

SADTU
CURTIS NKONDO
PROFESSIONAL DEVELOPMENT INSTITUTE
Forever learning. Creating a future.

RESOURCE MANUAL FOR FOUNDATION PHASE

Grade 2

English First Additional Language

**Working Document
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SCNPDI PROJECT

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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:

Listening and Speaking	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.
Reading and Phonics	
Writing and Handwriting	
Language Use	

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

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- 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

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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.

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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:

GROUP A	GROUP B	GROUP C	GROUP D
Strong readers	Average readers	Below average readers	Very slow readers

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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.

Grade 2					
Time table allocation for Group Guided Reading					
Day 1	No Day 2 activity	Day 3	Day 4	Day 5	Day 5
Whole class: Introduce the DBE workbook, vocabulary and read the text		Group —	Group —	Group —	Group —

Grade 3				
Time table allocation for Group Guided Reading				
Day 1	Day 2	Day 3	Day 4	Day 5
No period allocated Only four Group Guided periods per week.	Group ____	Group ____	Group ____	Group ____

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EXAMPLE OF A LESSON PLAN TEMPLATE FOR GROUP GUIDED READING

WEEK	1	DAY	1-5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON GROUP GUIDED READING	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).
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ACTIVITY (15 min) per day		RESOURCES
READING <i>Group Guided</i>	<p>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.</p> <p>INTRODUCTION:(3 min)</p> <ol style="list-style-type: none"> 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. <p>PRESENTATION:(10 min)</p> <ol style="list-style-type: none"> 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. <p>CONSOLIDATION:(2 min) Show one flashcard at a time and asks learners to read the word. Ask comprehension questions based on the text read.</p>	<p>DBE workbook page ____ Flashcards with story vocabulary</p> <p>Picture flashcards to support vocabulary</p>

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FIRST ADDITIONAL LANGUAGE - ENGLISH				
GRADE: _____		TEACHER: _____		
GROUP GUIDED READING PLANNING	WEEK: _____	DATE: _____		
	DAY	Group Guided Reading	Individual Work	
	1 15 min	DBE workbook	Reading Series available at school	Class
	Class			
	2 15 min			
	Group A			
	3 15 min			
	Group B			
4 15 min				
Group C				
5 15 min				
Group D/C				

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.

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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). Children also need to learn where sound-spelling relationships are different in their Home Language compared to the additional language. For example, *th* in English represents two different sounds, which are different to the sound that *th* represents in African languages (for example, *thank, that, thatha*).
- 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.

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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).

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1.3 First additional language skills implementation per grade

	Concepts	Grade 1	Grade 2	Grade 3
Listening and Speaking	Daily activities	Per term as prescribed in CAPS	Per term as prescribed in CAPS	Per term as prescribed in CAPS
	Focused Listening and Speaking: Listen to stories <ul style="list-style-type: none"> Phonemic awareness Develop vocabulary 	Per term as prescribed in CAPS	Done during Shared Reading	Done during Shared Reading
	Shared Reading <ul style="list-style-type: none"> Develop concepts Phonemic awareness Develop vocabulary Language structures 	Per term as prescribed in CAPS	Done during Listening and Speaking time	Done during Listening and Speaking time
Reading and Phonics	Group Guided Reading	Not done in Grade 1	Per term as prescribed in CAPS	Per term as prescribed in CAPS
	Independent Reading	Not done in Grade 1	At home or in spare time in class	At home or in spare time in class
	Phonics	Integrated in Listening and Speaking and Shared Reading	Per term as prescribed in CAPS Phonics programme	Per term as prescribed in CAPS Phonics programme
Writing	Shared writing/ Writing	Per term as prescribed in CAPS	Per term as prescribed in CAPS	Per term as prescribed in CAPS
Language Structures	Taught in context	Done during Listening and Speaking	Done during Listening and Speaking	Per term as prescribed in CAPS

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	GRADE 1		GRADE 2		GRADE 3	
	PER WEEK	EXAMPLE	PER WEEK	EXAMPLE	PER WEEK	EXAMPLE
Listening and speaking	90 min	15 min x 6	60 min	15 min x 4	60 min	15 min x 4
Reading and phonics	75 min	15 min x 5	90 min	15 min x 6	90 min	15 min x 6
Writing	15 min	15 min x 1	30 min	15 min x 2	60 min	30 min x 2
Language use					30 min	15 min x 2
Total hours per week	3 hours		3 hours		4 hours	

2.1 Language skills teaching per week per grade

LANGUAGE SKILLS	GRADE 1				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Listening and speaking: Daily activities	15 min		15 min	15 min	15 min
Listening and speaking: Focused activities		15 min			15 min
Reading and phonics	15 min	15 min	15 min	15 min	15 min
Writing					15 min
Language use					
Total per day	30 min	30 min	30 min	30 min	60 min

Weekly timetable

LANGUAGE SKILLS	GRADE 2				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Listening and speaking: Daily activities			15 min	15 min	
Focused activities: Shared Reading	15 min				15 min
Reading and phonics: Group guided activity	15 min		15 min	15 min	30 min
Phonics		15 min			
Writing		15 min			15 min
Language use					
Total per day	30 min	30 min	30 min	30 min	60 min

LANGUAGE SKILLS	GRADE 3				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Listening and speaking: Daily activities		15 min		15 min	
Focused activities: Shared Reading	15 min	15 min			
Reading and phonics: Group guided activity		15 min	15 min	15 min	15 min
Phonics	15 min	15 min			
Writing			30 min		30 min
Language use			15 min		15 min
Total per day	30 min	60 min	60 min	30 min	60 min

