown on the flashcards.** | **Magazines**
| **Learners find and cut out words that begin with b and t** | **Homework books**
| **Learners paste the pictures they cut out in their homework books. Example of words: bat, tap, ball, box, book** | |

**Observation/Reflection Notes:**
**English First Additional Language Grade 2 – Term 1: Week 1 Day 3**

**WEEK** | **1** | **DAY** | **3** | **DATE**
---|---|---|---|

**LANGUAGE SKILLS COVERED IN LESSON**

- **Listening and speaking**
  - Develops oral vocabulary using the theme *Back at School*
- **Group Guided Reading**
  - Reads aloud from own book in a guided reading group with the teacher

### ACTIVITY (15 min)

**INTRODUCTION: (3 min)**
- Ask learners how they spent their holidays. Ask about the places they visited and things they did.
- Learners respond orally to the questions.

**PRESENTATION: (10 min)**
- Tell learners to open the DBE workbook on page 2 and look at the picture.
- Learners look at the picture and talk about what the learners in the picture are doing in the classroom.
- Ask learners the following questions. Learners respond orally:
  - How many learners are there?
  - Do the learners look happy?
  - Who looks sad?
  - Were you happy to come back to school?

**CONSOLIDATION: (2 min)**
- Learners use the flashcards provided to label the items in the classroom to show they understand the meaning of the words.

### RESOURCES

- DBE workbook pages 2–3
- Flashcards:
  - book
  - table
  - bag
  - chair
  - mat

---

**LET'S TALK**

- We had a good holiday.
- We are back at school.
- Nomsa and Ann are very happy.
- Ken is happy too.
- He has a new school bag.
- Jabu is sad.
- He fell on the mat.

---

**LET'S READ**

- Word box are

---

**LET'S DO**

- Paste the stickers in the correct spaces. Trace and then say the word below each picture.
## Listening and speaking

### Group Guided Reading
- Reads aloud from own book in a guided reading group with the teacher

### Emotions

#### INTRODUCTION: (3 min)
- Ask learners to use facial expressions to show different emotions, for example, happy, sad, afraid, angry.
- Write words for different emotions on the board.
- Point at an emotion and ask learners to demonstrate it.

#### PRESENTATION: (10 min)
- Divide the learners into four groups to discuss different pictures.
- Ensure the learners have their DBE workbooks.
- Ask learners to open the DBE workbook on page 4.
- In groups, learners look at the pictures on page 4 in the DBE workbook and talk about what is happening in the pictures and how the children are feeling.
- Each group has a turn to report back on their discussion regarding the picture.

#### CONSOLIDATION: (2 min)
- Learners complete the activity in the DBE workbook on page 4.

### Activity (15 min)

#### Resources
- Chalkboard
- DBE workbook page 4

**Daily Activities**

1. **LISTENING AND SPEAKING**
   - **Emotions**
     - **INTRODUCTION:** (3 min)
       - Ask learners to use facial expressions to show different emotions, for example, happy, sad, afraid, angry.
       - Write words for different emotions on the board.
       - Point at an emotion and ask learners to demonstrate it.
     - **PRESENTATION:** (10 min)
       - Divide the learners into four groups to discuss different pictures.
       - Ensure the learners have their DBE workbooks.
       - Ask learners to open the DBE workbook on page 4.
       - In groups, learners look at the pictures on page 4 in the DBE workbook and talk about what is happening in the pictures and how the children are feeling.
       - Each group has a turn to report back on their discussion regarding the picture.
     - **CONSOLIDATION:** (2 min)
       - Learners complete the activity in the DBE workbook on page 4.

2. **DRAW A PICTURE**
   - Jabu feels ___________.
   - I feel _______________.

**Graphic**

- **Activity:**
  - After the holidays
  - Make up a role play about what happened to Jabu. Show how his friends help him.

- **Role play**
  - Let’s write:
    - Jabu feels ___________.
    - I feel _______________.

---

**Note:**

- **After the holidays**
- **Make up a role play**
- **Show how his friends help him.**

---

**Image:**

- **Activity page 4**
- **Chalkboard**
- **DBE workbook**
- **page 4**

---

38 **Grade 2 First Additional Language**  
 **SCNPDI Resource Manual for Foundation Phase**
### ACTIVITY
- The learners draw faces to match the emotion words:
  - afraid, sad, happy and angry

### RESOURCES
- Homework sheet

### Homework Worksheet - Week 1 Day 4

<table>
<thead>
<tr>
<th>Emotions</th>
<th>Draw a picture that matches the word.</th>
</tr>
</thead>
<tbody>
<tr>
<td>afraid</td>
<td></td>
</tr>
<tr>
<td>sad</td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td></td>
</tr>
<tr>
<td>angry</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I am ________________________________ .</th>
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<tbody>
<tr>
<td></td>
<td>I am ________________________________ .</td>
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</tbody>
</table>

<table>
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<tr>
<th></th>
<th>I am ________________________________ .</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>I am ________________________________ .</td>
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</tbody>
</table>
**Week 1 Day 5 Language**

**Skills Covered in Lesson**
- **Shared reading**
  - Listens to a short story and answers questions
- **Group Guided Reading**
  - Reads aloud from own book in a guided reading group with the teacher
  - Writing complete sentences

**Activity (15 min)**

**Holiday places: sea, city, zoo, farm**

**Introduction: (3 min)**
- Talk to learners about places they usually visit during the holidays.
- Learners discuss/tell the class what they do when they are at these holiday places.
- Ask specific learners to respond to the question, “What did you do in the holiday?”

**Presentation: (10 min)**
- Use a Big Book that deals with a holiday place.
- Tell the learners to look at the pictures in the story.
- Ask questions to get learners to talk about what they know about such a place.
- Learners listen to a story from the Big Book about a visit to the holiday place.

**Consolidation: (2 min)**
- Learners open the DBE workbook on page 5.
  - Read the first sentence aloud to the class.
  - Tell learners to join in the reading.
  - Learners re-read the following sentences:
    - I went to the sea.
    - I went to the zoo.
    - I went to my grandmother.
    - I went to the shop.

**Resources**
- DBE workbook page 5
- Big book about holiday places
- Flashcards with names of places:
  - zoo
  - sea
  - city
  - farm
  - holiday
  - places
  - grandmother
  - shop
  - pages 9–10
### ACTIVITY (15 min) | RESOURCES
--- | ---
- Learners complete the sentence on page 5 in the DBE workbook after practising it together orally. | DBE workbook
- They must use one of the following words: sea, zoo, grandmother, shop.
  - I went to _______________.
- Learners copy sentences into their exercise books using the handwriting skills taught in the Home Language:
  - I went to the sea.
  - I went to the zoo.
  - I went to my grandmother.
  - I went to the shop.

### RESOURCES
- Writing exercise book

### HOMEWORK
- Learners cut out pictures from magazines of places that they would like to visit. They then paste the pictures in their homework books.

### RESOURCES
- Magazines
- Scissors
- Glue
- Homework book

### Observation/Reflection Notes:

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## 5.2 Lesson plans: Week 2

<table>
<thead>
<tr>
<th>WEEK</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

### LANGUAGE SKILLS COVERED IN LESSON

**Shared reading**
- Answer questions about a picture

**Group Guided Reading**
- Reads aloud from own book in a guided reading group with the teacher
- Begins to build sight word vocabulary from guided and shared reading

---

**LISTENING AND SPEAKING**

**Focused Activity: Shared Reading**

**INTRODUCTION: (3 min)**
- Divide learners into four groups.
- Encourage learners to talk about the games/sport they play after school.
- Learners each discuss one game they like to play.
- Ask specific learners in each group to respond.
- Ask learners to respond to the following questions:
  - What game did you discuss in your group?
  - Explain to us how you play the game.

**PRESENTATION: (10 min)**
- Instruct learners to open their DBE workbooks on pages 6 and 7.
- Learners look at the pictures and talk about the different games played by the children in the picture.

- Ask the learners the following questions:
  - What is the dog doing?
  - How is the boy at number 3 feeling?
  - What is the boy at number 1 doing?
- Learners may repeat some of the answers in a chorus.

---

**ACTIVITY (15 min)**

**RESOURCES**

- DBE workbook pages 6–7
- Flashcards: happy, sad, tired, proud

---

*continued*
LISTENING AND SPEAKING
Focused Activity: Shared Reading

CONSOLIDATION: (2 min)

- Learners look at the DBE workbook (pages 6 and 7).
- Instruct learners to look at the picture and answer the following questions by pointing at the answers:
  - Where is the ball?
  - Which children are singing?
  - Where is the cat?

Observation/Reflection Notes:
WeeK 2 DAY 1, 3, 4, 5

LANguAGE SKILLS COVERED IN LESSoN

Group Guided Reading
• Reads aloud from own book in a guided reading group with the teacher
• Begins to build a sight word vocabulary from guided and shared reading

Note: The Group Guided Reading is based on the DBE workbook available at schools. On the first day of a week, the teacher introduces the Group Guided Reading to the whole class before working with one group at a time. If the school has a reading series for English FAL available, the teacher may plan the reading lessons based on the reading series. The template provided makes provision for the teacher to use the DBE workbooks allocating different activities to different groups.

ACTIVITY (15 min)

INTRODUCTION: (3 min) (WHOLE CLASS)
• Read the sentences from the DBE workbook on page 7:
  - Ann is playing netball.
  - Jabu is playing soccer.
  - Ken is running.
  - The cat is sleeping.
• Explain to learners how they are going to work during Group Guided Reading time.
• Choose one group to go to the reading corner.
• Give constructive reading and writing activities to the remaining groups to do while you work with one reading group in the reading corner.

RESOURCES
DBE workbook page 7
Flashcards with new vocabulary:
- soccer
- netball
- running
- playing
- sleeping
- cat
pages 12–13

Observation/Reflection Notes:
**PRESENTATION: (10 min)**

**ONE GROUP**

- Instruct learners to open their DBE workbook on page 7.

<table>
<thead>
<tr>
<th>Illustration of learners engaging in various activities</th>
</tr>
</thead>
</table>

- Introduce learners to the topic and introduce new vocabulary.
- Explain the new words: soccer, netball, running, sleeping, playing, cat.
- Ask the following questions and tell learners to use the pictures to help them with the answers:
  - What are the children doing?
  - What is the dog doing?
  - Who is sleeping?
- Read the sentences.
- The learners try to join in reading the sentences with the teacher before they read them on their own.
- Observe the learners' reading behaviour.
- Listen to each child read a small section of the text aloud. Support and correct reading as needed.

**CONSOLIDATION: (2 min)**

- Show learners flashcards of the following words: soccer, netball, running, sleeping.
- Show a word flashcard: learners point to the pictures of the children doing that particular activity in the workbook.
- Show a picture flashcard: say what the children are doing.

---

**Observation/Reflection Notes:**

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<table>
<thead>
<tr>
<th>Grade: 2</th>
<th>Week</th>
<th>Day</th>
<th>Class</th>
<th>Group</th>
<th>New vocabulary: soccer, netball, running, sleeping, playing, cat</th>
<th>High frequency words: at, and, all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>DBE workbook</td>
<td>group C</td>
<td>Attached Lesson Plan - Group Guided Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 min</td>
<td>Reading Series available at school</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>DBE workbook pages 6–7</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>New vocabulary: soccer, netball, running, sleeping, playing, cat</td>
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<td></td>
<td></td>
<td></td>
<td>High frequency words: at, and, all</td>
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</tr>
</tbody>
</table>

Attached Lesson Plan - Group Guided Reading:

Week: 2

DBE workbook pages 6–7

New vocabulary: soccer, netball, running, sleeping, playing, cat

High frequency words: at, and, all
### ACTIVITY

**Emotions**
- Ask learners to look at the pictures on pages 6 and 7 and fill in the number of the child who feels:
  - happy
  - sad
  - tired
  - proud.

### RESOURCES

- DBE workbook page 7

### HOMEWORK

<table>
<thead>
<tr>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Let's talk
- dancing
- singing
- kicking
- barking
- hitting
- goal

Let's read
- Ann is playing netball.
- Jabu is playing soccer.
- Ken is sitting.
- The cat is sleeping.

Let's write
- happy sad tired proud

Let's do
- Paste the stickers in the correct spaces. Trace and then say the word below each picture.

### Observation/Reflection Notes:

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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Reading and phonics**
- Identifies letter-sound relationships and builds/breaks up three letter words

**Writing**
- Chooses and copies a caption to match a picture

### ACTIVITY (15 min)

**INTRODUCTION: (3 min)**
- Revise the rhyme about the letters of the alphabet with the learners.
- Emphasise that the rhyme is about the names of the letters of the alphabet.

**PRESENTATION: (10 min)**

- **Sounds:** a, f and s
- **apple, ant, soap, sock, food, foot, fish, at, and**
- Say the rhyme.
- Point at the picture and the letter using the phonics frieze.
- Learners should say the sound of each letter as indicated.
- From the rhyme, emphasise the a, f, and s sounds.
- Ask learners to say the beginning sound of the words.
- Learners sound out the words and then say the sound.
- As a class, read through all the words together.
- Display pictures of objects with a, f and s sounds in the classroom, for example, fish, sock, apple.

**CONSOLIDATION: (2 min)**
- Instruct learners to match the flashcards with the correct pictures.
- Learners use the flashcards to build up the word bat.

### ACTIVITY (15 min)

**PRESENTATION: (10 min)**

- Give learners the worksheet. Tell learners to:
  - look at the picture
  - read the words alongside the pictures
  - match the correct word to the picture by choosing one of the three words that are given as options.

### RESOURCES

- Phonics frieze
- Flashcards a, f and s words:
  - fish
  - apple
  - food
  - foot
  - sock
  - soap
  - ant

**Worksheet**

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**Observation/Reflection Notes:**
CONSOLIDATION: (5 min)
• Instruct learners to open the DBE workbook on page 8.

Observation/Reflection Notes:

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DBE workbook page 8
## Listening and speaking
- Memorises and performs simple poems, actions rhymes and songs

### Group Guided Reading
- Reads aloud from own book in a guided reading group with the teacher
- Begins to build a sight word vocabulary from guided and shared reading

### High frequency words:
- at, and, all

### Activity (15 min)

<table>
<thead>
<tr>
<th>INTRODUCTION: (3 min)</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give background information about songs, rhymes and poems.</td>
<td></td>
</tr>
<tr>
<td>Ask the learners to name different types of songs they know and say when they are sung. Ask a variety of learners to respond to the question.</td>
<td></td>
</tr>
<tr>
<td>DBE workbook page 9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION: (10 min)</th>
<th>DBE workbook page 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing the song, <em>If you're happy and you know it, clap your hands</em> (page 9 of the DBE workbook).</td>
<td></td>
</tr>
<tr>
<td>Teach the words verse by verse. Ensure learners understand the meaning of the words.</td>
<td></td>
</tr>
<tr>
<td>Help learners do the actions that accompany the words of the song.</td>
<td></td>
</tr>
<tr>
<td>The learners memorise and perform the first two verses of the song.</td>
<td></td>
</tr>
<tr>
<td>Learners sing the song a few times. Observe if the learners' actions correspond with the words. Help where needed.</td>
<td></td>
</tr>
</tbody>
</table>

### Consolidation: (2 min)
- Emphasise the action words in the song:
  - clap your hands
  - stamp your feet
- Ask the learners to do the actions of the words as they sing them.
**LISTENING AND SPEAKING**

**Daily Activities**

**INTRODUCTION:** (3 min)
- Instruct learners to sing the first two verses of the song *If you’re happy and you know it, clap your hands.*
- Observe learners to see if they have mastered the words and actions of the song.

**PRESENTATION:** (10 min)
- Teach the words and the meaning of the final two verses of *If you’re happy and you know it, clap your hands* (page 9 of the DBE workbook).

- The learners must memorise and perform the last two verses of the song.
- The learners sing the song and do the actions. Observe if learners’ actions correspond with the words. Help where needed.

**CONSOLIDATION:** (2 min)
- Emphasise the action words in the songs:
  - nod your head
  - turn around.
- Ask the learners to demonstrate the action of the words as they sing them.

**RESOURCES**

- DBE workbook page 9
### ACTIVITY

- Instruct learners to learn and practise a song that is sung at one of the following occasions/places:
  - birthday
  - wedding
  - church
- Some learners will sing their song at school the next day.

### RESOURCES

### Observation/Reflection Notes:

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## Shared reading
- Follows a short sequence of instructions

## Group Guided Reading
- Reads aloud from own book in a guided reading group with the teacher
- Begins to build a sight word vocabulary from guided and shared reading

## Writing
- Matches words and pictures

<table>
<thead>
<tr>
<th>ACTIVITY (30 min)</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION:</strong> (3 min)</td>
<td></td>
</tr>
<tr>
<td>• By now the learners should have been divided into their reading ability groups.</td>
<td></td>
</tr>
<tr>
<td>• Explain that you will be working with one reading group while the remaining learners will be working at their desks.</td>
<td></td>
</tr>
<tr>
<td>• Tell the learners what to do at their desks. Make sure they understand what you expect of them.</td>
<td></td>
</tr>
<tr>
<td>• Tell learners they may not disturb you when you work with a group on the mat. They must wait for you to finish with a group before they ask for help.</td>
<td></td>
</tr>
<tr>
<td><strong>PRESENTATION:</strong> (10 min)</td>
<td></td>
</tr>
<tr>
<td>• Read this story aloud to the group before the group reads the story.</td>
<td></td>
</tr>
</tbody>
</table>

### **AFTER SCHOOL**

School is out. All the girls and boys are going home. The girls are **playing** netball and the boys are **playing** soccer.