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

GRADE	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL PER YEAR
1	1	1	1	1	4
2	1	1	2	1	5
3	1	2	2	1	6

4. GRADE 2 Summary of activities for TERM 1

GRADE 2 PHONICS TERM 1				
Week	Sounds		Example of words	DBE workbook reference page
1	b, t	Beginning sound in words	bat, ball, box, book, toy, top, tap	
2	a, f, s	Beginning sounds in words	apple, ant, at, and, food, foot, fish, sat soap, sock,	
3	a, c, h, s, t, g	Beginning sounds in words. Build three letter words with -a-	sat, cat, mat, rat, fat, bat, had, nag, bag, sad	page 5
4	e, d	Beginning sounds in words	dice, dog, door, eggs, ear, elephant	
	e	Build three letter words with -e-	egg, pen, bed, net, let, leg	page 8
5	o, m, p,	Beginning sounds in words	on, orange, odd mug, mat, man, mother, pig, pin, pan, pot,	
	o	Build three letter words with -o-	dog, hot, fog, jog, log, lot, pot, rot	
6	l, n, i	Beginning sounds in words	leg, log, lip, lift, left nod, net, not, next, in	
	i	Build three letter words with -i-	bin, big, bit, dig, fig, fin, fit, him, hip, his, lip, pin, pig, pit, win	
7	r, v, u	Beginning sounds in words	ran, rug, race, rat, run, ruler, vet, van, vegetables, video, vest	
	u	Build three letter words with -u-	sun, run, fun, mum, rug, hut, mug, tug	page 29
8	w, y	Beginning sounds in words	watch, wood, wool, wig, yoyo, you, yellow, yoghurt	
9	q, u	Beginning sounds in words	queen, question mark, quilt, umbrella, ugly, uncle, under, up, upset	
10	x, z	Beginning, end and middle sounds	zebra, zero, zip, taxi, x-ray, extra, exam, axe	

GRADE 2 Summary of activities for Term 1

GRADE 2 WORD BOX AND VOCABULARY LIST TERM 1					
Week	Word box High frequency words	DBE workbook reference page	Theme	New vocabulary	DBE workbook reference page
1	any, are, around	page 3	Back at school After the holidays	holiday, places, zoo, shop, park, city, farm grandmother, I, went, to, the, sad, happy, afraid, angry.	pages 2–5
2	at, and, all	page 7	After school	soccer, netball, running, playing, sleeping, sitting, racing, dancing, barking, hitting, singing, sad, happy, proud, tired	pages 6–9
3	again, after, about	page 11	Let's go home To school and back	bus, taxi, bike, bus stop, plane, van, train, robot, bench, car, motorbike, I, go, to, school, by Shared Reading vocabulary: catch, bought, gave, sent, was, rode	pages 10–13
4	any, are, around	page 15	We eat at school The food we eat	cup, meat, chicken, juice, fruit, cheese, pap, bread, beans, plate, banana, knife, fork, spoon, fish, milk, eggs, tomatoes, cake, chips, sweets, bread, I, like Shared Reading vocabulary: apples, bananas, peaches, grapes, pumpkin, carrots, cabbage	pages 14–17
5	again, ask, always	page 19	Who, what, why, when Our family garden	drinking, digging, reading, watering, sitting, climbing, eating, running, spade, fork, watering can, basket, tomatoes, pumpkin, carrots Shared Reading vocabulary: money, outside, pocket, problem, cold drink	pages 20–21
6	ate, away, be	page 23	My own family We grow food	mother, father, sister, brother, grandmother, grandfather, aunt, uncle Shared Reading vocabulary: milk, bread, meat, beans, chicken, fruit, juice, tea bags	pages 22–25

GRADE 2 Summary of activities for Term 1

GRADE 2 WORD BOX AND VOCABULARY LIST TERM 1					
Week	Word box High frequency words	DBE workbook reference page	Theme	New vocabulary	DBE workbook reference page
7	because, been, before	page 27	We go for a picnic What we like to do	read, kick, sleep, swim, run, walk, sit, kicking, sleeping, swimming, walking, pump, blanket, newspaper, flower, basket, ball, peach, dog, kite, bird Shared Reading vocabulary: pumpkin, mouse, mice	pages 26–29
8	best, better, big	page 31	At the park We like to play	kicking, sleeping, swimming, she, he, they, it Shared Reading vocabulary: swing, slide, merry-go-round, toy car, boy, girl	pages 30–33
9	black, blue, both	page 34	People who help How they help us	fireman, policeman, vet, nurse, doctor, teacher, police women	pages 34–35
10	bring, brown, boy	page 39	About town Places in town	school, library, clinic, butcher, spaza shop, greengrocer, station, bus stop, supermarket, hospital, bakery, town, police man, teacher, baker, nurse, librarian, butcher	pages 38–41

GRADE 2 Summary of activities for Term 1

WEEK 1					
Language skills	Day 1	Day 2	Day 3	Day 4	Day 5
Listening and Speaking Daily activities			15 min Develops oral vocabulary using the theme	15 min Talks about pictures	
Focused activities: Shared Reading	15 min Answers simple literal questions about a story with short answers				15 min Listens to a story and answers questions
Reading and Phonics: Group Guided Reading	15 min Reads aloud from own book in a guided reading group with the teacher		15 min Reads aloud from own book in a guided reading group with the teacher	15 min Reads aloud from own book in a guided reading group with the teacher	30 min Reads aloud from own book in a guided reading group with the teacher
Phonics		15 min Says a rhyme based on letters of the alphabet Identifies letter-sound relationships Sounds: b, t			
Writing		15 min Uses handwriting skills taught in Home Language Completes sentences by filling in missing words			15 min Uses handwriting skills taught in Home Language Completes sentences by filling in missing words