Thabo and Ken are **kicking** the ball. Thabo kicks the ball hard. He scores a goal. All the girls and boys are **clapping** hands. Thabo is very happy.

- Listen to each learner reading aloud and give guidance where necessary.
- Ask questions to check understanding:
  - When did the girls and boys go home?
  - What are the girls playing?
  - Who scored the goal?
  - Why were the girl and boys clapping?

### **CONSOLIDATION:** (2 min)
- Re-read one of the readers and emphasise the punctuation.
- Instruct the learners to do the actions as you call out these words: clap, kick, play.

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**Any graded readers of a reading series or Story: After School**
<table>
<thead>
<tr>
<th>ACTIVITY (15 min)</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION: (3 min)</strong></td>
<td>Story: A cricket game OR Big book about sport or games</td>
</tr>
</tbody>
</table>
| • Revise the sporting codes that you taught learners earlier in the week. Ask the following questions:  
  ○ How many players are in a netball team?  
  ○ How many players are in a soccer team?  
  ○ What other sports do you know? | |
| **PRESENTATION: (10 min)** | |
| • Use a story (The cricket game) or any Big Book based on a sporting code. | |
| **THE CRICKET GAME** | |
| This is Sam. He likes to play cricket. Sam is going in a bus to the game. It is raining and the road is wet. The bus skids into a hole and it stops. | |
| Who can get the bus out of the hole? Who will get Sam to the game? | |
| This is farmer Nkosi on his big horse. ’Jump up Sam, I will take you to the game. Hurry, the game is about to start!’ | |
| Good luck Sam, we hope you win the game! | |
| • Explain any new words from the story. | |
| • Read the story together with the learners. | |
| • Ask questions based on the story:  
  ○ Where was Sam going?  
  ○ What happened on his way to the game?  
  ○ How did Sam feel when the bus stopped? | |
| • Instruct learners to:  
  ○ jump up  
  ○ hurry  
  ○ walk. | |
| **CONSOLIDATION: (2 min )** | |
| • Ask learners the following questions:  
  ○ Is it good or bad to play sport at school?  
  ○ Why do you say so? | |
### ACTIVITY (15 min)

<table>
<thead>
<tr>
<th>WRITING</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION:</strong> (3 min)</td>
<td>Worksheet</td>
</tr>
</tbody>
</table>
|  • Ask learners to name sports equipment for different sporting codes.  
  • If you have access to any sports equipment bring it to class to show the learners. Alternately, show them pictures of the equipment that they name. | |
| **PRESENTATION:** (10 min) | |
|  • Instruct learners to read the words in the box for different sports equipment and match them with the correct sport.  
  ○ soccer  
  ○ tennis  
  ○ netball  
  ○ athletics. | |

### ACTIVITY

<table>
<thead>
<tr>
<th>HOMEWORK</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
|  • Ask learners to answer the following questions:  
  ○ What is your favourite sport?  
  ○ Who is your favourite sportsman or sportswoman?  
  • Instruct learners to find pictures of the things they need for their favourite sport. They must cut out the pictures and past them in their books. | Magazines  
Pair of scissors  
Glue  
Homework book |

**Observation/Reflection Notes:**

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**Writing: Class work**

**Worksheet**

Write each item of sports equipment under the correct heading.

<table>
<thead>
<tr>
<th>Soccer</th>
<th>Netball</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tennis</th>
<th>Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
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</tbody>
</table>
5.3 Lesson plans: Week 3

### WEEK 3 DAY 1

**LANGUAGE SKILLS COVERED IN LESSON**

- **Shared reading**
  - Listens to a story and gives a simple recount
- **Group Guided Reading**
  - Shows understanding of punctuation when reading aloud

#### ACTIVITY (15 min)

**INTRODUCTION:** (3 min)

- Ask learners to explain how they get to school.
- The learners name the different types of transport they use.
- As learners give names of transport, write them on the board.
- Explain the different forms of transport:
  - road – for cars, minibus taxis, buses, bicycles
  - water – for boats
  - air – aeroplanes
  - rail – for trains.

**PRESENTATION:** (10 min)

- Display a poster with a story about transport.
- Show learners pictures of transport on the poster.
- Explain the meaning of new words:
  - bus stop
  - bicycle
  - school hours
  - school work.
- Read the story to the learners and get them to join in the reading.
- Ask learners to re-tell the story, using words like first, next, then, lastly.
- Ask questions to test comprehension. For example:
  - What does Themba do from the time he wakes up until he gets to school?

**CONSOLIDATION:** (2 min)

- Ask learners to give a recount of what they do before they come to school.

**RESOURCE**

Poster: Themba's story

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**Observation/Reflection Notes:**

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Note: The Group Guided Reading is based on the DBE workbook available at schools. On the first day of a week, the teacher introduces the Group Guided Reading to the whole class before working with one group at a time. If the school has a reading series for English FAL available, the teacher may plan the reading lessons based on the reading series. The template provided makes provision for the teacher to use the DBE workbooks allocating different activities to different groups.

**ACTIVITY (15 min) per day**

**INTRODUCTION: (3 min) (whole class)**
- Choose a simple short story.
- Explain to learners how they are going to work during Group Guided Reading time.
- Choose one group to go to the reading corner.
- Give constructive reading and writing activities to the remaining groups to do while you are working with one reading group in the reading corner.

**PRESENTATION: (10 min) (one group)**
- Introduce learners to the topic and talk about new vocabulary.
- Explain the new words: catch, bought, gave, sent, was, rode.
- Read the story:

**SIPHO GOES SHOPPING**

My mother sent Sipho to the shop to buy vegetables. Sipho rode on his bicycle. On his way he saw Nomsa at the bus stop. Nomsa was catching a bus to town. Sipho saw his friend Sam. Sam was going to his grandmother’s house.

Sipho bought potatoes, onions, beetroot, pumpkin and tomatoes.

- Read the story. Point out punctuation marks and the effect they have on the story.

**RESOURCES**

Flashcards:
- catch
- bought
- gave
- sent
- was
- rode

pages 17–18

Story: Sipho goes Shopping
**READING**

**Group Guided**

- Read the story with the learners and then get them to read it on their own, paying attention to the punctuation.
- Observe the learners' reading behaviour and provide help where needed.
- Listen to each child read a small section of the text aloud.

**CONSOLIDATION: (2 min)**

- Ask learners to read the sentences below
  - Sam, Sipho and Nomssa went shopping.
  - Carrots, potatoes, cabbage and onions are vegetables.

**ACTIVITY**

- Ask learners to do the activity on page 10 of the DBE workbook:
  - Learners read the sentences:
    - I am on the bus.
    - Ken is in the taxi.
    - Nomusa is at the bus stop.
    - Sam is on a green bike.
- Learners must be able to demonstrate the positions indicated by the words in bold in the sentences above.

**RESOURCES**

- DBE workbook page 10

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**Observation/Reflection Notes:**

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<table>
<thead>
<tr>
<th>WEEK:</th>
<th>DAY</th>
<th>Group Guided Reading</th>
<th>Individual Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 min Class</td>
<td>DBE workbook</td>
<td>Reading Series available at school</td>
</tr>
<tr>
<td></td>
<td>Attached Lesson Plan -Group Guided Reading:</td>
<td></td>
<td>Rest of class</td>
</tr>
<tr>
<td></td>
<td>Week: 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Story: <em>Sipho goes shopping</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional reading: DBE workbook page 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>New vocabulary:</strong> catch, bought, gave, sent, was, rode, shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>High frequency words:</strong> again, after, about (DBE workbook page 11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Group D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Group C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Group B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Group A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Themba's Story

Themba takes a bus to school and back home. His friend Thabo stays two blocks away from school so he walks to school every day.

Lindo rides on a bicycle with his little brother. After school hours, when Themba comes back from school, he plays soccer with his friends, does his homework, takes a bath and then goes to bed.
**Reading and phonics**
- Identifies letter-sound relationships and builds three letter words

**Writing**
- Completes sentences
- Chooses captions to match picture

**ACTIVITY (15 min)**

**INTRODUCTION:**
- Choose a poem that emphasises phonic sounds.
- Point out new words and explain them: cat, mat, rat, fat, hat, bat sat.

**PRESENTATION:**

Sounds: a, t, s, g, h, f
Three letter words: sat, cat, mat, rat, fat, bat, had, nag, bag, sad
- Read the poem:

```
I had a word and it was hat
I took away h and it was at
I put in c and it was cat

I had a word and it was cat
I took away c and it was at
I put in s and it was sat
```

**POEM**

I had a word and it was hat
I took away h and it was at
I put in c and it was cat

I had a word and it was cat
I took away c and it was at
I put in s and it was sat

Look at me build words!

**Note:** When you say, ‘I put in c’, or ‘I took away c’, you must remember NOT to use the alphabet name cee, but cat’s **beginning sound -c!**

- Ask learners to identity words with the same end sound from the poem (t) and say them together. Copy these words into the board.
- Write the three-letter words hat, cat and sat on the board.
- Erase one letter in each word and ask learners to say what the missing letter is.
- Make new words by substituting another letter in its place ( for example, cat – at → hat/sat)
- Ask learners to come forward and point out which words have the same letters. They then underline these letters.
- Sound out the words slowly and then read the words.

**CONSOLIDATION: (2 min)**

- Give learners flashcards for them to build the words sat, cat, mat, rat, fat, hat, bat.

**RESOURCES**

- Flashcards: sat, hat, cat
- Flashcards: sat, hat, cat

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**Flashcards:**

```
<table>
<thead>
<tr>
<th>s</th>
<th>c</th>
<th>t</th>
<th>a</th>
<th>m</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>b</td>
<td>r</td>
<td>h</td>
<td>b</td>
<td>c</td>
</tr>
</tbody>
</table>
```

page 19

page 20
INTRODUCTION: (2 min)
• Tell learners to open the DBE workbook on pages 10 and 11.

WRITING
• Learners discuss how they come to school
• Read the following caption to the learners:
  ○ I come to school by car.
• The learners listen and repeat the caption after you.

PRESENTATION: (7 min)
• Ask learners to copy words (labels) and match them with a picture.

<table>
<thead>
<tr>
<th>bus</th>
<th>car</th>
</tr>
</thead>
<tbody>
<tr>
<td>bike</td>
<td>taxi</td>
</tr>
</tbody>
</table>

I come to school by ________
I come to school by ________
I come to school by ________
I come to school by ________

Worksheet
**CONSOLIDATION: (6 min)**

- Instruct learners to open the DBE workbook on page 8.
- Learners read the sentence and draw a line to match it to the corresponding picture.
- Ask learners to complete the sentence and then draw a picture to match it.
  - I come to school by ___________________
- Write an appropriate caption (heading) for the picture with the help of the learners' suggestions.

**Informal Assessment Activity: Writing**

- Writes captions for a picture with help. (See the consolidation activity on the previous page.)

**Note:** Informal assessment takes place continuously throughout the term and need not be formally recorded. However, you should make notes about your observations / assessments of learners who need more support and provide additional help for them. You should observe learners’ progress and skills development to see when intervention and support is needed.

**ACTIVITY**

**RESOURCES**

- Observation book

**HOMEWORK**

- Ask learners to cut and paste pictures from magazines of all the modes of transport that they can find.
- They must then arrange their pictures into three columns under the following headings:

<table>
<thead>
<tr>
<th>Road</th>
<th>Air</th>
<th>Water</th>
</tr>
</thead>
</table>

**ACTIVITY**

**RESOURCES**

- Magazines
- Homework book
### WEEK 3 DAY 3

#### Language Skills Covered in Lesson

**Listening and speaking**
- Memorises and performs dialogue

**Group Guided Reading**
- Reads aloud from own book in a guided reading group with the teacher.
- Begins to build a sight word vocabulary from guided and shared reading

#### Activity (15 min)

**Introduction:** (3 min)
- Explain to learners that when two people talk to one another there are certain rules to follow.
- When one person talks, the other person listens. When that person stops talking, the other person talks.
- Explain the importance of waiting for your turn and giving the other person time to finish talking.
- The conversation could consist of questions and answers or can be statements.

**Presentation:** (10 min)
- Read the conversation between two girls (dialogue).
- Learners read with the teacher’s help.

Linda: What is your name?
Londi: My name is Londi
Linda: How old are you?
Londi: I am seven years old.
Linda: What sport do you play?
Londi: I play netball.
Linda: Whose shoes are those in your hand?
Londi: These are my mum’s shoes.
Linda: Which of these is your pen?
Londi: The red one.

- Place learners in pairs.
- Give learners instructions to act out a simple, short dialogue. It should include greetings and introductions (Good morning. How are you? What is your name?)

DBE workbook page 9

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*continues*
CONsolidation: (2 min)

* Learners work in pairs and practise the simple dialogue.

Observation/Reflection Notes:

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
## Listening and Speaking
- Memorises and performs dialogue

### Group Guided Reading
- Reads aloud from own book in a guided reading group with the teacher.
- Begins to build a sight word vocabulary from guided and shared reading

### Activity (15 min)

<table>
<thead>
<tr>
<th>INTRODUCTION: (3 min)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain to learners that when two people talk to one another, it is called a dialogue.</td>
<td></td>
</tr>
<tr>
<td>When one person talks, the other person listens. When that person stops talking, the other person talks.</td>
<td></td>
</tr>
<tr>
<td>Explain the importance of waiting for your turn and giving the other person time to finish talking.</td>
<td></td>
</tr>
<tr>
<td>The conversation could consist of questions and answers or can be statements.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION: (10 min)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Display the poster with the conversation between two girls (dialogue).</td>
<td></td>
</tr>
<tr>
<td>Learners read the dialogue with help, and discuss the dialogue.</td>
<td></td>
</tr>
</tbody>
</table>

### Daily Activities

- Linda: What is your name?
  - Londi: My name is Londi
- Linda: How old are you?
  - Londi: I am seven years old.
- Linda: What sport do you play?
  - Londi: I play netball.
- Linda: Whose shoes are those in your hand?
  - Londi: These are my mum’s shoes.
- Linda: Which of these is your pen?
  - Londi: The red one.

**continues**
listen and speaking

Daily activities

- Put learners into pairs.
- Give learners instructions to act out a dialogue. The dialogue should be about what they do at home after school.

**Consolidation:** (2 min)
- Learners change partners and do the same dialogue with a different partner.

Observation/Reflection Notes:
## Language Skills Covered in Lesson

**Shared reading**
- Listens to a story and retells story

**Writing**
- Past tense

### Activity (15 min)

**Introduction:**
- Introduce new words to the learners: bad, dressed, angry
- Explain each word to the learners.

**Presentation:**
- Read the story to the learners.

### Focused Activity: Shared Reading

**A BAD DAY**

Last Friday was a bad day for Vusi. It all started when he did not wake up on time. He jumped up and got dressed. Then he fed the hens but he missed the taxi. So he was late for school. At school, the teacher was angry and he felt bad.

- Read the story to the learners first and then read it again with the learners.
- Pause and ask learners what they think will happen next.
- Ask learners comprehension questions:
  - Which day was a bad day?
  - Why was it a bad day?
  - What did Vusi do before he went to school?
  - What did he miss?
- Ask learners to retells what happened in the story.

### Resources

Flashcards:
- bad
- dressed
- angry

Observation/Reflection Notes:
INTRODUCTION: (3 min)
- Explain that doing words (verbs) change when used in the past tense.

PRESENTATION: (10 min)
- Use the story for Group Guided Reading to show how doing words change from present to past tense:
  - is - was
  - send - sent
  - give - gave
  - buy - bought
  - see - saw
  - catch - caught
- Use the doing words (verbs) in sentences, for example:
  - My mother sends Sipho to the shop.
  - My mother sent Sipho to the shop.
  - Sam is going to his grandmother’s house.
  - Sam was going to his grandmother’s house.

CONSOLIDATION (2 min)
- Ask the learners to re-write the following sentences in the past tense:
  - Sipho rides on his bicycle.
  - Ken buys bread every morning.

Observation/Reflection Notes:
5.4 Lesson plans: Week 4

<table>
<thead>
<tr>
<th>WEEK</th>
<th>4</th>
<th>DAY</th>
<th>1</th>
<th>DATE</th>
</tr>
</thead>
</table>

**LANGUAGE SKILLS COVERED IN LESSON**

**Shared reading**
- Names some of the items in the picture in response to the questions asked by the teacher

**Group Guided Reading**
- Shows understanding of punctuation when reading aloud (Question mark)

<table>
<thead>
<tr>
<th>ACTIVITY (15 min)</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION: (3 min)</strong></td>
<td></td>
</tr>
<tr>
<td>• Write the sentences on the poster.</td>
<td></td>
</tr>
</tbody>
</table>

**WE EAT AT SCHOOL**

Every day we have lunch at school.
We do not have to go to the shop.
We all rush to eat.
We eat meat, beans, chicken, pap, apples and bananas.
We eat our lunch.
Then we wash our plates.
Then we play under the tree.

**FOCUSED ACTIVITY: Listen To A Story: Shared Reading**

- Display a poster with different types of food.
- Prepare flashcards with the names of food: meat, beans, chicken, fruit and juice.
- Prepare flashcards with new words: lunch, shop, rush, plates, wash.
- Prepare sentence strips:
  - Every morning I eat breakfast.
  - Every day I have lunch.
  - Every evening I eat supper.
  - I eat an apple, banana or orange every day.

<table>
<thead>
<tr>
<th>DBE workbook page 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster: Food Pictures: DBE page 15</td>
</tr>
<tr>
<td>Flashcards:</td>
</tr>
<tr>
<td>meat lunch</td>
</tr>
<tr>
<td>beans shop</td>
</tr>
<tr>
<td>chicken rush</td>
</tr>
<tr>
<td>fruit plates</td>
</tr>
<tr>
<td>juice wash</td>
</tr>
<tr>
<td>pages 22–23</td>
</tr>
<tr>
<td>Sentence strips pages 24–27</td>
</tr>
</tbody>
</table>

continues
**Focused Activity: Shared Reading**

**Presentation:** (10 min)
- Display a food poster.
- Learners look at the pictures.
- Ask the learners questions while pointing at the poster, for example:
  - What is the name of this type of food?
  - What colour is the food?
  - When do you eat this food? (In the morning at breakfast, during the day at lunch or in the evening at dinner)
- Display flashcards with new words: meat, beans, chicken, fruit, and juice.
- Read the words to the learners. Then read the words together with the learners.

**Consolidation:** (2 min)
- Display the sentence strips:
  - Every morning I eat breakfast.
  - Every day I have lunch.
  - Every evening I eat supper.
  - I eat an apple, banana or orange every day.

**Informal Assessment Activity: Listening and speaking (Oral)**
- Identifies a picture from a simple oral description - describe what you see/ the character is doing, etc..

**Note** Informal assessment takes place continuously throughout the term and need not be formally recorded. However, you should make notes about your observations / assessments of learners who need more support and provide additional help for them. You should observe learners’ progress and skills development to see when intervention and support is needed.
**Group Guided Reading**
- Reads aloud from own book in a guided reading group with the teacher
- Shows understanding of punctuation when reading aloud

**Note:** The Group Guided Reading is based on the DBE workbook available at schools. On the first day of a week, the teacher introduces the Group Guided Reading to the whole class before working with one group at a time. If the school has a reading series for English FAL available, the teacher may plan the reading lessons based on the reading series. The template provided makes provision for the teacher to use the DBE workbooks allocating different activities to different groups.

**ACTIVITY (15 min) per day**

<table>
<thead>
<tr>
<th>INTRODUCTION: (3min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Choose a text based on the food theme that is at the level of the group.</td>
</tr>
<tr>
<td>• Explain which reading or writing activities the learners will be doing.</td>
</tr>
<tr>
<td>• Display flashcards used in shared reading: meat, beans, chicken, fruit, and juice.</td>
</tr>
<tr>
<td>• Learners read the flashcards with the names of different foods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION: (10 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work with one reading group in the reading corner.</td>
</tr>
<tr>
<td>• Display the flashcards used in shared reading.</td>
</tr>
<tr>
<td>• Learners read the flashcards with the names of different foods: sugar, milk, bread, tea bags, meat, juice, beans,</td>
</tr>
<tr>
<td>• Display a poster with a dialogue:</td>
</tr>
</tbody>
</table>

**SHOPPING**

**Customer:** May I have sugar, milk, tea bags and a loaf of bread?
**Teller:** How much sugar would you like?
**Customer:** I would like to have 5 kilograms of sugar.
**Teller:** Is that all that you want?
**Customer:** That will be all, thank you.
**Teller:** Look around, there is some fresh fruit!
**Customer:** Give me any fruit for R10.
**Teller:** Thank you, here is your change.

**RESOURCES**

- Flashcards:
  - meat
  - juice
  - beans
  - chicken
  - fruit
  - bread
  - tea bags
  - sugar
  - milk

- pages 22
- pages 28
continued

**READING**

- Read the story, emphasising the use of the question mark.
- Learners then read the story with your support.
- Divide the learners into two groups:
  - One group reads the customer’s dialogue and the other group role-plays the teller.
  - Learners read in groups while the teacher monitors to see how learners observe punctuation marks.

**CONSOLIDATION: (2 min)**

- Ask learners to read the sentence strips used during shared reading:
  - Every morning I eat breakfast.
  - Every day I have lunch.
  - Every evening I eat supper.
  - I eat an apple, banana or orange every day.

<table>
<thead>
<tr>
<th>Sentence strips:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every morning I eat breakfast</td>
</tr>
<tr>
<td>Every day I have lunch</td>
</tr>
<tr>
<td>Every day I eat supper</td>
</tr>
<tr>
<td>I eat an apple, banana or orange every day</td>
</tr>
</tbody>
</table>

**ACTIVITY**

- Ask learners to cut out pictures of fruit from magazines and paste them in their homework books.

<table>
<thead>
<tr>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magazines</td>
</tr>
</tbody>
</table>

**HOMEWORK**

**Observation/Reflection Notes:**

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<table>
<thead>
<tr>
<th>WEEK:</th>
<th>GROUP GUIDED READING LANNING</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY</td>
<td>Group Guided Reading</td>
<td>Individual Work</td>
</tr>
<tr>
<td>1</td>
<td>15 min Class</td>
<td>Reading Series available at school</td>
</tr>
<tr>
<td></td>
<td>Attached Lesson Plan -Group Guided Reading: Week: 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Story: <em>Shopping</em></td>
<td>Rest of class</td>
</tr>
<tr>
<td></td>
<td>Additional Reading: DBE pages 14-15</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>New vocabulary:</strong> sugar, milk, bread, tea bags, meat, juice, beans,</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>High frequency words:</strong> any, are, around (DBE page 15)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Group D</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Group C</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Group B</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Group A</td>
<td></td>
</tr>
</tbody>
</table>
### LANGUAGE SKILLS COVERED IN LESSON

**Phonics**
- Identifies letter-sound relationships (sounds: d, e)

**Writing**
- Chooses and copies a caption to match a picture

### WEEK 4 DAY 2

#### LANGUAG SKILLS COVERED IN LESSON

**ACTIVITY** (15 min)

**INTRODUCTION (3 min)**
- Put up a phonics frieze for sounds that have been taught in previous lessons: a, f, s, g, b, t, c, h.
- Point at each letter and instruct learners to say the sound, look at the picture, and read the matching word below.
- Show pictures of objects that have the beginning sounds that will now be taught: elephant, eggs, pen, bed, dog, door.
- Show flashcards of the objects in the pictures.

**PRESENTATION: (10 min)**

**Sounds: e, d**
- dice, dog, door, eggs, pen, bed, elephant
- Build three letter words with e: egg, pen, bed, net, let, leg

**PHONICS**
- Show the pictures to the learners.
- Learners give names of the objects in the pictures.
  - Sound out the words clearly and slowly.
  - Identify and say the beginning and end sounds of these words.
  - Read the words together

**CONSOLIDATION: (2 min)**
- Ask learners to give more words with sounds d and e.
- Write all the words the learners give on the board.

#### RESOURCES

- Phonics frieze posters
- Picture and word cards:
  - elephant
  - ear
  - eggs
  - dog
  - door
  - dice

**HOMEWORK**
- Ask learners to cut out two pictures of things starting with each of the sounds d and e. They must paste the pictures in their homework books.

**ACTIVITY**

**RESOURCES**

- Magazines

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**Grade 2 First Additional Language**  SCNPDI Resource Manual for Foundation Phase
**INTRODUCTION: (3 min)**
- Put up pictures and flashcards with the names of foods eaten in the morning: bread, tea, milk, eggs.
- Ask a learner to pick up the flashcard of the food the learner mentions when asked a question.
- Write out a new flashcard if a learner mentions a food not among the flashcards displayed.

**PRESENTATION: (10 min)**
- Ask learners to open the DBE workbook on page 17.

**Writing**
- Learners look at the pictures and read the words.
- They copy the correct word under the corresponding picture.

Words in DBE workbook page 17:

<table>
<thead>
<tr>
<th>meat</th>
<th>fish</th>
<th>eggs</th>
<th>milk</th>
<th>bread</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomatoes</td>
<td>cake</td>
<td>chips</td>
<td>sweets</td>
<td></td>
</tr>
</tbody>
</table>

**CONSOLIDATION (2 min)**
- Ask learners to pair up with a friend and tell each other about the food they ate the previous day.

**HOMEWORK**
- Ask learners to write a list of fruits they know in their homework books.
- Help learners with a suitable caption for the list before they go home, for example, *Fruit I know / Fruit I like*
**ACTIVITY** (15 min)

**INTRODUCTION** (3 min)
- Have pictures of fruit and vegetables up against the board with flashcards of names of fruit and vegetables below the pictures.

<table>
<thead>
<tr>
<th>apple</th>
<th>banana</th>
<th>peach</th>
<th>grapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomatoes</td>
<td>pumpkin</td>
<td>carrot</td>
<td>cabbage</td>
</tr>
</tbody>
</table>

**PRESENTATION** (10 min)
- Display the pictures and flashcards on the board.
- Tell learners to look at the pictures and read the names below.
- Remove the name cards and ask some learners to replace them below the correct picture while the class reads the word.
- Describe some of the fruits or vegetables and ask learners to identify the name of the fruit or vegetable you describe.

**CONSOLIDATION** (2 min)
- Recite the poem below.
- The learners join in to say and learn the poem.

---

**THE APPLE TREE**

Sam! Sam!
Can you see the red apple on the apple tree?
Nelly! Nelly!
Climb on me and pick the apple on the apple tree.

---

**HOMEWORK**

- Instruct learners to learn and memorise the poem.
### WEEK 4  
#### DAY 4  
#### DATE

#### LANGUAGE SKILLS COVERED IN LESSON

<table>
<thead>
<tr>
<th>LISTENING AND SPEAKING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening and speaking</strong></td>
<td></td>
</tr>
<tr>
<td>• Identifies an object from an oral description</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP GUIDED READING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Shows an understanding of punctuation when reading aloud (question mark)</td>
<td></td>
</tr>
</tbody>
</table>

#### ACTIVITY (15 min)

**INTRODUCTION: (3 min)**
- Introduce new words by using pictures in the DBE workbook on pages 14 and 15: banana, cup, plate, spoon, rice.

![Picture and word flashcards](image)

- Picture and word flashcards:
  - banana
  - cup
  - plate
  - spoon
  - rice

- Discuss school nutrition.
- Divide learners into groups. Each group chooses a leader (to lead the discussion and manage the group), a scribe (to write down answers) and a reporter (to report to the class).

**PRESENTATION (10 min)**
- In their groups, learners look at the pictures on pages 14 and 15 of the DBE workbook.
- Tell learners to talk about what they see is happening in the pictures or what the learners in the pictures are doing.
- Describe something from these pages to the learners, for example:
  - I see something that a person puts food on.
  - I see something that one uses to drink tea from.
- In their groups the learners listen and write down the name of the object or person in the picture that you describe.
- Each group gives feedback by reading the sentences.

**CONSOLIDATION: (2 min)**
- Write the responses from each group on the board.
- Learners briefly discuss the answers.

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**RESOURCES**

- Picture and word flashcards:
  - banana
  - cup
  - plate
  - spoon
  - rice

- Page 33
- Pages 36–37
- DBE workbook page 14–15
### Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruct learners to look at the pictures on page 15. Tell them to read the sentences and circle the correct answer (yes / no)</td>
<td>DBE workbook page 15</td>
</tr>
</tbody>
</table>

### Homework

- Make sure learners know what to do.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children are happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The food is good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They play after lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The dog is hungry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The children have sweets for lunch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Observation/Reflection Notes:

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## LANGUAGE SKILLS COVERED IN LESSON

- **Shared reading**
  - Adjectives
- **Group Guided Reading**
  - Shows an understanding of punctuation when reading aloud (question mark)
- **Writing**
  - Completes sentences by filling in missing words

## ACTIVITY (15 min)

**INTRODUCTION: (3 min)**
- Write the story on a poster.
- Explain that the story is about a friend.
- Prepare a picture of a girl and a boy who are both about seven years old.

**PRESENTATION: (10 min)**
- Introduce and explain the meanings of new words: long, fat, tall, big, small.
- Learners act out the meaning of words with their bodies, for example, *small* – the learners crouch down and make themselves as small as they can.
- Explain that these words (called adjectives) are describing something so we can better imagine what it looks like. For example, we imagine different pictures of a boy when adjectives are added: a fat boy/ a tall boy/ a small boy, etc.

**IS THIS MY FRIEND?**

- Is this my friend? No, she is too fat.
- Is this my friend? No, he is too tall.
- Is this my friend? No, he is too big.
- Is this my friend? No, he is too small.
- Is this my friend? Yes, she is just right.

- Read the poem to the learners.
- Then ask learners to repeat each line after you and do an action that matches each description.

**CONSOLIDATION: (2 min)**
- Allow learners to practise the above activity several times.

## RESOURCES

- Poster: story
- Boy/ girl picture: resource pack page 38
<table>
<thead>
<tr>
<th>ACTIVITY (15 min)</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION:</strong> (2 min)</td>
<td></td>
</tr>
<tr>
<td>• Display all the flashcards with pictures of food and place the corresponding</td>
<td></td>
</tr>
<tr>
<td>name cards below the pictures.</td>
<td></td>
</tr>
<tr>
<td>• Read the names together and then remove four or five of the name cards.</td>
<td></td>
</tr>
<tr>
<td>• Hold up the removed cards one by one and ask a few learners to read the</td>
<td></td>
</tr>
<tr>
<td>word aloud and then place the card below the corresponding picture.</td>
<td></td>
</tr>
<tr>
<td><strong>PRESENTATION:</strong> (10 min)</td>
<td></td>
</tr>
<tr>
<td>• Ask learners to open their DBE workbook on page 17.</td>
<td>DBE workbook page 17</td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>• Instruct learners to complete sentences. They must write down two foods they</td>
<td></td>
</tr>
<tr>
<td>like to eat and two foods they do not like to eat.</td>
<td></td>
</tr>
<tr>
<td>I like . . .</td>
<td></td>
</tr>
<tr>
<td>I like . . .</td>
<td></td>
</tr>
<tr>
<td>I don’t like . . .</td>
<td></td>
</tr>
<tr>
<td>I don’t like . . .</td>
<td></td>
</tr>
<tr>
<td><strong>CONSOLIDATION:</strong></td>
<td></td>
</tr>
<tr>
<td>• Ask learners to write a list of five vegetables and five fruits in their</td>
<td></td>
</tr>
<tr>
<td>exercise books.</td>
<td></td>
</tr>
</tbody>
</table>
5.5  Lesson plans: Week 5

<table>
<thead>
<tr>
<th>WEEK</th>
<th>5</th>
<th>DAY</th>
<th>1</th>
<th>DATE</th>
</tr>
</thead>
</table>
| LANGUAGESKILLS COVERED IN LESSON | Shared reading  
- Listens to story and answers questions  
Group Guided Reading  
- Shows understanding of punctuation when reading aloud (exclamation mark) |

<table>
<thead>
<tr>
<th>ACTIVITY (15 min)</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong> (3 min)</td>
<td></td>
</tr>
</tbody>
</table>
| - Introduce learners to the topic of the week, *Friends.*  
- Ask the following questions:  
  - What is a friend?  
  - What do you do with a friend?  
  - Who is your best friend?  
  - Do you have more than one friend?  
- Ask different learners to answer the questions. |
| **PRESENTATION** (10 min) | Picture flashcards: girl, boy, dog, grandmother page 39 |
| - Show learners pictures of a girl, a boy, a dog, and a grandmother.  
- Ask learners to choose a person from the pictures listed above who could be their friend.  
- Read the following story to the learners. |

**OUR FRIENDS**

I have a friend. Her name is Naledi. She walks to school with me. Ben has a friend. His name is Vuyo. They play soccer. Vuyo teaches Ben to score goals. I have a grandmother. We call her granny. She is our friend. We bake cakes with her on Fridays. Spotty is a dog and he is our friend. We play with Spotty every day. We throw a ball for Spotty to fetch.
continued

- Ask the following questions
  - Who are the friends in the story?
  - What game does Ben play with his friend Spotty?
  - What games do you play with your friends?