GRADE 2 Summary of activities for Term 1

WEEK 2					
Language skills	Day 1	Day 2	Day 3	Day 4	Day 5
Listening and Speaking Daily activities			15 min Sings action song	15 min Sings action song	
Focussed activities: Shared Reading	15 min Names and discuss things in the picture and in response to questions by the teacher				15 min Follows a short sequence of instructions
Reading and Phonics: Group Guided Reading	15 min Reads aloud from own book in a guided group with a teacher Begins to build a sight word vocabulary from guided and shared reading		15 min Reads aloud from own book in a guided group with a teacher Begins to build a sight word vocabulary from guided and shared reading	15 min Reads aloud from own book in a guided group with a teacher Begins to build a sight word vocabulary from guided and shared reading	30 min Reads aloud from own book in a guided group with a teacher Begins to build a sight word vocabulary from guided and shared reading
Phonics		15 min Identifies letter-sound relationships Sounds: a, f, s			
Writing		15 min Chooses and matches a caption to a picture			15 min Chooses and matches a caption to a picture

GRADE 2 Summary of activities for Term 1

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

GRADE 2 Summary of activities for Term 1

WEEK 4					
Language skills	Day 1	Day 2	Day 3	Day 4	Day 5
Listening and Speaking Daily activities			15 min Identifies an object from an oral description	15 min Identifies an object from an oral description	
Focussed activities: Shared Reading	15 min Names some of the things in the picture in response to questions from the teacher				15 min Adjectives
Reading and Phonics: Group Guided Reading	15 min Shows understanding of punctuation when reading aloud (question mark)		15 min Shows understanding of punctuation when reading aloud (question mark)	15 min Shows understanding of punctuation when reading aloud (question mark)	30 min Shows understanding of punctuation when reading aloud (question mark)
Phonics		15 min Identifies letter-sound relationships Sound: d, e Builds three letter words e for example, hen			
Writing		15 min Chooses and copies a caption to match a picture			15 min Completes sentences by filling in missing words
ASSESSMENT:					RESOURCES:
<ul style="list-style-type: none"> • Listens to a simple recount and answers simple questions about it • Demonstrates understanding of some basic oral vocabulary by pointing at a picture 					<ol style="list-style-type: none"> 1. Story 2. Picture

GRADE 2 Summary of activities for Term 1

WEEK 5					
Language skills	Day 1	Day 2	Day 3	Day 4	Day 5
Listening and Speaking Daily activities			15 min Talks about an object in a picture in response to teacher's instructions	15 min Listens to story and answers questions	
Focussed activities: Shared Reading	15 min Answers questions about story				15 min Names some of the things in the picture in response to questions from the teacher
Reading and Phonics: Group Guided Reading	15 min Shows understanding of punctuation when reading aloud (exclamation mark)		15 min Shows understanding of punctuation when reading aloud (exclamation mark)	15 min Shows understanding of punctuation when reading aloud (exclamation mark)	30 min Shows understanding of punctuation when reading aloud (exclamation mark)
Phonics		15 min Identifies letter-sound relationships Sounds: m, p, o Build three letter words with -o-			
Writing		15 min Questions (what, where, who, why) Answers questions			15 min Writes sentences

GRADE 2 Summary of activities for Term 1

WEEK 6					
Language skills	Day 1	Day 2	Day 3	Day 4	Day 5
Listening and Speaking Daily activities			15 min Retells story	15 min Gives a simple recount with the help of the teacher	
Focussed activities: Shared Reading	15 min Listens to a story Answers questions				15 min Says action – rhyme
Reading and Phonics: Group Guided Reading	15 min Uses reading strategies taught in the Home Language to make sense and monitors self when reading phonics and sight words		15 min Uses reading strategies taught in the Home Language to make sense and monitors self when reading phonics and sight words	15 min Uses reading strategies taught in the Home Language to make sense and monitors self when reading phonics and sight words	30 min Uses reading strategies taught in the Home Language to make sense and monitors self when reading phonics and sight words
Phonics		15 min Identifies letter-sound relationships Sounds: l, n, i Build three letter words with -i-			
Writing		15 min Completes sentences			15 min Completes sentences
ASSESSMENT:					RESOURCES:
<ul style="list-style-type: none"> Reads a short written text (1–2 sentences) with the teacher following the teacher’s pointer 					Short written text

GRADE 2 Summary of activities for Term 1

WEEK 7					
Language skills	Day 1	Day 2	Day 3	Day 4	Day 5
Listening and Speaking Daily activities			15 min Memorises and performs simple action rhymes and songs	15 min Develops oral vocabulary using theme	
Focussed activities: Shared Reading	15 min Answers simple literal questions with short answers				15 min Answers simple literal questions about a story with short answers
Reading and Phonics: Group Guided Reading	15 min Uses reading strategies taught in the Home Language to make sense and monitors self when reading		15 min Uses reading strategies taught in the Home Language to make sense and monitors self when reading	15 min Uses reading strategies taught in the Home Language to make sense and monitors self when reading	30 min Uses reading strategies taught in the Home Language to make sense and monitors self when reading
Phonics		15 min Identifies letter-sound relationships Sounds: r, v, u Builds up and breaks down three letter words u for example, sun			
Writing		15 min Completes words by filling in the missing letters			15 min Completes sentences