CONSOLIDATION: (2 min)
- Designate an area of the class to each of the four possible friends that you have shown the learners. Learners must choose their friend from a grandmother, a girl, a boy or a dog. The learner must then move to the area designated to the friend they chose. The learners then count how many children are in each area.
- Ask learners to explain why they chose that particular friend.
- After a short discussion, one learner from each group explains why they chose that specific person as a friend.

Observation/Reflection Notes:

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Note: The Group Guided Reading is based on the DBE workbook available at schools. On the first day of a week, the teacher introduces the Group Guided Reading to the whole class before working with one group at a time. If the school has a reading series for English FAL available, the teacher may plan the reading lessons based on the reading series. The template provided makes provision for the teacher to use the DBE workbooks allocating different activities to different groups.

**ACTIVITY (15 min) per day**

**INTRODUCTION: (3 min)**
- Choose graded readers relevant to the different ability groups.
- Give clear instructions to the learners not called to the reading corner about what type of reading or writing activity they must do while you are busy with the reading group.

**PRESENTATION: (10 min)**
- Explain to the learners why, where and when we use an exclamation mark.
- Show a flashcard of an exclamation mark to the learners.
- Also show the learners flashcards of the other punctuation marks (comma, question mark, full stop).
- Display the poster with the story and read the story while pointing to the words.

**JABU FALLS**

Jabu and Sam are in the garden.  
Jabu climbs a tree.  
Sam is watering plants.  
Jabu falls from the tree.  
Jabu says, ‘Ouch!’  
Sam runs to the house to call his mother:  
‘Mummy, Mummy, come see Jabu!’  
Jabu’s mother comes running outside.  
She cries, ‘Oh Sammy! What happened?’

**RESOURCES**

Punctuation flashcards:

- ! ?

Poster: story

Page 40
**Continued**

### Reading Group Guided
- Learners then read the story as a class with your support.
- Next, the learners read individually. Check that they observe punctuation marks and pronounce words correctly.

**Consolidation: (2 min)**
- Write a few sentences on the board and ask learners to read them. For example:
  - Where is Jabu?
  - Come join me!

### Activity Resources

<table>
<thead>
<tr>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the following sentences to the learners. Ask the learners to suggest the correct punctuation marks.</td>
</tr>
<tr>
<td>° What food do you like</td>
</tr>
<tr>
<td>° We eat beans meat and pap at school</td>
</tr>
<tr>
<td>° Oh what a beautiful dress</td>
</tr>
<tr>
<td>° Tell learners to add punctuation marks to the above sentences in their homework books.</td>
</tr>
</tbody>
</table>

**Observation/Reflection Notes:**
<table>
<thead>
<tr>
<th>GRADE: 2</th>
<th>WEEK:</th>
<th>DAY</th>
<th>Class</th>
<th>Individual Work</th>
<th>Group Guided Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>DBE workbook</td>
<td>Reading Series available at school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>3</td>
<td>Group D</td>
<td>Rest of class</td>
<td>Attached Lesson Plan - Group Guided Reading: Jabu falls</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Group C</td>
<td></td>
<td>Story: Jabu falls</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Group B</td>
<td></td>
<td>Additional Reading: DBE page 18-19</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>Group A</td>
<td></td>
<td>Punctuation marks: Exclamation mark (!) and question mark (?)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>High frequency words: again, ask, always (DBE page 19)</td>
<td></td>
</tr>
</tbody>
</table>

**Group Guided Reading Learning:**

**Additional Reading:** DBE page 18-19
English First Additional Language Grade 2 – Term 1: Week 5 Day 2

<table>
<thead>
<tr>
<th>WEEK</th>
<th>5</th>
<th>DAY</th>
<th>2</th>
<th>DATE</th>
</tr>
</thead>
</table>

**LANGUAGE SKILLS COVERED IN LESSON**

**Phonics**
- Identifies letter-sound relationships. (Sounds: m, p, o)

**Writing**
- Chooses and matches a caption to a picture

<table>
<thead>
<tr>
<th>ACTIVITY (15 min)</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION: (3 min)</strong></td>
<td></td>
</tr>
<tr>
<td>• Revise the rhyme based on the letters of the alphabet that you did with the learners in Week 1.</td>
<td></td>
</tr>
<tr>
<td>• Remind the learners that the rhyme is about the letter of the alphabet.</td>
<td></td>
</tr>
<tr>
<td>• Point to a letter and ask learners to say the sound of that letter. Repeat this with different letters.</td>
<td></td>
</tr>
<tr>
<td><strong>PRESENTATION: (10 min)</strong></td>
<td></td>
</tr>
<tr>
<td>• Show learners the pictures and ask them to name each one. Then ask learners to repeat the names of the pictures.</td>
<td></td>
</tr>
<tr>
<td>• Emphasise the first sound of each word. Ask the learners to repeat the words after you.</td>
<td></td>
</tr>
<tr>
<td>• Write the words on the board and tell the learners they are going to work with the m, p and o sounds.</td>
<td></td>
</tr>
<tr>
<td>• Show the word flashcards one by one. Tell learners to sound out each word, and then read the whole word loudly and clearly.</td>
<td></td>
</tr>
<tr>
<td>• Learners must then identify and say the beginning, middle and end sounds of the each word.</td>
<td></td>
</tr>
<tr>
<td>• Point to the words at random and instruct the learners to read the word you point at.</td>
<td></td>
</tr>
<tr>
<td>• Write additional words with m, p and o sounds on the board, for example:</td>
<td></td>
</tr>
<tr>
<td>mom, pom-pom, pot, Tom, pop, cop, hop, mop, top, dot, fog, jog, log, not, dog</td>
<td></td>
</tr>
<tr>
<td><strong>CONSOLIDATION: (2 min)</strong></td>
<td></td>
</tr>
<tr>
<td>• Ask learners to read the words and listen to the sounds. Select all the words with m, p and o sounds and instruct learners to write them into exercise books.</td>
<td></td>
</tr>
</tbody>
</table>

Rhyme: letters of alphabet

Flashcards:
- mom
- pop
- mop
- Tom
- pot
- mug
- cop
- cow
- hop
- cat
- hot
- sun
- pom-pom

Pages 41–42

Picture and word flashcards:
- mat
- pen
- orange
- ostrich
- pig
- mug

Pages 43–45
**ACTIVITY (15 min)**

- Instruct learners to find one more word with each of *m*, *p* and *o* sounds and write the words in their exercise books.

**RESOURCES**

- Homework books

---

**INTRODUCTION: (3 min)**

- Write sentences on the board and ask learners to correct them by adding the punctuation:
  - David is a boy
  - The girl buys apples, oranges and banana

**PRESENTATION: (10 min)**

- Introduce the question words:
  - What - the answer should give a description
  - Who - the answer should be a person
  - Where - the answer should be a place
  - Why - the answer should be a reason
  - When - the answer should give a time.
- Discuss examples of questions using the question words so that learners can experience the question word/answer connection.
- Write the following questions on the board and ask the learners to give answers
  - What is your name? _____________________
  - Where do you live? _____________________
  - Who is your friend? _____________________
  - When is your birthday ___________________.
  - Why are you happy? _____________________.

**RESOURCES**

- DBE workbook page 18

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**Observation/Reflection Notes:**

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CONSOLIDATION: (2 min)

- Learners write the answers to any two of the above questions in their books.
- Explain to the learners that their answers are different because each person has different experiences.

Learners write the answers to any two of the above questions in their books.

Explain to the learners that their answers are different because each person has different experiences.

ACTIVITY

- Ask learners to complete the following questions in their homework books:
  - Where _____________?
  - What _____________?
  - Who _____________?

RESOURCES

Homework books

Observation/Reflection Notes:
Listening and speaking
• Talks about an object in a picture in response to the teacher’s instructions

Group Guided Reading
• Shows understanding of punctuation when reading aloud (exclamation mark)

ACTIVITY (15 min)

INTRODUCTION: (3 min)
• Introduce the lesson by showing the learners pictures of fruit and vegetables.
• Display the pictures together with the flashcards with names of fruit and vegetables. Ask the learners to match pictures and cards.

PRESENTATION: (10 min)
• Learners open their DBE workbook on pages 20 and 21.

LISTENING AND SPEAKING
Daily Activities

- Ask learners to say the names of the fruits and vegetables shown in the picture.
- Ask learners to make a list of the garden tools that appear in the picture.
- Ask a few questions based on the picture, for example:
  ○ What do we use to water the garden?
  ○ What did they collect the tomatoes in?
LISTENING AND SPEAKING

Daily Activities

Consolidation: (2 min)

* Create a few riddles to help learners identify objects through descriptions, for example:

I am a vegetable.
I am big and round.
You eat my leaves.
What am I? (cabbage)
I am a garden tool.
I have a long handle.
I dig into the soil.
What am I? (spade)

I am a garden tool.
I have a long handle.
I dig into the soil.
What am I? (spade)

ACTIVITY RESOURCES

HOMEWORK

* Ask learners to write short sentences with the following words:
  ○ spade
  ○ watering can.

Observation/Reflection Notes:
**Listening and speaking**
- Listens to story and answers questions

**Group Guided Reading**
- Shows understanding of punctuation when reading aloud (exclamation mark)

---

**INTRODUCTION: (3 min)**
- Display flashcards with these new words and explain their meaning: money, outside, pocket, problem and cold drink.

**Note:** Make copies of the pictures in preparation for presentation.

**PRESENTATION: (10 min)**
- Ask learners to look at each picture and say what is happening.
- Read the story

**A HOLE IN A POCKET**

One day Muzi’s mother gave him R5. Muzi put the money in his pocket and ran outside. He wanted to buy a cold drink so he ran to the shop.

On the way to the shop the money fell out of Muzi’s pocket. At the shop, Muzi asked the shopkeeper for a cold drink. The woman in the shop gave him the cold drink. ‘Oh dear!’

- Tell the learners to look at the pictures.
- Instruct the learners to join in reading the story.
- Pause at intervals while reading to ask the learners the following questions:
  - What did Muzi want to buy?
  - Why did the money fall out of his pocket?
  - Muzi has a problem. What is his problem?
  - Can Muzi pay for the cold drink?
- Learners answer the questions orally.

**Flashcards:**
- money
- outside
- pocket
- problem
- cold drink

Page 49 continues
LISTENING AND SPEAKING  
Daily Activities

CONSOLIDATION: (2 min)
- Tell learners to choose from the words in the box to complete the sentences below:
  - Muzi’s mother gave him ________.
  - He put the money in his _________.
  - Muzi wanted to buy _________ at the shop.

ACTIVITY (15 min)

INTRODUCTION: (3 min)
- Put the learners into pairs.
- Explain to the learners how to work in pairs.

PRESENTATION: (10 min)
- Introduce the new words to the learners: hat, ball, book, sweets, jacket.
- Show the learners pictures of these items.
- Ask the following questions in relation to each item:
  - Who uses/wears the item?
  - When will you use this item?
  - Where will you use/find this item?
- Learners match the picture with the correct word.

RESOURCES
- DBE work book page 19
- Picture and word flashcards:

  hat
  ball
  book
  sweets
  jacket

pages 50–51
**FOCUSED ACTIVITY: Listen To A Story**

**Shared Reading**

**CONSOLIDATION: (2 min)**
- Ask learners to do the activity on page 19 of the DBE workbook. They are required to match the child's name to a specific object by following the lines.

<table>
<thead>
<tr>
<th>Name</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nomzoni</td>
<td>hat</td>
</tr>
<tr>
<td>Ken</td>
<td>ball</td>
</tr>
<tr>
<td>Ann</td>
<td>book</td>
</tr>
<tr>
<td>Dan</td>
<td>sweets</td>
</tr>
<tr>
<td>Jabu</td>
<td>jacket</td>
</tr>
</tbody>
</table>

**ACTIVITY**
- Ask learners to put punctuation marks in the following sentences:
  - What food do you like
  - We eat beans meat and pap at school

**RESOURCES**

- Picture and word flashcards:
  - hat
  - ball
  - book
  - sweets
  - jacket

**HomeWork**

**Observation/Reflection Notes:**

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**INTRODUCTION: (3 min)**
- Prepare a poster of the sentences:

**WE ARE IN THE GARDEN**

Jabu and Sam are in the garden.
The sun is hot.
Dad has a hat.
The dog stands on a log.
The cat runs after the birds.
We have lots of carrots in our garden.

- Ask learners the following questions:
  - Who has a garden at home?
  - What do you have in the garden?
  - How do you help in the garden?
  - When do you go to the garden?

**PRESENTATION: (10 min)**
- Tell learners to look at the pictures on pages 20 and 21 in the DBE workbook.

**RESOURCES**
- DBE workbook pages 20–21
- Flashcards:
  - reading
  - digging
  - watering
  - eating
  - climbing
  - drinking
  - pages 52–53
FOCUSED ACTIVITY: 
Listen To A Story: Shared Reading

- Ask learners the following questions:
  - Who is in the garden?
  - Name animals in the garden.
  - What is grandfather doing?
  - What is in the basket?
  - What are the children doing in the garden?
- Read the story on page 21 and ask the learners to join in on the second reading.
- Ask the following questions from the DBE workbook while learners are looking at pages 20 and 21:
  - Why is dad wearing a hat?
  - What are the names of the children?
  - Who are the people in this family?
  - Who is the mother?
  - Who is the father?

CONSOLIDATION: (2 min)
- Learners must say who is doing each of the following: reading, digging, watering, eating, climbing, drinking.

ACTIVITY

- Ask learners to put the punctuation marks in the following sentences:
  - What food do you like
  - We eat beans meat and pap at school

RESOURCES

HOMEWORK

ACTIVITY (15 min)

INTRODUCTION: (3 min)
- Learners open their DBE workbooks on pages 20 and 21.

RESOURCES

Writing

- DBE workbook pages 20–21
- Flashcards:
  - reading
  - digging
  - watering
  - eating
  - climbing
  - drinking
  - pages 52–53
Writing

Call out a word from these pages. The learners must find word on pages 20 and 21 and point to it.

Show the word flashcard in order to assist learners: reading, digging, watering, eating, climbing, drinking.

Ask learners the following questions:
- Who is digging?
- Who is eating?
- Who is climbing?
- Who is reading?
- Who is drinking?
- Who is watering?

Preparation: (10 min)
- Read the following story on page 22 in the DBE workbook. Learners follow with their fingers while you read.

Mom is watering the garden.
Dad is digging.
The dog is eating
Grandmother is reading
Grandfather is drinking tea.
The boys are sitting in the tree
The cat is running.

Consolidation: (2 min)
- Learners must write sentences with the following words: he, she (or the boy, the girl), the dog.
- They must also use the following words in their sentences: climbing, watering, drinking. For example, The girl is drinking.

Observation/Reflection Notes:
5.6 Lesson plans: Week 6

WEEK 6 DAY 1 DATE

**Shared reading**
- Listens to a short story and answers questions

**Group Guided Reading**
- Uses reading strategies taught in the Home Language; monitors self when reading phonics and sight words

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **INTRODUCTION: (3 min)**
- Tell learners to open the DBE workbook on pages 20 and 21. | DBE workbook pages 20–21 |
| **LISTENING AND SPEAKING**
Focused Activity: Listen to a story

- Ask learners to look at the pictures and talk about work that is done in the garden, for example, digging, planting and watering.
- The learners then talk about the people who work in the garden at their homes.

**PRESENTATION: (10 min)**
- Show learners pictures of a man working in the garden.
- Ask learners to explain what they see happening in each picture.
- Read the story to the learners:

*We are in the garden.*
*Jabu and Sam are in the tree.*
*The sun is hot.*
*Dad has a hat.*
*The dog stands on the log.*
*The cat runs after the birds.*
*We have lots of carrots in our garden.*

**Posters:**
- Pictures of man working in the garden page 54
- Poster: story

*continues*
DAD IS IN THE GARDEN

Dad works in the garden every day.
He first drinks a cup of tea.
Dad uses a spade, fork and rake in the garden.
Dad is digging the soil.
Dad puts seeds in the holes and covers with soil.
He puts water in the soil.
The plants grow.
Dad picks tomatoes, carrots and cabbage.

- Read the story together.
- Ask questions about the story:
  ○ What does dad do in the morning?
  ○ What does he use in the garden?
  ○ Why does dad water the garden?
- Give a list of things that dad does in the garden, using the words: first, next, then and lastly.
- Help the learners to use these words correctly in sentences.

CONSOLIDATION: (2 min)
- Ask learners to make a list of the things they do in the morning before they come to school. They must put the things they do in order from the time they wake up until they get to school.

Informal Assessment Activity - Reading (Oral)
- Learners must read a short written text with you. Observe the following:
  ○ the learner’s ability to identify and recognise the single sounds dealt with so far this term
  ○ the learner’s level of fluency and expression
  ○ the learner’s understanding of punctuation when reading aloud.

Note: Informal assessment takes place continuously throughout the term and need not be formally recorded. However, you should make notes about your observations/assessments of learners who need more support and provide additional help for them. In reading, you should make notes on which reading skills need more development or support to help the learners improve their reading.

ACTIVITY
Instruct learners to tell a friend about the games they play in the garden.

RESOURCES
**Group Guided Reading**
- Reads aloud from own book in a guided reading group with the teacher
- Begins to build a sight word vocabulary from guided and shared reading

**Note:** The Group Guided Reading is based on the DBE workbook available at schools. On the first day of a week, the teacher introduces the Group Guided Reading to the whole class before working with one group at a time. If the school has a reading series for English FAL available, the teacher may plan the reading lessons based on the reading series. The template provided makes provision for the teacher to use the DBE workbooks allocating different activities to different groups.

<table>
<thead>
<tr>
<th>ACTIVITY (15 min) per day</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION: (3 min)</strong></td>
<td>DBE workbook page 20</td>
</tr>
<tr>
<td>• Ask learners to look at the picture of a garden on page 20 in the DBE workbook. The learners look at what the people are doing in the garden.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READING</th>
<th>Group Guided</th>
</tr>
</thead>
</table>

| **PRESENTATION: (10 min)** | |
| • Write the sight words on the board: watering, digging, drinking, reading, sitting, running. |
| • Ask the learners to look at page 20 in the DBE workbook and find the sight words in the picture. |
| • Ask the learners show the meaning of each word by doing the action. |
• Read the sentences:

Mom is watering the plants.
Dad is digging.
The dog is digging too.
Grandmother is reading.
Grandfather is drinking tea.
The boys are sitting in the tree.
The cat is running.

• Read each sentence twice. Point out and discuss the words ending in
-ing. Ask learners, ‘What happens if we take -ing away from the words?
Do they make sense?’

• Listen as each learner reads aloud and give support (with word
recognition, pronunciation and punctuation) when needed.

CONSOLIDATION: (2 min)
• Ask learners some questions to test their comprehension of the passage.
## First Additional Language: English

### Grade: 2

#### Group Guided Reading Planning

<table>
<thead>
<tr>
<th>WEEK: Term 1: Week 6 Day 1, 3, 4, 5</th>
<th>DAY</th>
<th>Group Guided Reading</th>
<th>Individual Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>15 min</td>
<td>Reading Series available at school</td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td></td>
<td>DBE workbook</td>
<td>Rest of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attached Lesson Plan - Group Guided Reading: Week: 6 DBE workbook page 22 <strong>New vocabulary:</strong> watering, digging, drinking, reading, sitting, running <strong>High frequency words:</strong> ate, away, be</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Group D</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Group C</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Group B</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Group A</td>
<td></td>
</tr>
</tbody>
</table>
**Language Skills Covered in Lesson**

**Phonics**
- Identifies letter-sound relationships (Sounds: l, n)

**Writing**
- Completes sentences

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**Activity** (15 min)

**Phonics**

**Introduction:** (3 min)
- Instruct learners to say a rhyme about the parts of the body for example, *Head, shoulders, knees and toes*
- The learners say the rhyme as they do the actions (touch parts of the body).

**Presentation:** (10 min)
- Show the learners pictures of different body parts.
- Point at each picture and the learners say the English word.
- Display flashcards of body parts with matching words below.
- Point at each word flashcard and the learners read the words.
- Identify the beginning sounds of the words.
- Sound out words to work out what the words are.
- Ask some learners to match a picture of a body part with the word flashcard.
- Take some pictures away from the word flashcards and ask learners if they can read the words.

**Consolidation:** (2 min)
- Ask learners to select words with the sounds n and l and write the words in the correct column in their exercise books:

<table>
<thead>
<tr>
<th>Words with n sound</th>
<th>Words with l sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>lift, not, log, nose, name, leg, nod, shoes, cabbage</td>
<td>lemon, look, lip, meat, next, left, net</td>
</tr>
</tbody>
</table>

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**Resources**

- Rhyme: body parts
- Picture and flashcards of body parts
- Pages 55–58
## Activity (min) | Resources
--- | ---
**Introduction: (3 min)**
- Tell learners to open their DBE workbooks on pages 24 and 25 and orally list the things that are found in the garden.

![Image](image.png)

- The learners look for the flashcards with the words on the board or in the word corner.

**Presentation: (10 min)**
- Ask learners to complete the following sentences by choosing the correct word from those in the box.
- Read the sentences and words together to make sure learners can read and understand them before leaving them to complete the work on their own.

<table>
<thead>
<tr>
<th>sitting</th>
<th>digging</th>
<th>running</th>
<th>watering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad is d_______ the soil.</td>
<td>Mother is s_______ on a chair.</td>
<td>The cat is r_______</td>
<td>Jabu is w_______ the plants.</td>
</tr>
</tbody>
</table>

**Consolidation: (2 min)**
- The learners write the sentences with their answers and look at the picture on page 20 in the DBE workbook.

- DBE workbook pages 24–25
- Exercise book
## ACTIVITY

- Ask learners to draw a picture of their family in their homework book or DBE workbook (page 23).

## RESOURCES

DBE workbook page 23 or homework book

### HOMEWORK

- Word box: away, be
- Walk and talk: Point to the picture on the previous page and ask your friend: Who is this? What is he doing? What is she doing? Who is this?
- Dog cot, dot, log, not
- Read the words and listen to the sounds: Word work
- Let's write: Draw your family. Fill in who each person is.

### Observation/Reflection Notes:

[Blank lines for notes]
**Listening and speaking**
- Listens to story and retells story

**Group Guided Reading**
- Use reading strategies taught in the Home Language; monitors self when reading phonics and sight words

### ACTIVITY (15 min)

#### INTRODUCTION: (3 min)
- Ask learners to say what they did on the previous day at home, starting from the time they arrived home from school until they went to bed.
- Guide them to use words like; first, next, then, and lastly.

#### PRESENTATION: (10 min)
- Explain the new words using pictures: beach, hat, shorts, t-shirt
- Learners read the words and match them to the pictures.
- Read the story to the learners:

  **HOLIDAYS AT THE BEACH**

  ‘Get up! Get up!’ My mother called.
  Last year we spent our Christmas at the beach.
  ‘Take your hats’ she called again.
  Jabu put on shorts and a t-shirt. I also wore my shorts and a t-shirt.
  Soon we were at the beach. There were lots of people at the beach. We raced to the sea. The water was cold.
  The weather was hot.
  After swimming, we ate food. We played on the sand the whole day.
  We didn’t want to go home at the end of the day.

- Read the story again and tell learners to listen carefully as they will be re-telling the story.
- Ask learners to tell parts of the story as they remember it.
- Listen and make sure that the learners re-tell the story in the correct order.

#### CONSOLIDATION: (2 min)
- Ask two learners to tell the class how they spent their Christmas.

**RESOURCES**
- Pictures and word flashcards:
  - hat
  - beach
  - shorts
  - t-shirt
  - umbrella

  pages 59–61

  Poster: story
Listening and speaking
• Gives a simple recount with the help of the teacher

Group Guided Reading
• Use reading strategies taught in the Home Language; monitors self when reading phonics and sight words

**ACTIVITY (15 min)**

**INTRODUCTION: (3 min)**

- Read the story *Christmas at the beach* again. Learners must listen carefully.
- Ask learners to re-tell the story sequentially.

**Note:** There is not enough time to allow learners to re-tell the whole story, so allow one learner to re-tell the beginning, another to re-tell the middle and another to re-tell the end. Learners should be encouraged to listen to their friends so they can help if mistakes are made. This ensures participation and involvement by all learners and not just a few.

**PRESENTATION:** (10 min)

- Ask learners to tell the class how they spent their last Christmas.
- The learners start the recount from the beginning of the day when they woke up until they went to bed. (See note above)
- Help the learners as they tell their stories.
- Make a general summary of the stories on the board. Add a caption using suggestions from the learners.

**CONSOLIDATION:** (2 min)

- Read the summary made on the board. Learners listen to the summarised stories.

**Observation/Reflection Notes:**

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**Shared reading**
- Dramatise action - rhyme
**Group Guided Reading**
- Shows an understanding of punctuation when reading aloud (question mark)

### ACTIVITY (15 min)

<table>
<thead>
<tr>
<th>LANGUAGE SKILLS COVERED IN LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shared reading</strong></td>
</tr>
<tr>
<td>• Dramatise action - rhyme</td>
</tr>
<tr>
<td><strong>Group Guided Reading</strong></td>
</tr>
<tr>
<td>• Shows an understanding of punctuation when reading aloud (question mark)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK</th>
<th>6</th>
<th>DAY</th>
<th>5</th>
<th>DATE</th>
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</thead>
</table>

**INTRODUCTION: (3 min)**
- Ask learners to recite any poem they have learnt, for example, *Heads, shoulders, knees and toes.*
- Put up the new poem on the board.
- Tell the learners that the poem is about seven bears.
- Show the learners a picture of a bear and ask learners to talk about bears. They can describe them or say how they feel about them.

**PRESENTATION: (10 min)**
- Recite the poem to the class.
- The learners listen and observe as you say the words and do actions.

*SEVEN SPORTY BEARS* by Cicely van Straten

Monday’s bear runs far and wide  
Tuesday’s bear can bike and ride  
Wednesday’s bear plays ball with me  
Thursday’s bear can climb a tree.  
Friday’s bear plays in the grass  
But Sunday’s bear, I’m proud to say,  
Has just scored a goal!

- Ask learners to dramatise the actions for the following words in the rhyme. (They can mime the actions, staying in one place.)
  - runs far and wide
  - bike and ride
  - plays ball
  - climb a tree
  - scores a goal.
- Read the rhyme with the learners. Add the actions on the second reading.
- Ask learners to list the actions the bear does from Monday to Sunday in chronological order. They may use the poster as assistance.

**CONSOLIDATION: (2 min)**
- The learners say and perform the rhyme while reading the poster.

**RESOURCES**
- Poster: rhyme
- Picture: bear page 62
**ACTIVITY (15 min)**  

**INTRODUCTION: (3 min)**  
- Display all the picture flashcards of food together with the word flashcards of the names of food on the board.  
- Ask a random selection of learners to match a word with the corresponding picture and read the word aloud.

**PRESENTATION: (10 min)**  
- The learners open their DBE workbook on page 17.  
- The learners read through the sentences they completed several weeks ago.  
- Learners must write new sentences with the frames *I love/hate*… in their exercise books. The sentences may be about any type of food.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
</table>
| I love ___________.  
I love ___________.  
I hate eating ___________.  
I hate eating ___________. | DBE workbook page 17 |

**CONSOLIDATION: (2 min)**  
- Ask learners to write a list of five vegetables and five fruits in their exercise books.  

**HOMEWORK**  
- Ask learners to memorise the poem and perform it for their family at home.
### 5.7 Lesson plans: Week 7

#### LANGUAGE SKILLS COVERED IN LESSON

- **Shared reading**
  - Answers simple literal questions with short answers
- **Group Guided Reading**
  - Uses reading strategies taught in the Home Language to make sense and monitor self when reading

<table>
<thead>
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<th>WEEK</th>
<th>7</th>
<th>DAY</th>
<th>1</th>
<th>DATE</th>
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</thead>
</table>

#### ACTIVITY (15 min)

**INTRODUCTION:** (3 min)

- Ask learners to stand up and walk around the classroom.
- While the learners walk around ask them, ‘What are you doing?’ Learners respond by saying, ‘We are walking.’
- Ask learners to sit, and ask the question again, ‘What are you doing?’ Learners answer, ‘We are sitting.’
- Ask them to talk to each other and ask the question again. The answer is ‘We are talking.’
- Explain that some words tell us what is happening or what someone is doing. They are called verbs.

**LISTENING AND SPEAKING**

**Focused Activity: Listen to a story**

**SHARED READING**

**INTRODUCTION:** (3 min)

- Ask learners to stand up and walk around the classroom.
- While the learners walk around ask them, ‘What are you doing?’ Learners respond by saying, ‘We are walking.’
- Ask learners to sit, and ask the question again, ‘What are you doing?’ Learners answer, ‘We are sitting.’
- Ask them to talk to each other and ask the question again. The answer is ‘We are talking.’
- Explain that some words tell us what is happening or what someone is doing. They are called verbs.

#### RESOURCES

- **DBE workbook page 28**
- Flashcards: kick, swim, sit, sleep, run

---

<table>
<thead>
<tr>
<th>ACTION (15 min)</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION:</strong> (3 min)</td>
<td>DBE workbook page 28</td>
</tr>
<tr>
<td>- Ask learners to stand up and walk around the classroom.</td>
<td></td>
</tr>
<tr>
<td>- While the learners walk around ask them, ‘What are you doing?’ Learners respond by saying, ‘We are walking.’</td>
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<td>- Ask them to talk to each other and ask the question again. The answer is ‘We are talking.’</td>
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<tr>
<td>- Explain that some words tell us what is happening or what someone is doing. They are called verbs.</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>LANGUAGE SKILLS COVERED IN LESSON</th>
<th>ACTIVITY (15 min)</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shared reading</strong></td>
<td><strong>INTRODUCTION:</strong> (3 min)</td>
<td>DBE workbook page 28</td>
</tr>
<tr>
<td>- Answers simple literal questions with short answers</td>
<td>- Ask learners to stand up and walk around the classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Guided Reading</strong></td>
<td>- While the learners walk around ask them, ‘What are you doing?’ Learners respond by saying, ‘We are walking.’</td>
<td></td>
</tr>
<tr>
<td>- Uses reading strategies taught in the Home Language to make sense and monitor self when reading</td>
<td>- Ask learners to sit, and ask the question again, ‘What are you doing?’ Learners answer, ‘We are sitting.’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ask them to talk to each other and ask the question again. The answer is ‘We are talking.’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Explain that some words tell us what is happening or what someone is doing. They are called verbs.</td>
<td></td>
</tr>
</tbody>
</table>
LISTENING AND SPEAKING
Focused Activity: Listen to a story

PRESENTATION: (10 min)
• Put up flashcards for the new sight words: kick, swim, sit, sleep, run.
• Read each verb card and do the action to illustrate the verb. Continue reading the words and encourage the learners to read and do the actions.
• Ask learners to look at the picture on page 28 in the DBE workbook.
• Ask questions to get them to say what is happening in the picture.
• Read the sentences as learners follow the pointer:

Ann likes to kick a ball.
The children like to swim.
Ken likes to sit in the tree.
The baby likes to sleep.
It is fun to run in the sun.

• Read the story again with the learners joining in with you.
• Ask the following questions to check if the learners understood the story:
  ○ Who likes to swim?
  ○ Who likes to kick the ball?
  ○ Where does Ken like to sit?
• Learners respond by giving answers.

CONSOLIDATION: (2 min)
• Ask the learners to think of other things they can do with their body parts, for example, eyes can see; ears can hear.

Observation/Reflection Notes:
**WEEK 7**

**DAY 1, 3, 4, 5**

**DATE**

**LANGUAGE SKILLS COVERED IN LESSON**

- Uses reading strategies taught in the Home Language to make sense and monitors self when reading

**Note:** The Group Guided Reading is based on the DBE workbook available at schools. On the first day of a week, the teacher introduces the Group Guided Reading to the whole class before working with one group at a time. If the school has a reading series for English FAL available, the teacher may plan the reading lessons based on the reading series. The template provided makes provision for the teacher to use the DBE workbooks allocating different activities to different groups.

**ACTIVITY** (15 min) per day

**We go for a picnic**

**INTRODUCTION:** (3 min)

- Explain to learners how they are going to work during Group Guided Reading time.
- Choose one group to go to the reading corner and give the remaining groups reading and writing activities to do.
- Put new words on the board: pumps, jump, fun, hum, newspaper, blanket, flower, basket, ball, bird, kite, peach.
- Explain new words by using them in sentences, doing actions and discussing with learners.

**PRESENTATION:** (10 min)

(READING GROUP)

- Tell learners to open the DBE workbook on pages 26 and 27.

**RESOURCES**

- DBE workbook pages 26–27

**CONTINUES**
**READING Group Guided**

- Learners look at the pictures and discuss what they see in each picture.
- Instruct learners to follow the story on page 27 in DBE workbook while you read it.

```
We like to go for picnics on Sunday.
We go in the summer when the sun is hot.
Grandpa has a sun hat.
Jabu pumps up the ball.
Pam and Dan run and jump.
They have fun in the dam.
Ken is up in the tree.
The insects hum.
```

- Read the story twice.
- The learners then read the story on their own. Observe and monitor reading behaviour, listen to pronunciation, tone, and expression.

**CONSOLIDATION:**

- Remind learners that pictures give clues about the content and help in understanding what they are reading.
- Encourage fluency by ensuring learners' word attack skills enable them to recognise the words quickly.
- Give the learners praise and encouragement as this instils confidence and a love of reading.