GRADE 2 Summary of activities for Term 1

WEEK 8					
Language skills	Day 1	Day 2	Day 3	Day 4	Day 5
Listening and Speaking Daily activities			15 min Plays language games	15 min Plays language games	
Focussed activities: Shared Reading	15 min Understands and responds to instructions				15 min Understands and responds to instructions
Reading and Phonics: Group Guided Reading	15 min Begins to build sight words from shared and guided reading Shows understanding of punctuation when reading aloud		15 min Begins to build sight words from shared and guided reading Shows understanding of punctuation when reading aloud	15 min Begins to build sight words from shared and guided reading Shows understanding of punctuation when reading aloud	30 min Begins to build sight words from shared and guided reading Shows understanding of punctuation when reading aloud
Phonics		15 min Identifies letter-sound relationships Sounds: y, w			
Writing		15 min With the help of the teacher writes a caption of the picture Completes sentences by filling in the missing words			15 min Writes sentences
ASSESSMENT:					RESOURCES:
<ul style="list-style-type: none"> Completes three (3) sentences by filling in the missing words 					Worksheet

GRADE 2 Summary of activities for Term 1

WEEK 9					
Language skills	Day 1	Day 2	Day 3	Day 4	Day 5
Listening and Speaking Daily activities			15 min Identifies an object from a simple oral description	15 min Listens to story and retells the story	
Focussed activities: Shared Reading	15 min Dramatise the dialogue				15 min Dramatise the dialogue
Reading and Phonics: Group Guided Reading	15 min Reads own and others writing		15 min Reads own and others writing	15 min Reads own and others writing	30 min Reads own and others writing
Phonics		15 min Identifies letter-sound relationships Sound: q, u			
Writing		15 min Rewrite sentences using the correct punctuation			15 min Writes dialogue

GRADE 2 Summary of activities for Term 1

WEEK 10					
Language skills	Day 1	Day 2	Day 3	Day 4	Day 5
Listening and Speaking Daily activities			15 min Understands and responds to questions: Whose? Which?	15 min Understands and responds to questions: Whose? Which?	
Focussed activities: Shared Reading	15 min Names some of the things in the picture in response to questions from the teacher				15 min Names some of the things in the picture in response to questions from the teacher
Reading and Phonics: Group Guided Reading	15 min Reads with increasing fluency and expression		15 min Reads with increasing fluency and expression	15 min Reads with increasing fluency and expression	30 min Reads with increasing fluency and expression
Phonics		15 min Identifies letter-sound relationships Sounds: x, z			
Writing		15 min Matches captions to words			15 min Writes a caption for a picture with the help of the teacher

5. TERM 1: Lesson plans for Grade 2

5.1 Lesson plans: Week 1

WEEK	1	DAY	1	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Shared reading</p> <ul style="list-style-type: none"> Answers simple literal questions about a story with short answers <p>Group Guided Reading</p> <ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with the teacher
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	ACTIVITY (15 min)	RESOURCES
LISTENING AND SPEAKING <i>Focused Activity: Shared Reading</i>	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Choose a simple short story: <ul style="list-style-type: none"> 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 <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. <div style="border: 1px solid red; background-color: #fff9c4; padding: 10px; margin: 10px 0;"> <p style="text-align: center; background-color: #d32f2f; color: white; padding: 2px;">BACK AT SCHOOL AFTER THE HOLIDAYS</p> <p>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.</p> </div> <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> In pairs, learners share their exciting moments from their holidays. 	<p>A story: <i>Back at School after Holidays</i></p> <p>DBE workbook pages 2–3</p>

English First Additional Language Grade 2 – Term 1: Week 1 Day 1, 3, 4, 5

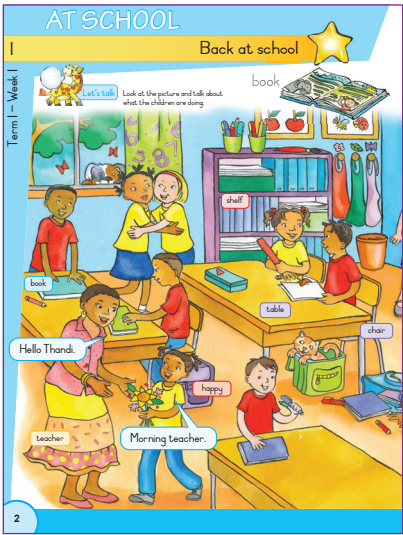
WEEK	1	DAY	1, 3, 4, 5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON

Group Guided Reading

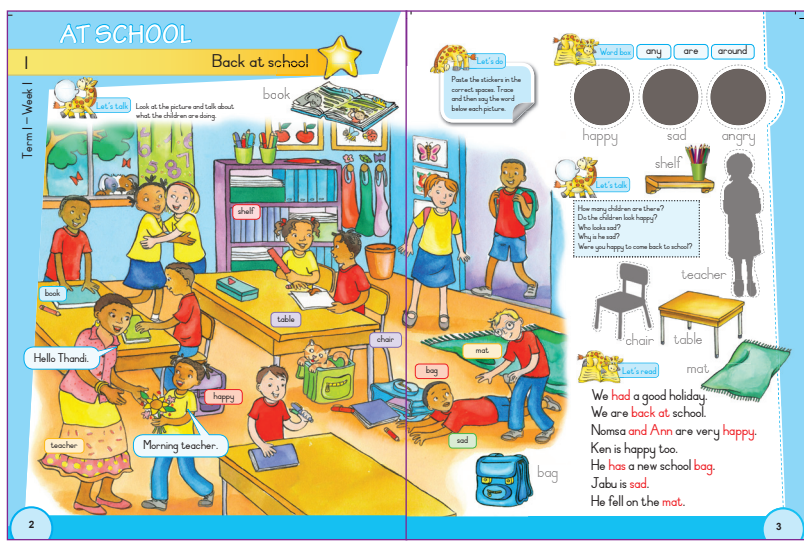
- Reads aloud from own book in a guided reading group with the teacher