**ACTIVITY**

- Ask learners to ask someone the following questions:
  - Can you swim?
  - Can you sleep?
  - Can you read?
- The answers should be either *Yes I can* or *No I can't*

**RESOURCES**

- Homework book

**Observation/Reflection Notes:**
<table>
<thead>
<tr>
<th>GRADE: 2</th>
<th>WEEK: 7</th>
<th>DAY</th>
<th>Class</th>
<th>Group Guided Reading</th>
<th>Individual Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>15 min</td>
<td>DBE workbook</td>
<td>Rest of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Attached Lesson Plan</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DBE workbook page 28</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New vocabulary: pumps, jump, fun, hum, newspaper, market, flower, basket, ball, bird, kite, peach</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>High frequency words: because, been, before</td>
<td></td>
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<tr>
<td>3</td>
<td>Group D</td>
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<td>4</td>
<td>Group C</td>
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<td>5</td>
<td>Group B</td>
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</tr>
<tr>
<td>5</td>
<td>Group A</td>
<td></td>
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</tr>
</tbody>
</table>

New vocabulary:
- pumps, jump, fun, hum, newspaper, market, flower, basket, ball, bird, kite, peach

High frequency words:
- because, been, before
# Grade 2 First Additional Language  SCNPDI Resource Manual for Foundation Phase

## English First Additional Language Grade 2 – Term 1: Week 7 Day 2

### WEEK 7  DAY 2  DATE

<table>
<thead>
<tr>
<th>LANGUAGE SKILLS COVERED IN LESSON</th>
</tr>
</thead>
</table>
| **Phonics** | • Identifies letter-sound relationships (Sounds: **r**, **u**, **v**)  
• Builds up and breaks down three letter words  
**Writing**  
• Completes sentences by filling in the missing words |

<table>
<thead>
<tr>
<th>ACTIVITY (15 min)</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| **INTRODUCTION: (3 min)**  
• Help learners to open their DBE workbook on pages 28 and 29.  
**ACTIVITY**  
[Image of DBE workbook pages 28 and 29]  
**PHONICS**  
• The learners look at the pictures on those pages and list the actions they see in the pictures: kick, run.  
• Emphasise the sounds of the words.  
• Prepare the flashcards of the sounds for the day: **r**, **v**.  
**PRESENTATION: (10 min)**  
• Read the story on page 27 in the DBE workbook.  
• Re-read the story and ask learners to join in.  
• Display pictures or objects that begin with **r** and **v** sounds: ran, rat, vet, van, video, vest.  
• Add pictures and words that have a **u**: rug, run mug, tug, mum, hut, sun.  
• Identify and say the beginning, middle and end sound of the words  
• Sound out the words slowly and clearly, breaking the words down and building them up again. For example:  
  v-e-t / r-e-d / r-u-g  
• Read the pictures and words together with the learners.  
**CONSOLIDATION: (2 min)**  
• Ask learners to copy four **u** words into their exercise books  
• Tell them to draw a picture to illustrate each of the words.  

| DBE workbook pages 28–29  
| Flashcards:  
| - red  
| - rug  
| - vet  
| - fun  
| - sun  
| page 68 |
ACTIVITY (15 min) | RESOURCES
--- | ---
**INTRODUCTION:** (3 min) |  
- Revise vocabulary from phonics and shared reading, for example, red, rug, vat, vet, fun, sun.  
- Ask learners to read the words from the flashcards or wall chart. Sound out some new or difficult words.

**PRESENTATION:** (10 min) | DBE workbook page 29  
- Tell learners to open the DBE workbook on page 29 and complete the activity.  
- Learners take stickers from the back page and put them on the outlines on page 29.

**WRITING**

<p>| | |</p>
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</table>

- The learners complete the words by filling in the correct missing letters.

**CONSOLIDATION:** (2 min) |  
- The learners read the words from the flashcards or wall chart.

---

ACTIVITY (15 min) | RESOURCES
--- | ---
**WRITING HOMEWORK** |  
- Instruct learners to open the DBE workbook on page 28 in.

<p>| | |</p>
<table>
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</tbody>
</table>

- Learners complete the exercise in the workbook: colour in either yes or no.
WeeK 7 DAY 3 DATE

**LANGUAGE SKILLS COVERED IN LESSON**

- **Listening and speaking**
  - Memorises and performs simple action rhymes and songs
- **Group Guided Reading**
  - Uses reading strategies taught in the Home Language to make sense and monitors self when reading

**ACTIVITY (15 min)**

**INTRODUCTION: (3 min)**
- Ask learners to recite the poem *Seven Sporty Bears*.
- Remind learners that songs, rhymes and poems all teach us something.

**PRESENTATION: (10 min)**
- Write the song on a chart and sing the song with the actions.

  This is a way we wash our hands, wash our hands (×2)  
  Early in the morning.  
  This is the way we wash our clothes, wash our clothes (×2)  
  Early in the morning

- While singing, point at the words and encourage learners to join in.
- Ask questions to ensure learners understand the words and meaning of the song.
- Sing the action song a few more times.

**CONSOLIDATION:**
- Allow learners to sing some songs they have learned in the previous few weeks.

**RESOURCES**

**Observation/Reflection Notes:**

__________________________________________

__________________________________________

__________________________________________

__________________________________________

---

118 Grade 2 First Additional Language  SCNPDI Resource Manual for Foundation Phase
**INTRODUCTION:**
- Ask learners to stand up and walk around the classroom.
- While the learners walk around ask them, 'What are you doing?' Learners respond by saying, 'We are walking.'
- Ask learners to sit, and ask the question again, 'What are you doing?' Learners answer, 'We are sitting.'
- Ask them to talk to each other and ask the question again. The answer is 'We are talking.'
- Explain that some words tell us what is happening or what someone is doing. They are called verbs.
- Put up flashcards for the new sight words: kick, swim, sit, sleep, run.
- Read each verb card and do the action to illustrate the verb. Continue reading the words and encourage the learners to read and do the actions.

**PRESENTATION:**
- Ask learners to look at the picture on page 28 in the DBE workbook.

<table>
<thead>
<tr>
<th>What we like to do</th>
<th>Ann likes to kick a ball.</th>
<th>The children like to swim.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken likes to sit in the tree.</td>
<td></td>
<td>The baby likes to sleep.</td>
</tr>
<tr>
<td>It is fun to run in the sun.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Flashcards:**
- kick
- swim
- sit
- sleep
- run

**Presentation:**
- Ask questions to get them to say what is happening in the picture.
- Read the story as learners follow the pointer:

```
Ann likes to kick a ball.
The children like to **swim**.
Ken likes to **sit** in the tree.
The baby likes to **sleep**.
It is **fun** to **run** in the sun.
```
LISTENING AND SPEAKING
Focused Activity: Listen to a story

SHARED READING

Read the story again with the learners joining in with you.

Ask the following questions to check if the learners understood the story:

- Who likes to swim?
- Who likes to kick the ball?
- Where does Ken like to sit?

Learners respond by giving answers.

CONSOLIDATION:

Ask the learners to name things they do in class with their bodies, for example, eyes can see; ears can hear, write with our hands, think with our brains, speak with our mouths and tongues, etc.

My own family

Mom is watering the plants.
Dad is digging.
The dog is digging too.
Grandmother is reading.
Grandfather is drinking tea.
The boys are sitting in the tree.
The cat is running.

ACTIVITY

Ask learners to ask someone the following questions:

- Can you swim?
- Can you sleep?
- Can you read?

The answers should be either Yes I can or No I can’t

Learners can do this in pairs to help one another if they walk home together or live close to one another.

HOMEWORK

Ask learners to ask someone the following questions:

- Can you swim?
- Can you sleep?
- Can you read?

The answers should be either Yes I can or No I can’t

Learners can do this in pairs to help one another if they walk home together or live close to one another.

Observation/Reflection Notes:
# English First Additional Language Grade 2 – Term 1: Week 7 Day 4

<table>
<thead>
<tr>
<th>WEEK</th>
<th>7</th>
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<th>4</th>
<th>DATE</th>
</tr>
</thead>
</table>

## Language Skills Covered in Lesson

- **Listening and speaking**
  - Develops oral vocabulary using theme

- **Group Guided Reading**
  - Uses reading strategies taught in the Home Language to make sense and monitor self when reading

## Activity (15 min)

### Resources
- Poster

### Introduction: (3 min)
- Write the sight and high frequency words on the board.
- Ask the learners to name different vegetables and emphasise the difference between fruits and vegetables.
- Write new words on the board: pumpkin, mouse, mice.
- Put up pictures of mice and pumpkins.
- The learners answer questions about pumpkins and mice.

### Presentation: (10 min)
- Read the story from the poster:

  **The Pumpkin**

  The pumpkin is growing in grandma’s garden.  
  It is a small green pumpkin.  
  The pumpkin is growing in grandma’s garden.  
  Now it is a nice big, orange pumpkin.  
  It is just right for mice who need a house.  
  Now Mother Mouse and Father Mouse have seven baby mice.  
  They all fit inside the nice big pumpkin house.  
  Oh no! The pumpkin house is shaking.  
  The pumpkin house is shaking. Puff it blew away!

- Ask learners questions to ensure they understand the story and vocabulary.
- Ask learners if they can remember any words they heard in the story that begin with **p** or **m**.
- Learners say the words starting with **p** or **m**. They all say the words and beginning sounds together. Ask if they can hear the end sound of the words. Say the end sounds together.

### Consolidation:
- Ask questions to check the learners’ understanding. For example:
  - Where is the pumpkin growing?
  - What colour was the pumpkin at first?
Shared reading
- Answers simple literal questions about a story with short answers

Group Guided Reading
- Uses reading strategies taught in the Home Language to make sense and monitors self when reading

Writing
- Completes words by filling in the missing words

**ACTIVITY** (15 min)

**INTRODUCTION: (3 min)**
- Ask learners to talk about members of their families: mother, father, sister, brother, aunt, uncle, grandmother, grandfather.
- Ask some of the learners about a person who is special. They must give reasons why they think the person is special.
- Put up the story on a poster.

**PRESENTATION (10 min)**

**MY FAMILY**

Meet my mom. Can you see I look like her? She says when she was a kid as big I am she looked just like her mom.
Her mom is my granny.
When I am old, will I also look like granny?

This is my dad. Dad is a big fat man.
He is fat, but he is fit!
He can run as fast as I can.
He too, looks like his daddy.
His daddy is my granddad.

This is Tim. He is older than I am.
He will soon be out of school and go to work.

Mom has Lee on her hip.
Lee looks like Grandpa—both have no teeth!

Poster story

Flashcards:
- mother
- father
- sister
- brother
- aunt
- uncle
- grandmother
- grandfather

continued
Focused Activity: Listen to a story

**SHARED READING**

Read the story, observing all the punctuation marks.
The learners follow the reading and join in.
Ask the following questions to assess comprehension:
- Who are the members of the family in the story?
- Who is Tim?
- Who does not have teeth?

**CONSOLIDATION:**
- Teach learners another song about family, for example:

```
I love you
You love me
We are a happy family
With a great big hug
And a kiss—kiss from me to you
Won’t you say you love me too.
```

- Learners sing one or two other action songs from previous lessons.

```
My own family

Mom is watering the plants.
Dad is digging.
The dog is digging too.
Grandmother is reading.
Grandfather is drinking tea.
The boys are sitting in the tree.
The cat is running.
```

What letter does each word end with?
Let’s write
```
The           _________ is on the log.
Dad has his             ___________ on.
The           ____________ is hot.
```

Let’s write
Fill in the missing words.

---

**Observation/Reflection Notes:**

---
**ACTIVITY (15 min)**

**INTRODUCTION: (3 min)**
- Ask learners to revise the sight words by reading them together in a chorus, for example, kick, sit, swim, sleep, run.

**PRESENTATION: (10 min)**
- Ask learners to complete sentences by choosing the correct word from those given in the box:
- Read the sentences and words together.

<table>
<thead>
<tr>
<th>ball</th>
<th>sleep</th>
<th>sit</th>
<th>book</th>
<th>pumps</th>
</tr>
</thead>
</table>
- Ken likes to _________ under a tree.
- Pam likes to read a _________.
- Jabu _________ the ball with a pumper.
- Den likes to kick a _________.
- The baby likes to _________ during the day.

**CONSOLIDATION: (2 min)**
- Ask learners to work in pairs. One learner asks a question and the other answers:
- Can you swim?
- Can you sing?
- Can you bake a cake?
- Can you catch a fish?

**WRITING**

**What we like to do**

- Ann likes to kick a ball.
- The children like to swim.
- Pam likes to sit in the tree.
- The baby likes to sleep.
- It is fun to run in the sun.

**Can you**
- Can you swim? Yes No
- Can you sing? Yes No
- Can you make a cake? Yes No
- Can you catch a fish? Yes No

**What we like to do**

- I can talk. Yes No
- I can read. Yes No
- I can swim. Yes No
- I can run. Yes No
- I can fly a kite. Yes No
- I can draw a picture. Yes No
- I can throw a ball. Yes No
- I can catch a ball. Yes No

**DBE workbook page 28**
5.8 Lesson plans: Week 8

<table>
<thead>
<tr>
<th>WEEK</th>
<th>8</th>
<th>DAY</th>
<th>1</th>
<th>DATE</th>
</tr>
</thead>
</table>

**LANGUAGE SKILLS COVERED IN LESSON**

- **Shared reading**
  - Understands and responds to instructions.

- **Group Guided Reading**
  - Begins to build sight words from shared and guided reading
  - Shows understanding of punctuation when reading aloud

### INTRODUCTION: (3 min)
- Ask learners to open the DBE workbook on pages 30 and 31.

### PRESENTATION: (10 min)
- Put up flashcards of the verbs.
- Show the flashcards to the learners one at a time. Learners must do the actions to demonstrate understanding: play, run, sit, slide, swing, read, swim.
- Read the words together.

### CONSOLIDATION: (2 min)
- Instruct the learners to use the words *he* or *she* in front of the verb when they say the sentence, for example:
  - He plays, He runs, He sits, He swims, He slides, He swings.
  - Repeat using *she* instead of *he*.

### ACTIVITY (15 min)

**LISTENING AND SPEAKING**

**Focused Activity:** Listen to a story

**SHARED READING**

**INTRODUCTION:**
- Ask learners to talk about what is happening in the pictures. Focus on the verbs, for example, play, run, sit, slide, swing, read, swim.

**PRESENTATION:**
- Put up flashcards of the verbs.
- Show the flashcards to the learners one at a time. Learners must do the actions to demonstrate understanding: play, run, sit, slide, swing, read, swim.
- Read the words together.

**CONSOLIDATION:**
- Instruct the learners to use the words *he* or *she* in front of the verb when they say the sentence, for example:
  - He plays, He runs, He sits, He swims, He slides, He swings.
  - Repeat using *she* instead of *he*.

**RESOURCES**

- DBE workbook pages 30–31

- Flashcards:
  - play
  - sit
  - read
  - swim
  - slide
  - swing

- page 70
### Group Guided Reading

- Begins to build sight words from shared and guided reading
- Shows understanding of punctuation when reading aloud

**Note:** The Group Guided Reading is based on the DBE workbook available at schools. On the first day of a week, the teacher introduces the Group Guided Reading to the whole class before working with one group at a time. If the school has a reading series for English FAL available, the teacher may plan the reading lessons based on the reading series. The template provided makes provision for the teacher to use the DBE workbooks allocating different activities to different groups.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>8</th>
<th>DAY</th>
<th>1, 3, 4, 5</th>
<th>DATE</th>
</tr>
</thead>
</table>

#### ACTIVITY (15 min) per day

**At the Park**

**INTRODUCTION:** (3 min)
- Ask the group you are going to work with to go to the reading corner.
- Give constructive reading or writing activities to the other groups.
- Ask learners to talk about places they have visited. The learners mention different places such as the zoo, park, or beach.
- Ask learners to mention things found in each place, for example, zoo—different animals.

**PRESENTATION:** (10 min)
- Learners open the DBE workbook on pages 30 and 31.

**READING Group Guided**

- Learners study the pictures and talk about what they see, for example, children playing, children swinging, merry-go-round, cars, children reading books, etc.
- Learners read the words next to the pictures or items that are shown.
- Show the flashcards to the learners. Ask questions, for example:
  - How many children are playing on the merry-go-round?
  - Show me the children who are reading books.

**RESOURCES**

- Flashcards:
  - swing
  - slide
  - merry-go-round
  - toy car
  - boy
  - girl

- DBE workbook pages 30–31

---

**CONTINUES**
AT THE PARK

It was a bright summer morning when mom told us we were going to the park. Mother made food and drinks and put it in the basket. My sister and brother collected toys and put them in the car. My sister likes to read. She took two books with her. My brother likes to play with his toy cars. Dad put the cars in the boot. Spotty, the dog, came with us.

There were other children in the park. We saw many different things to play with at the park. There were swings, toy cars, the merry-go-round and slide. We first played on the merry-go-round, then jumped onto the swing. We sat down and read our books when we were tired.

- Display a poster with the story:

- Read the story to learners observing all the punctuation marks (focus on commas and full stops).
- Ask learners to read aloud.
- Let individual learners read, pointing to each word as they read. Help the learner to observe the full stop and the comma.

CONSOLIDATION: (2 min)
- Learners look at the pictures on pages 30 and 31 in the DBE workbook and talk about the pictures with a partner.

Observation/Reflection Notes:
<table>
<thead>
<tr>
<th>WEEK: 8</th>
<th>Group Guided Reading</th>
<th>Individual Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DBE workbook</td>
<td>Reading Series available at school</td>
</tr>
</tbody>
</table>
| 15 min  | Attached Lesson Plan - Group Guided Reading: Week 8  
               DBE workbook pages 30-31  
               **New vocabulary:** playing, swing, merry-go-round, cars, reading books  
               **High frequency words:** best, better, big | Rest of class |

**GROUP GUIDED READING PLANNING**

<table>
<thead>
<tr>
<th>DAY</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Group D</td>
</tr>
<tr>
<td>4</td>
<td>Group C</td>
</tr>
<tr>
<td>5</td>
<td>Group B</td>
</tr>
<tr>
<td>5</td>
<td>Group A</td>
</tr>
</tbody>
</table>
## Activity Resources

### Assessment

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal Assessment Activity 1 - Reading (Oral/ practical)</strong></td>
<td>Assessment recording sheet or assessment book</td>
</tr>
<tr>
<td>- Reads a short text with you following the pointer</td>
<td>You may record on a classlist on a clipboard for easy access and then transfer the marks to the recording sheets or assessment book later.</td>
</tr>
<tr>
<td>- Assess:</td>
<td></td>
</tr>
<tr>
<td>- fluency (word recognition)</td>
<td></td>
</tr>
<tr>
<td>- expression (use of voice)</td>
<td></td>
</tr>
<tr>
<td>- demonstration of understanding of punctuation when reading aloud.</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Assess learners one by one or in very small groups. Assessing oral/practical activities can only be done over several days. While assessing learners, other learners must be kept busy with work.

See text and rubric on page 162

### Homework

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The learners write sentences in their homework books using the following words: plays, runs, sits, slides, swings, reads, swims</td>
<td>Exercise book</td>
</tr>
<tr>
<td>- He ______________________</td>
<td></td>
</tr>
<tr>
<td>- She ______________________</td>
<td></td>
</tr>
<tr>
<td>- The girl ______________________</td>
<td></td>
</tr>
<tr>
<td>- The boy ______________________</td>
<td></td>
</tr>
</tbody>
</table>

**Observation/Reflection Notes:**

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
### Activity (15 min)

**Introduction:** (3 min)
- Revise the sounds done the previous week: r, u, v.
- Learners read from the flashcards or word lists/charts.
- Ask learners to give a few other words with the sounds r, u, v.

**Presentation:** (10 min)
- Display items on the table with y and w sounds. Ask learners to look at them and name them, for example, watch, yoyo, wool, wood.
- Point to the words on the flashcards or the board and say them.
- Do the following with the learners:
  - Identify and say the beginning sound of the words
  - Sound out the words slowly and clearly, breaking the words down and building them up again.
  - Read the pictures and words together (watch, wool, wood, wig, yoyo, yellow, yoghurt)
- Read all the words together slowly.

**Consolidation:** (2 min)
- Ask learners to copy four of the words into their books and draw a picture of each of them.

### Resources

<table>
<thead>
<tr>
<th>Pictures and word flashcards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch</td>
</tr>
<tr>
<td>yoyo</td>
</tr>
<tr>
<td>wood</td>
</tr>
<tr>
<td>wool</td>
</tr>
<tr>
<td>yellow</td>
</tr>
<tr>
<td>yoghurt</td>
</tr>
<tr>
<td>wig</td>
</tr>
<tr>
<td>yes</td>
</tr>
</tbody>
</table>

**Observation/Reflection Notes:**

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### ACTIVITY (15 min)

**INTRODUCTION:** (3 min)
- Show flashcards and pictures to the learners: watch, wool, yellow.

**PRESENTATION:** (10 min)
- Ask learners to choose a word from those given in the box and match it with the correct picture:

  - yoyo
  - yoghurt
  - watch
  - wig

**CONSOLIDATION:** (2 min)

**Assessment Activity 1- Written:**
- Ask learners to open the DBE workbooks on page 32 and do the writing activity. They have to choose a word and complete the sentences using the following words: reading, running, singing, kicking, swimming, playing.

### RESOURCES

- Pictures and word flashcards:
  - watch
  - yoghurt
  - wood
  - wool
  - yellow
  - yoghurt
  - wig
  - yes

- Pages 72–73
- DBE workbook page 32

### ACTIVITY

**Formal Assessment Activity 1- Written**
- Complete the work sheet on page 161 any day this week.
- Complete sentences by filling in the missing words.

### RESOURCES

- Assessment recording sheet or book

### HOMEWORK

- Learners look for pictures of things starting with y and w in magazines.
- They cut and paste the pictures in their homework books.

### RESOURCES

- Homework books
### English First Additional Language Grade 2 – Term 1: Week 8 Day 3

<table>
<thead>
<tr>
<th>WEEK</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY</td>
<td>3</td>
</tr>
<tr>
<td>DATE</td>
<td></td>
</tr>
</tbody>
</table>

**Language Skills Covered in Lesson**
- **Listening and speaking**
  - Plays language games
- **Group Guided Reading**
  - Begins to build sight words from shared and guided reading
  - Shows understanding of punctuation when reading aloud

### Activity (15 min)

**Introduction: (3 min)**
- Ask learners to name the types of clothes we wear for different weather conditions, for example:
  - What do we wear when it is cold?
  - What do we wear when it is hot?
- Write the clothing words on the board.

**Presentation: (10 min)**
- Tell the learners that the game they are going to play is called *Memory game*.
- Instruct the learners to look at the poster of clothes and name each of the items.
- Tell them to look at the picture and try to memorise where each item is located in the picture.
- The learners must close their eyes, point at and name the item in the picture.
- The learners take turns to play the game.

**Note:** The game develops visual memory and vocabulary skills.

**Consolidation: (2 min)**
- Allow learners to play the game with other items for example, items from the shop they set up in class.

### Resources
- Poster of clothes

**Observation/Reflection Notes:**

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### Week 8, Day 4

**Language Skills Covered in Lesson**
- **Listening and speaking**
  - Plays language games
- **Group Guided Reading**
  - Begins to build sight words from shared and guided reading.
  - Shows understanding of punctuation when reading aloud

### Activity (15 min)

**Introduction:**
- Display flashcards with the following words: where, when, who, what.
- Learners read the words.
- Revise the question words with the learners by asking them to make sentences with each of the words (where, when, who, what).

**Presentation:**
- Explain the language game to the learners: *What did you do yesterday?*
- Each learner adds one thing to the list. Learners have to remember what was said before their turn. Example:
  - First learner: I played soccer.
  - Second learner: I played soccer and I washed the dishes.
  - Third learner: I played soccer, I washed dishes and I washed the car.
- Ask one group to come to the front and stand in a circle and play the game.

**Consolidation:**
- Ask learners to talk about the things they do in the morning before they come to school.

### Resources

- Flashcards: where, when, who, what

### Homework

- Ask learners to open the DBE workbook on page 33. They must draw a picture of things they like to do with their friends.

- DBE workbook page 33
- Homework books
### Week 8 Day 5

#### Language Skills Covered in Lesson

**Shared Reading**
- Understands and responds to instructions

**Group Guided Reading**
- Begins to build sight words from shared and guided reading.
- Shows understanding of punctuation when reading aloud.

#### Activity

**Introduction** (3 min)
- Learners open pages 30 and 31 of the DBE workbook.
- Ask the learners questions to get them to talk about what is happening in the pictures.

**Presentation** (10 min)
- Make flashcards of the verbs in the sentences.
- Display the poster with the sentences:

  - *We like to play in the park.*
  - *We sit and read under the tree.*
  - *We play soccer in the sun.*
  - *We swim, slide and swing.*
  - *We play with toys.*

- Read the sentences to the learners, and then read them again with the learners.
- Show the learners the flashcards. Instruct learners to do the appropriate action when they see the verb flashcard, for example, play, sit, read.

**Consolidation** (2 min)
- Learners open the DBE workbook on pages 30 and 31.
- Learners look at the pictures and describe what the children are doing.

#### Resources

- **DBE workbook** pages 30–31
- **Flashcards:**
  - play
  - sit
  - read
  - swim
  - slide
  - swing
  - page 75
INTRODUCTION: (3 min)
- Learners open the DBE workbook on pages 30 and 31 and say what the children in the pictures are doing.
- Ask learners questions. Learners must reply to the questions. For example:
  - Can the boy run? Yes, the boy can run.
  - Can the mother skip? Yes, the mother can skip.
  - Can the father swing? Yes, the father can swing.

PRESENTATION: (10 min)
Ask learners to choose a word from those in the box below. Each learner must ask a friend to make a simple sentence with the word. For example, He can run, She can slide, The dog can swim, The man can swing.

Flashcards and pictures:
- play
- swim
- slide
- swing

CONSOLIDATION: (2 min)
Ask learners to use the words to make sentences in their exercise books.

Observation/Reflection Notes:
5.9 Lesson plans: Week 9

**WeeK 9 Day 1 Date**

**Language Skills Covered in Lesson**
- Shared reading
  - Acts out a story using some of the dialogue
- Group Guided Reading
  - Reads own and others' writing

**Activity (15 min)**

**Listening and Speaking**

**Focused Activity: Listen to a story SHARED READING**

**People who help**

**Introduction: (3 min)**
- Learners look at pictures on pages 34 and 35 of the DBE workbook.

**Activity**

- Ask learners questions based on the pictures. For example:
  - Who are the people you see in the picture?
  - Have you ever been helped by one of these people?
- Prepare flashcards to introduce new words: teacher, policeman, fireman, vet, nurse, doctor.

**Resources**
- DBE workbook pages 34–35
- Flashcards: fireman, vet, nurse, doctor, teacher

**Observation/Reflection Notes:**

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Page 136 Grade 2 First Additional Language SCNPDI Resource Manual for Foundation Phase
**LISTENING AND SPEAKING**

**Focused Activity:** Listen to a story

**SHARED READING**

**PRESENTATION:** (10 min)
- Read the dialogue aloud to the learners.

<table>
<thead>
<tr>
<th>DIALOGUE</th>
</tr>
</thead>
</table>
| Policewoman: Good morning girl.  
Little girl: Good morning madam.  
Policewoman: How are you, child?  
Little girl: I am fine.  
Policewoman: Why are you here at night?  
Little girl: I am alone at home.  
Policewoman: Where is your mum?  
Little girl: I don’t know.  
Policewoman: Are you hungry?  
Little girl: Yes, I am hungry. |

- Read the dialogue together with the learners.
- Learners talk about what happened in the dialogue.
- Ask the learners role-play the dialogue in pairs.

**Observation/Reflection Notes:**
**Week 9 Day 1, 3, 4, 5**

**Language Skills Covered in Lesson**
- Group Guided Reading
  - Reads own and others’ writing.

**Note:** The Group Guided Reading is based on the DBE workbook available at schools. On the first day of a week, the teacher introduces the Group Guided Reading to the whole class before working with one group at a time. If the school has a reading series for English FAL available, the teacher may plan the reading lessons based on the reading series. The template provided makes provision for the teacher to use the DBE workbooks allocating different activities to different groups.

### Activity (15 min) per day

**Introduction:** (7 min)
- Ask the group you are going to work with to go to the reading corner.
- Explain the reading or writing activity to the other groups.
- Learners look at pictures on pages 34 and 35 in the DBE workbook.
- Introduce learners to the new vocabulary: fireman, nurse, doctor, vet, teacher, policewomen.
- Talk about these people and what they do.

**Presentation:** (6 min)
- Instruct learners to write a sentence about any of the pictures.
- Assist learners to complete sentences, if necessary.
- Listen to and assist learners read their sentences out loud, for example, *The vet is looking at a dog.*
- Ask one or two learners to try to read another group member’s sentence out loud.

**Consolidation:** (2 min)
- Learners do an activity on page 35 in DBE workbooks. They draw a picture of what they want to be or do when they have grown up.

**Resources**
- DBE workbook pages 34–35
- Flashcards:
  - fireman
  - vet
  - nurse
  - doctor
  - policeman
  - teacher
  - page 78
<table>
<thead>
<tr>
<th>WEEK: 9</th>
<th>DAY</th>
<th>Class</th>
<th>Individual Work</th>
<th>Group Guided Reading</th>
<th>Group Guided Reading Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 min</td>
<td>DBE workbook</td>
<td>Rest of class</td>
<td>Attached Lesson Plan</td>
<td>Group Guided Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 9</td>
<td></td>
<td>DBE workbook pages 34 and 35</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New vocabulary: fireman, nurse, doctor, vet, teacher, police women</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>High frequency words: black, blue, both</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Group D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Group C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Group B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Group A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY</strong></td>
<td><strong>RESOURCES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-------------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Formal Assessment Activity 1- Listening and Speaking (Oral/ practical)</strong></td>
<td>Assessment recording sheet or assessment book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Listens to a simple recount</td>
<td>You may record on a classlist on a clipboard for easy access and then transfer the marks to the recording sheets or assessment book later.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Answers simple questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates understanding of basic oral vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Assess learners one by one or in very small groups. Assessing oral or practical activities can only be done over several days. While you are busy assessing learners, other learners must be kept busy with work.

**See story and rubric on page 163.**

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**Observation/Reflection Notes:**

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### WEEK 9 DAY 2

#### Language Skills Covered in Lesson

**Phonics**
- Identifies letter-sound relationships (Sounds: q, u)
- Builds up and breaks down three letter words

**Writing**
- Writes lists with headings

#### Activity (15 min)

**Introduction:** (3 min)
- Use the phonics frieze to revise the sounds of previous weeks.
- Point at any letter of the alphabet and ask learners to say the sound and read the word that is below/next to it.

**Presentation:** (10 min)

- Sounds: q, u - queen, question mark, quilt, umbrella, under.
- Show the learners pictures and ask them to say what is shown in each: queen, question mark, umbrella.
- Show learners flashcards of the words.
- Read or sound out the words slowly while the learners read along with you.
- Instruct learners to say the initial and end sound of the words in the pictures.
- Give the word cards to a selection of learners. They must say the word and place it below the matching picture.
- Ask the learners to say more words that start with the sounds q, u.

**Consolidation:** (2 min)
- Ask learners to copy two of the words from the flashcards into their books.
- Learners then draw a picture to illustrate the words they have written.

#### Observation/Reflection Notes:

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### ACTIVITY (15 min)

**INTRODUCTION: (3 min)**
- Revise punctuation marks. (!, ?, ,)
- Remind learners that a punctuation mark is used in a particular manner:
  - ? when asking a question
  - ! when showing emotions (happiness, surprise)
  - , when making lists
  - . at the end of a sentence.

**PRESENTATION: (10 min)**
- Ask learners to do an activity on page 36 in the DBE workbook.

**WRITING**

**How They Help Us**

1. Learners punctuate the following sentences correctly and also add capital letters:
   - he cut his leg and went to the doctor
   - he doctor helped john

**CONSOLIDATION: (2 min)**
- Ask learners to re-write the following sentence neatly in their exercise books using the handwriting skills learnt:
  - Today we went to town.

### Resources

- DBE workbook page 36

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**Observation/Reflection Notes:**

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Grade 2 First Additional Language  SCNPDI Resource Manual for Foundation Phase
**Listening and speaking**
- Identifies an object from a simple oral description

**Group Guided Reading**
- Reads own and others’ writing

### Activity (15 min)

#### Introduction: (3 min)
- Learners open their DBE workbooks on pages 34 and 35.
- Point at one picture at a time and ask learners to answer these questions:
  - Who is the person?
  - What work does the person do?
  - With whom does the person work?

#### Presentation: (10 min)
- Ask learners to look at pages 34 and 35. They must listen to the questions and find an answer:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the person?</td>
<td>I am a woman. I work with children. Who am I?</td>
</tr>
<tr>
<td>What work does the person do?</td>
<td>I am a teacher.</td>
</tr>
<tr>
<td>With whom does the person work?</td>
<td>I am a man. I work with fire. Who am I?</td>
</tr>
<tr>
<td></td>
<td>I am a fireman.</td>
</tr>
<tr>
<td></td>
<td>I am a man. I work with sick people. Who am I?</td>
</tr>
<tr>
<td></td>
<td>I am a doctor.</td>
</tr>
</tbody>
</table>

**Note:** Be careful to guard against gender discrimination: Both men and women are able to do the same work.

#### Consolidation: (2 min)
- Learners do the activity on page 35 in DBE workbook. They must look carefully at the pictures and circle yes or no.

**Resources**
- DBE workbook pages 34–35
**LANGUAGE SKILLS COVERED IN LESSON**

**Listening and speaking**
- With the help of the teacher gives a simple recount

**Group Guided Reading**
- Reads own and others’ writing

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**INTRODUCTION: (3 min)**
- Ask learners to talk about a day when they met a nurse or a doctor.
- Allow a few learners to talk about their experiences.
- The learners then look at a picture on page 34 in the DBE workbook. The pictures give clues about what is happening.