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	RESOURCES									
READING Group Guided	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> • Choose a short, simple story from the DBE workbook (page 3).  <ul style="list-style-type: none"> • 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. <p>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.</p> <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> • 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. 	<p>DBE workbook page 3</p> <p>Flashcards with vocabulary of story:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>holiday</td></tr> <tr><td>happy</td></tr> <tr><td>sad</td></tr> <tr><td>angry</td></tr> <tr><td>afraid</td></tr> <tr><td>back at school</td></tr> <tr><td>has</td></tr> <tr><td>mat</td></tr> <tr><td>bag</td></tr> </table> <p>pages 2–4</p> <p>Flashcards with facial expressions pages 5–6</p>	holiday	happy	sad	angry	afraid	back at school	has	mat	bag
	holiday										
happy											
sad											
angry											
afraid											
back at school											
has											
mat											
bag											
		<i>continues</i>									

continued

READING <i>Group Guided</i>	<ul style="list-style-type: none"> • 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. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>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.</p> </div> <ul style="list-style-type: none"> • Allow learners to read on their own. <ul style="list-style-type: none"> ○ Observe the learners' reading behaviour while they are reading. ○ Listen to each child read a small section of the text aloud. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> • Show one flashcard at a time and ask learners to read the word. • Ask the learners questions to test their comprehension of the text read. 	DBE workbook page 3
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	ACTIVITY	RESOURCES
HOMEWORK	<p>Homework on pages 2 and 3 of DBE workbook</p>  <p>Instructions:</p> <ul style="list-style-type: none"> • Paste the stickers in the correct spaces (stickers are at the back of the workbook). • Trace the words below each picture. 	DBE workbook page 2–3

FIRST ADDITIONAL LANGUAGE- ENGLISH			
GRADE: 2		TEACHER:	
WEEK:	Group Guided Reading		DATE:
DAY	DBE workbook	Reading Series available at school	Individual Work
1 15 min	Attached Lesson Plan -Group Guided Reading: Week: 1 DBE workbook page 2–3		Rest of class
Class	New vocabulary: holiday, happy, sad, angry, afraid, back at school, has, mat, bag High frequency words: any, are, around		
3 Group A			
4 Group B			
5 Group C			
5 Group D			

GROUP GUIDED READING PLANNING

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


WEEK	1	DAY	2	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	Reading and phonics
	<ul style="list-style-type: none"> Identifies letter-sound relationships and builds/breaks up three letter words
	Writing
	<ul style="list-style-type: none"> Uses handwriting skills taught in Home Language Completes sentences by filling in the missing words

ACTIVITY (15 min)		RESOURCES								
PHONICS	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Choose any alphabet rhyme based on the letters of the alphabet. Tell learners that the rhyme is about the names of the letters of the alphabet. <p>PRESENTATION: (10 min) Sounds: b and t bat, ball, box, book, toy, top, tap</p> <ul style="list-style-type: none"> Say the rhyme. Repeat the rhyme and try to get learners to join in. Point at the picture and letter on a phonics frieze. Say the sound of each letter while pointing them out. Emphasize the b and t sounds from the rhyme. Learners should say words of objects in the classroom starting with a b or t sound: <ul style="list-style-type: none"> Say the beginning sound and end sound of the words. 'Sound out'/build three letter words. For example, <i>top = t-op, t-o-p</i> Read the words together. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Show learners a picture of a bat and ask them to say the word and match it with the flashcard. Learners use the flashcards to build up the word <i>b-a-t</i>. 	Alphabet rhyme Phonic frieze Flashcards b and t words: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>bat</td></tr> <tr><td>tap</td></tr> <tr><td>ball</td></tr> <tr><td>box</td></tr> <tr><td>book</td></tr> <tr><td>toy</td></tr> <tr><td>top</td></tr> <tr><td>tap</td></tr> </table> pages 7–8	bat	tap	ball	box	book	toy	top	tap
	bat									
tap										
ball										
box										
book										
toy										
top										
tap										

Observation/Reflection Notes:

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

ACTIVITY (15 min)		RESOURCES
WRITING	<ul style="list-style-type: none"> Learners look at the pictures on page 5 of the DBE workbook.  <ul style="list-style-type: none"> Instruct them to trace over each word and then draw a line to match the picture with the correct word. Learners complete the sentences by using the words they were tracing: <ul style="list-style-type: none"> ○ He feels _____. ○ She feels _____. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Learners rewrite the following sentence using writing skills learnt in their Home Language: I feel happy because I went to the zoo. 	<p>DBE workbook page 5</p> <p>FAL English exercise book</p>

ACTIVITY		RESOURCES
HOMEWORK	<ul style="list-style-type: none"> Learners should look for pictures from magazines that match the words shown on the flashcards. Learners find and cut out words that begin with b and t Learners paste the pictures they cut out in their homework books. <p>Example of words: bat, tap, ball, box, book</p>	<p>Magazines Homework books</p>