**PRESENTATION: (10 min)**
- Display a poster with a story to read to the learners.
- Learners look at the picture on page 36 in the DBE workbook.
- Talk about the picture and display the new words on flashcards: tree, branch, break, ambulance.
- Read the story to the learners. Tell them to follow and join in when they feel ready.

**PETER’S ACCIDENT**

John and Peter went to the river to swim during the holidays. They swam in the river. Then Peter climbed a tree next to the river. The tree branch broke off and Peter fell into the river and broke his leg. John ran to Peter’s house and called his mother. His mother called an ambulance and Peter was taken to hospital. The doctor said he had to stay in hospital for three weeks, so Peter did not enjoy his holidays.
LISTENING AND SPEAKING Daily Activities

- Ask the learners the following questions:
  - Where were John and Peter when Peter had an accident?
  - What happened to Peter?
  - Retell the story. (Learners do not have to tell the whole story. To save time, one learner may continue after another learner and go on with the story.)

CONSOLIDATION: (2 min)
- Ask learners to work in pairs and give a recount of what they have done since the morning.

Observation/Reflection Notes:
### People who help

**INTRODUCTION: (3 min)**
- Learners look at the pictures on pages 34 and 35 of the DBE workbook.

- Ask learners questions based on the pictures. For example:
  - Who are the people you see in the picture?
  - Have you ever been helped by one of these people?
- Show the word flashcards to the learners for them to read together: teacher, policeman, fireman, vet, nurse, doctor.

**ACTIVITY (15 min)**

**RESOURCES**
- DBE workbook pages 34–35
- Flashcards: fireman, vet, nurse, doctor, policeman, teacher page 78

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**Observation/Reflection Notes:**

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### PRESENTATION: (2 min)
- Revise the dialogue:

#### DIALOGUE

**Policewoman:** Good morning girl.
**Little girl:** Good morning madam.
**Policewoman:** How are you, child?
**Little girl:** I am fine.
**Policewoman:** Why are you here at night?
**Little girl:** I am alone at home.
**Policewoman:** Where is your mum?
**Little girl:** I don’t know.
**Policewoman:** Are you hungry?
**Little girl:** Yes, I am hungry.

### CONSOLIDATION: (10 min)
- Put learners into pairs. One learner will be a person who helps others and the other learner is the patient or client.
- Learners have to role-play a short dialogue between two people.
- All the learners dramatise their dialogues. Ask two to three groups to present their dialogues to the class.
- Encourage learners to dramatise this for their friends during break time.

### Observation/Reflection Notes:

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## ACTIVITY (15 min)

**INTRODUCTION: (3 min)**
- Explain that another way to write a very short dialogue is to use speech bubbles.
- Demonstrate this on the board. (Draw two people with empty speech bubbles.) Learners suggest comments to write in the speech bubbles.
- Read the speech bubbles with the learners.

**PRESENTATION: (10 min)**
- Ask learners to write their own dialogue.
- Use the words from the DBE workbook on pages 34–35 to assist them:

  - Can I help you?
  - Yes, my dog is sick.

**CONSOLIDATION: (2 min)**
- Ask learners to read their dialogues to the class.

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### Observation/Reflection Notes:

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## 5.10 Lesson plans: Week 10

<table>
<thead>
<tr>
<th>WEEK</th>
<th>10</th>
<th>DAY</th>
<th>1</th>
<th>DATE</th>
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</table>

### Shared reading
- Names some of the things in response to questions from the teacher

### Group Guided Reading
- Reads with increasing fluency and expression

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION:</strong> (3 min)</td>
<td>DBE workbook pages 38–39</td>
</tr>
</tbody>
</table>
| - Ask learners about services they have in their area or town or city, for example, school, supermarket, shop, clinic, hospital, library, police station.  
  - Tell learners to open their DBE workbooks on pages 38 and 39.  
  - The learners look at the pictures and talk about the buildings in the pictures. Point out that they are viewing the buildings from above.  
  - Introduce new words and put up flashcards: hospital, supermarket, clinic, butchery, police station, mountain, river. | |

| **PRESENTATION:** (10 min) | |
| - Learners open the DBE workbook on pages 38 and 39. | |

- The learners look at the pictures and talk about the buildings in response to your questions.
- The learners talk about what work is done or what services are offered in each of the buildings and name the people who work there.

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*continues*
## LISTENING AND SPEAKING

**Focused Activity:** Listen to a story

**Shared Reading**

Display a poster with the story:

### OUR TOWN

Our town is between the river and a mountain. Our town has one main street. Let’s walk down the street. On the left is a bakery. There is a supermarket next to the bakery. Then there is a shop that sells clothes. On the right there is a bank. Next to the bank is another shop selling clothes. We buy most of our things in the Main Street.

**Flashcards:**

- butchery
- police station
- hospital
- bakery
- supermarket
- clinic
- mountain
- river

**Observation/Reflection Notes:**

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**CONSOLIDATION:** (2 min)

- Ask learners to copy the list of services offered in each of the buildings from the board.

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**Observation/Reflection Notes:**
Group Guided Reading

- Reads aloud from own book in a guided reading group with the teacher

**Note:** The Group Guided Reading is based on the DBE workbook available at schools. On the first day of a week, the teacher introduces the Group Guided Reading to the whole class before working with one group at a time. If the school has a reading series for English FAL available, the teacher may plan the reading lessons based on the reading series. The template provided makes provision for the teacher to use the DBE workbooks allocating different activities to different groups.

**ACTIVITY (15 min) per day**

**INTRODUCTION: (3 min)**
- Select a group for the reading corner.
- Explain the reading or writing activities for the other learners to do while you listen to the group in the reading corner.
- Ask learners if any of them have had an accident before. Explain that the story is about an accident.
- Allow learners to use their mother tongue to talk about the accident if necessary.
- Introduce new vocabulary to the learners as they tell their stories.

**New vocabulary:** fall, accident, bicycle, hurt.

**PRESENTATION: (10 min)**
- Display the poster with the story:

  **THE FALL**

  There were two friends, John and Peter. They both had bicycles. They lived next to each other. One day they cycled to the dam. They raced. They wanted to see who reached the dam wall first. The front wheel of John’s bicycle hit a stone. John fell off the bicycle and hurt his left leg. There was blood everywhere. Peter ran to help his friend. Maybe it was not a good idea to race so fast.

  - Read the story emphasising reading fluency and expression. Read whole sentences without breaking them up.
  - Listen to each learner reading part of the story and help where needed.

**CONSOLIDATION: (3 min)**
- Give learners copies of the story to read at home.

**RESOURCES**

- Poster: The Fall
- Flashcards:
  - fall
  - accident
  - bicycle
  - hurt
- page 85
- Copies of the story
<table>
<thead>
<tr>
<th>DAY</th>
<th>Group Guided Reading</th>
<th>Individual Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DBE workbook</td>
<td>Reading Series available at school</td>
</tr>
</tbody>
</table>
| 15 min | Attached Lesson Plan–Group Guided Reading: Week: 10 Poster: The fall  
  **New vocabulary:** fall, accident, bicycle, hurt  
  **High frequency words:** bring, brown, boy |
<p>| 3   | Group D              |                 |
| 4   | Group C              |                 |
| 5   | Group B              |                 |
| 5   | Group A              |                 |</p>
<table>
<thead>
<tr>
<th>WEEK</th>
<th>10</th>
<th>DAY</th>
<th>2</th>
<th>DATE</th>
</tr>
</thead>
</table>

**LANGUAGE SKILLS COVERED IN LESSON**

**Phonics**
- Identifies letter-sound relationships (Sounds: **x**, **z**)

**Writing**
- Matches captions to words

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**ACTIVITY (15 min)**

**INTRODUCTION:** (3 min)
- Use the phonics frieze to revise the single sounds.
- Point at any letter of the alphabet and instruct learners to say the sound and read the word above or next to it.

**PRESENTATION:** (10 min)

**Sounds:** **z**, **x**  
zebra, zero, zip, taxi, x-ray, extra, exam  
- Display pictures of the following: zip, taxi, six, zero, zebra.  
- Ask learners to name the pictures. Display flashcards of the words that match the picture.  
- When learners name the pictures, show the name card and place it under the picture. Everyone then reads the word together.  
- Say the beginning sound and end sound of each word.  
- Sound out the words slowly and carefully and then say the whole word.  
- Ask learners to read the words on the flashcards.  
- Ask the learners to give other words with the sounds, for example, zigzag, Zulu, Zinhle, fax, x-ray.

**CONSOLIDATION:** (2 min)
- Ask learners to copy four of the words on flashcards or on the board into their books.

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**RESOURCES**

**Phonics freeze**

**Picture and word flashcards:**
- zip  
- taxi  
- six  
- zero  
- zebra

**Pages 86–87**

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**Observation/Reflection Notes:**

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**INTRODUCTION:** (3 min)
- Ask learners to look at the pictures on pages 38 and 39 of the DBE workbook.

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Picture 1" /></td>
<td><img src="image2.png" alt="Picture 2" /></td>
</tr>
</tbody>
</table>

- Ask learners to identify the people in the picture and say what they do and where they work.
- Write the names of people and what work they do.

**PRESENTATION:** (10 min)
- Learners look at page 41 of the DBE workbook and do the activity.
- They must draw a line to show where the children need to go.

<table>
<thead>
<tr>
<th>I want a hot dog</th>
<th>Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to get a book</td>
<td>Food stand</td>
</tr>
<tr>
<td>I need carrots</td>
<td>Clinic</td>
</tr>
<tr>
<td>I need bread</td>
<td>Greengrocer</td>
</tr>
<tr>
<td>I feel sick</td>
<td>Station</td>
</tr>
<tr>
<td>I want a train ticket</td>
<td>Bakery</td>
</tr>
</tbody>
</table>

**CONSOLIDATION:** (2 min)
- Check the learners’ answers.

- DBE workbook pages 38–39
- Flashcards:
  - policeman
  - nurse
  - butcher
  - librarian
  - teacher
  - baker
  - page 88
### WEEK 10 DAY 3 DATE

**LANGUAGE SKILLS COVERED IN LESSON**
- **Listening and speaking**
  - Understands and responds to questions with *whose* and *which*.
- **Group Guided Reading**
  - Reads with increasing fluency and expression.

### ACTIVITY (15 min)

**INTRODUCTION: (3 min)**
- Learners look at pictures on pages 38 and 39 of the DBE workbook.

**LISTENING AND SPEAKING Daily Activities**

- Explain that we use the word *which* when we want to identify something from a group of things.
- Ask learners to answer the following questions by pointing at a picture:
  - *Which* building is a school?
  - *Which* building is a clinic?
- Explain that we use the word *whose* when we want to identify the owner of something.
- Ask two learners to give you their pencils. Take one of the pencils and asks the learners, ‘*Whose* pencil is this?’

**PRESENTATION: (10 min)**
- Introduce new words found in the story: wind, snow, chill.
- Show each word on a flashcard and explain what it means. Make a sentence using the word.

**RESOURCES**
- DBE workbook pages 38–39

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*continues*
Tell the story to the learners:

**TUMI FROM LESOTHO**

Tumi lives deep in Lesotho at Maseru. When it snows and the wind blows, it gets very cold. Tumi does not mind. She always has her thick blanket with her. She does not feel the chill. One day she visits granny in Cape Town. There she sees other children wearing woollen clothes. They do not wear blankets. She feels shy when she looks at them.

There is a boy with a red coat, but oh! Look at his legs! His trousers are short and he is cold!

‘Come, stand with me under my blanket, says Tumi’ He gets warm soon. ‘Thanks Tumi. How I wish I had a blanket like yours!’

‘And I wish I had a coat like yours,’ she says.

Ask learners the following questions:

- Whose clothes are made of wool?
- Where does Tumi live?
- Whose granny was visited?
- Whose trousers were short in the cold weather?
- Which is warmer, a blanket or trousers?

**CONSOLIDATION: (2 min)**

- Ask learners to say what they wear in winter.
- Write the words for the clothes on the board as learners say them.
- Learners suggest a suitable caption for the list.

---

**Observation/Reflection Notes:**
LISTENING AND SPEAKING

**Daily Activities**

**INTRODUCTION: (3 min)**
- Remind learners when to use the words *whose* and *which*.
- Learners open on pages 38 and 39 of the DBE workbook and look at pictures. Ask the learners questions using *whose* and *which*. Learners must respond.

**PRESENTATION: (10 min)**
- Collect items from learners and put them on the table.
- Ask learners questions about the items, using the words *which* and *whose*.
- Allow a few learners to ask others questions based on the items.
- Help learners as they ask questions.

**CONSOLIDATION: (2 min)**
- Help learners to ask one question using *which* and one using *whose*.
- Share some of the questions. Write them on the board for learners to read aloud.

**RESOURCES**
- DBE workbook pages 38–39
- Exercise books
Shared reading
- Names some of the things in response to questions from the teacher

Group Guided Reading
- Reads with increasing fluency and expression

Writing
- Writes a caption for a picture with the help of the teacher

**ACTIVITY (30 min)**

**INTRODUCTION: (6 min)**
- Ask learners to read flashcards with these words: butchery, police station, hospital, bakery, supermarket, clinic.
- Ask learners to read other words they see on pages 38 and 39.

**PRESENTATION: (10 min)**
- Learners open the DBE workbook on page 40 to do the activity.

**RESOURCES**
- DBE workbook pages 38–39
- DBE workbook page 40
- Flashcards:
  - butchery
  - police station
  - hospital
  - bakery
  - supermarket
  - clinic
  - pages 83–84

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**SHARED READING and WRITING**
Learners make a list of places they can visit:

<table>
<thead>
<tr>
<th>Where I can go if I am sick</th>
<th>Where I can go to get food</th>
<th>Where I can go if I need transport</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

**CONSOLIDATION: (4 min)**

- Ask learners to copy the following sentences neatly into their books using handwriting skills learnt in Home Language:
  - I visited my grandmother during holidays.
  - Tumi lives in Lesotho.

**Observation/Reflection Notes:**

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**FORMAL ASSESSMENT: ENGLISH FAL**

**GRADE 2**

<table>
<thead>
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<th>WRITING ACTIVITY 1–WEEK 8</th>
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<tbody>
<tr>
<td>Name: ________________________</td>
</tr>
<tr>
<td>Surname:__________________________</td>
</tr>
</tbody>
</table>

Complete the sentences by choosing the correct word from the box:

- kicking
- reading
- running
- singing
- swimming
- playing

The boy is _______________________________ a ball.

The girl is _______________________________ in the pool.

The bird is _______________________________ in the branch.

The little boy is _______________________________ with his toy.

The two children are _______________________________ on the street.

The other boy is _______________________________ a book.

**Observation/Reflection Notes:**
**Every afternoon when we come from school, my family goes to the garden. My mum waters the plants. Dad digs in the ground. The girls pick up the vegetables and help my father to water the garden. My grandmother and my grandfather always drink tea.**

<table>
<thead>
<tr>
<th>CRITERA</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognition of words</strong></td>
<td>Unable to recognise words</td>
<td>Recognised only some of the words in the text</td>
<td>Recognises most of the words</td>
<td>Recognises all the words</td>
</tr>
<tr>
<td><strong>Tone and expression</strong></td>
<td>Unable to use appropriate tone and expression when reading</td>
<td>Appropriate tone and expression demonstrated some of the time</td>
<td>Correct tone and expression used most of the time</td>
<td>Reads with expression and good voice modulation</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>Unable to demonstrate understanding of punctuation</td>
<td>Understanding of punctuation demonstrated some of the time</td>
<td>Demonstrates understanding of punctuation when reading</td>
<td>Excellent demonstration of punctuation when reading</td>
</tr>
</tbody>
</table>

**TOTAL**

**Observation/Reflection Notes:**

________________________________________________________________________
________________________________________________________________________
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**FORMAL ASSESSMENT: ENGLISH FAL**

**GRADE 2  LISTENING AND SPEAKING**

**WEEK 9**

Listens to a simple recount and
- answers simple question about it
- demonstrates understanding of some basic oral vocabulary.

**Story:**

Every morning children go to school. They stand in lines and pray at assembly. They go to their classes in lines. At 10 o’clock the bell rings and they all go to eat. They eat meat, beans, chicken, apples and bananas. After they eat, they wash their plates and then play under the trees. They walk back to their classes when the bell rings.

**Questions**

What do children do every morning when they get to school?
What time is break time?
What do the children do at lunchtime?

<table>
<thead>
<tr>
<th>CRITERA</th>
<th>1</th>
<th>3</th>
<th>5</th>
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<td>of basic vocabulary</td>
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<tr>
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<tr>
<td>words</td>
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<tr>
<td>Understands only some of the</td>
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<tr>
<td>Understands most of the English words</td>
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<td>Excellent understanding of all the English words</td>
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<tr>
<td><strong>Answers simple questions</strong></td>
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<tr>
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**TOTAL**

**Observation/Reflection Notes:**

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