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 1 Day 3

WEEK	1	DAY	3	DATE	
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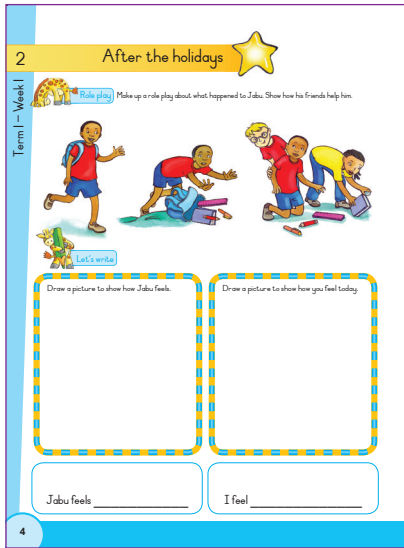
LANGUAGE SKILLS COVERED IN LESSON	Listening and speaking
	<ul style="list-style-type: none"> Develops oral vocabulary using the theme <i>Back at School</i>
	Group Guided Reading
	<ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with the teacher

ACTIVITY (15 min)		RESOURCES					
LISTENING AND SPEAKING Daily Activities	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Ask learners how they spent their holidays. Ask about the places they visited and things they did. Learners respond orally to the questions. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> How many learners are there? Do the learners look happy? Who looks sad? Were you happy to come back to school? <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Learners use the flashcards provided to label the items in the classroom to show they understand the meaning of the words. 	<p>DBE workbook pages 2–3</p> <p>Flashcards:</p> <table border="1"> <tr><td>book</td></tr> <tr><td>table</td></tr> <tr><td>bag</td></tr> <tr><td>chair</td></tr> <tr><td>mat</td></tr> </table> <p>page 8</p> <p>DBE workbook pages 2–3</p>	book	table	bag	chair	mat
	book						
table							
bag							
chair							
mat							

English First Additional Language Grade 2 – Term 1: Week 1 Day 4

WEEK	1	DAY	4	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Listening and speaking</p> <ul style="list-style-type: none"> Discusses picture <p>Group Guided Reading</p> <ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with the teacher
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	ACTIVITY (15 min)	RESOURCES
LISTENING AND SPEAKING Daily Activities	<p>Emotions</p> <p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Learners complete the activity in the DBE workbook on page 4.  <p>The screenshot shows a workbook page with the title '2 After the holidays' and a star icon. It includes a 'Role play' section with an illustration of children playing, and a 'Let's write' section with two drawing boxes. Below the drawing boxes are two lines for writing: 'Jabu feels _____' and 'I feel _____'.</p>	<p>Chalkboard</p> <p>DBE workbook page 4</p>

English First Additional Language Grade 2 – Term 1: Week 1 Day 4

ACTIVITY		RESOURCES
HOMEWORK	<ul style="list-style-type: none"> The learners draw faces to match the emotion words: <ul style="list-style-type: none"> afraid, sad, happy and angry 	Homework sheet

Name: _____

Homework

Worksheet

Week / Day 4

Emotions

Draw a picture that matches the word.

afraid

sad

I am _____ .

I am _____ .

happy

angry


I am _____ .

I am _____ .


English First Additional Language Grade 2 – Term 1: Week 1 Day 5

WEEK	1	DAY	5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	Shared reading
	<ul style="list-style-type: none"> Listens to a short story and answers questions
	Group Guided Reading
	<ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with the teacher Writing complete sentences

ACTIVITY (15 min)		RESOURCES								
LISTENING AND SPEAKING Focused Activity: Shared Reading	<p>Holiday places: sea, city, zoo, farm</p> <p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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?' <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Learners open the DBE workbook on page 5. 	<p>DBE workbook page 5</p> <p>Big book about holiday places</p> <p>Flashcards with names of places :</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>zoo</td></tr> <tr><td>sea</td></tr> <tr><td>city</td></tr> <tr><td>farm</td></tr> <tr><td>holiday</td></tr> <tr><td>places</td></tr> <tr><td>grandmother</td></tr> <tr><td>shop</td></tr> </table> <p>pages 9–10</p>	zoo	sea	city	farm	holiday	places	grandmother	shop
	zoo									
sea										
city										
farm										
holiday										
places										
grandmother										
shop										
	 <ul style="list-style-type: none"> Read the first sentence aloud to the class. Tell learners to join in the reading. Learners re-read the following sentences: <ul style="list-style-type: none"> I went to the sea. I went to the zoo. I went to my grandmother. I went to the shop. 									

English First Additional Language Grade 2 – Term 1: Week 1 Day 5


ACTIVITY (15 min)		RESOURCES
WRITING	<ul style="list-style-type: none"> Learners complete the sentence on page 5 in the DBE workbook after practising it together orally. 	<p>DBE workbook page 5</p> <p>Writing exercise book</p>
	<ul style="list-style-type: none"> They must use one of the following words: sea, zoo, grandmother, shop. <ul style="list-style-type: none"> I went to _____. Learners copy sentences into their exercise books using the handwriting skills taught in the Home Language: <ul style="list-style-type: none"> I went to the sea. I went to the zoo. I went to my grandmother. I went to the shop. 	
HOMEWORK	ACTIVITY	RESOURCES
	<ul style="list-style-type: none"> Learners cut out pictures from magazines of places that they would like to visit. They then paste the pictures in their homework books. 	<p>Magazines</p> <p>Scissors</p> <p>Glue</p> <p>Homework book</p>

Observation/Reflection Notes:

5.2 Lesson plans: Week 2

WEEK	2	DAY	1	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Shared reading</p> <ul style="list-style-type: none"> Answer questions about a picture <p>Group Guided Reading</p> <ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with the teacher Begins to build sight word vocabulary from guided and shared reading
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ACTIVITY (15 min)		RESOURCES				
LISENING AND SPEAKING <i>Focused Activity: Shared Reading</i>	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> What game did you discuss in your group? Explain to us how you play the game. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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.  <ul style="list-style-type: none"> Ask the learners the following questions: <ul style="list-style-type: none"> 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. 	<p>DBE workbook pages 6–7</p> <p>Flashcards:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>happy</td></tr> <tr><td>sad</td></tr> <tr><td>tired</td></tr> <tr><td>proud</td></tr> </table> <p>pages 11</p>	happy	sad	tired	proud
happy						
sad						
tired						
proud						
<i>continues</i>						
<i>continued</i>						

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

LISENING 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:

English First Additional Language Grade 2 – Term 1: Week 2 Day 1, 3, 4, 5


WEEK	2	DAY	1, 3, 4, 5	DATE	
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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)	RESOURCES						
READING Group Guided	<p>INTRODUCTION: (3 min) (WHOLE CLASS)</p> <ul style="list-style-type: none"> • Read the sentences from the DBE workbook on page 7:  <p>Ann is playing netball. Jabu is playing soccer. Ken is running. The cat is sleeping.</p>	<p>DBE workbook page 7</p> <p>Flashcards with new vocabulary:</p> <table border="1"> <tr><td>soccer</td></tr> <tr><td>netball</td></tr> <tr><td>running</td></tr> <tr><td>playing</td></tr> <tr><td>sleeping</td></tr> <tr><td>cat</td></tr> </table> <p>pages 12–13</p>	soccer	netball	running	playing	sleeping	cat
	soccer							
netball								
running								
playing								
sleeping								
cat								
	<ul style="list-style-type: none"> ○ Ann is playing netball. ○ Jabu is playing soccer. ○ Ken is running. ○ The cat is sleeping. <ul style="list-style-type: none"> • 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. 							

continues

Observation/Reflection Notes:

continued

**PRESENTATION: (10 min)
(ONE GROUP)**

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



**READING
Group Guided**

- 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.


Flashcards with new vocabulary:

soccer
netball
running
sleeping

pages 12–13

Observation/Reflection Notes:

FIRST ADDITIONAL LANGUAGE- ENGLISH			TEACHER:	DATE:
GRADE: 2		GROUP GUIDED READING PLANNING		
WEEK:	DAY	Group Guided Reading	Individual Work	
1	15 min	DBE workbook 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	Reading Series available at school	Rest of class
3	Group C			
4	Group D			
5	Group A			
5	Group B			

ACTIVITY		RESOURCES
HOMEWORK	<p>Emotions</p> <ul style="list-style-type: none"> Ask learners to look at the pictures on pages 6 and 7 and fill in the number of the child who feels: <ul style="list-style-type: none"> happy sad tired proud. 	<p>DBE workbook page 7</p>

Observation/Reflection Notes:

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

WEEK	2	DAY	2	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Reading and phonics</p> <ul style="list-style-type: none"> Identifies letter-sound relationships and builds/breaks up three letter words <p>Writing</p> <ul style="list-style-type: none"> Chooses and copies a caption to match a picture
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ACTIVITY (15 min)		RESOURCES							
PHONICS	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min) Sounds: a, f and s apple, ant, soap, sock, food, foot, fish, at, and</p> <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Instruct learners to match the flashcards with the correct pictures. Learners use the flashcards to build up the word <i>bat</i>. 	<p>Phonics frieze</p> <p>Flashcards a, f and s words:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>fish</td></tr> <tr><td>apple</td></tr> <tr><td>food</td></tr> <tr><td>foot</td></tr> <tr><td>sock</td></tr> <tr><td>soap</td></tr> <tr><td>ant</td></tr> </table> <p>pages 14–16</p>	fish	apple	food	foot	sock	soap	ant
fish									
apple									
food									
foot									
sock									
soap									
ant									

ACTIVITY (15 min)		RESOURCES
WRITING	<p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Give learners the worksheet. Tell learners to: <ul style="list-style-type: none"> 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. 	Worksheet
		<i>continues</i>

Observation/Reflection Notes:

continued

WRITING

CONSOLIDATION: (5 min)

- Instruct learners to open the DBE workbook on page 8.



DBE workbook page 8

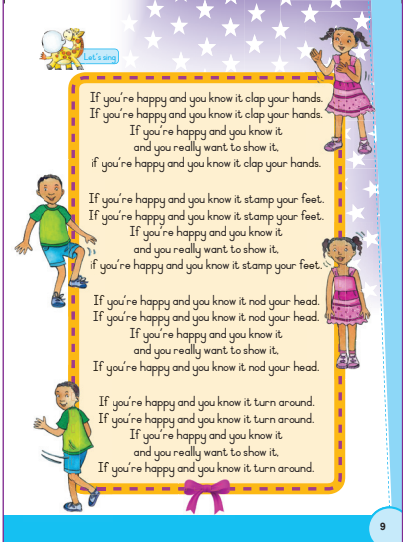
- Learners read the sentences and draw a line to match each sentence to the corresponding picture.

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 2 Day 3

WEEK	2	DAY	3	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Listening and speaking</p> <ul style="list-style-type: none"> Memorises and performs simple poems, actions rhymes and songs <p>Group Guided Reading</p> <ul style="list-style-type: none"> 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
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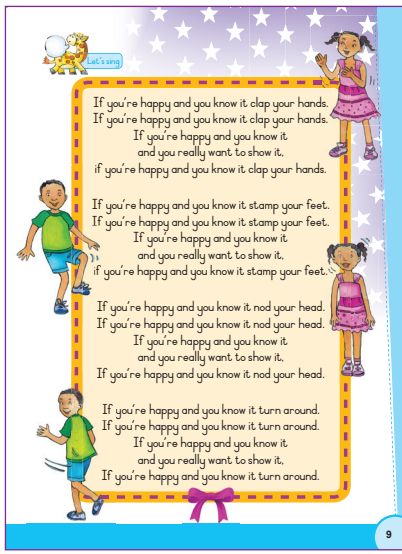
ACTIVITY (15 min)	RESOURCES
<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Give background information about songs, rhymes and poems. Ask the learners to name different types of songs they know and say when they are sung. Ask a variety of learners to respond to the question. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Sing the song, <i>If you're happy and you know it, clap your hands</i> (page 9 of the DBE workbook.). <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Teach the words verse by verse. Ensure learners understand the meaning of the words. Help learners do the actions that accompany the words of the song. The learners memorise and perform the first two verses of the song. Learners sing the song a few times. Observe if the learners' actions correspond with the words. Help where needed. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Emphasise the action words in the song: <ul style="list-style-type: none"> clap your hands stamp your feet Ask the learners to do the actions of the words as they sing them. 	<p>DBE workbook page 9</p>

LISTENING AND SPEAKING
Daily Activities

English First Additional Language Grade 2 – Term 1: Week 2 Day 4

WEEK	2	DAY	4	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	Listening and speaking
	<ul style="list-style-type: none"> Memorises and performs simple poems, actions rhymes and songs.
	Group Guided Reading
	<ul style="list-style-type: none"> 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)	RESOURCES
LISTENING AND SPEAKING Daily Activities	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Instruct learners to sing the first two verses of the song <i>If you're happy and you know it, clap your hands</i>. Observe learners to see if they have mastered the words and actions of the song. <p>PRESENTATION: (10min)</p> <ul style="list-style-type: none"> Teach the words and the meaning of the final two verses of <i>If you're happy and you know it, clap your hands</i> (page 9 of the DBE workbook). 	DBE workbook page 9
	 <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2min)</p> <ul style="list-style-type: none"> Emphasise the action words in the songs: <ul style="list-style-type: none"> nod your head turn around. Ask the learners to demonstrate the action of the words as they sing them. 	

	ACTIVITY	RESOURCES
HOMEWORK	<ul style="list-style-type: none"> • Instruct learners to learn and practise a song that is sung at one of the following occasions/places: <ul style="list-style-type: none"> ○ birthday ○ wedding ○ church • Some learners will sing their song at school the next day. 	

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 2 Day 5

WEEK	2	DAY	5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Shared reading</p> <ul style="list-style-type: none"> Follows a short sequence of instructions <p>Group Guided Reading</p> <ul style="list-style-type: none"> 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 <p>Writing</p> <ul style="list-style-type: none"> Matches words and pictures
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ACTIVITY (30 min)		RESOURCES
Work with two reading groups on a Friday.		
READING Group Guided	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> By now the learners should have been divided into their reading ability groups. Explain that you will be working with one reading group while the remaining learners will be working at their desks. Tell the learners what to do at their desks. Make sure they understand what you expect of them. 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Read this story aloud to the group before the group reads the story. <div style="background-color: #f08080; padding: 2px; text-align: center; margin-bottom: 10px;">AFTER SCHOOL</div> <div style="border: 1px solid #f08080; padding: 10px; background-color: #fff9c4;"> <p>School is out. All the girls and boys are going home. The girls are playing netball and the boys are playing soccer.</p> <p>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.</p> </div> <ul style="list-style-type: none"> Listen to each learner reading aloud and give guidance where necessary. Ask questions to check understanding: <ul style="list-style-type: none"> When did the girls and boys go home? What are the girls playing? Who scored the goal? Why were the girl and boys clapping? <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> 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. 	Any graded readers of a reading series or Story : <i>After School</i>

LISTENING AND SPEAKING <i>Focused Activity: Shared Reading</i>	ACTIVITY (15 min)	RESOURCES
	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Revise the sporting codes that you taught learners earlier in the week. Ask the following questions: <ul style="list-style-type: none"> How many players are in a netball team? How many players are in a soccer team? What other sports do you know? <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Use a story (<i>The cricket game</i>) or any Big Book based on a sporting code. <div style="border: 1px solid red; padding: 10px; margin: 10px 0;"> <p style="background-color: red; color: white; padding: 2px 5px; display: inline-block;">THE CRICKET GAME</p> <p>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.</p> <p>Who can get the bus out of the hole? Who will get Sam to the game?</p> <p>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!'</p> <p>Good luck Sam, we hope you win the game!</p> </div> <ul style="list-style-type: none"> Explain any new words from the story. Read the story together with the learners. Ask questions based on the story: <ul style="list-style-type: none"> Where was Sam going? What happened on his way to the game? How did Sam feel when the bus stopped? Instruct learners to: <ul style="list-style-type: none"> jump up hurry walk. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Ask learners the following questions: <ul style="list-style-type: none"> Is it good or bad to play sport at school? Why do you say so? 	<p>Story :<i>A cricket game</i></p> <p style="text-align: center;">OR</p> <p>Big book about sport or games</p>

English First Additional Language Grade 2 – Term 1: Week 2 Day 5

ACTIVITY (15 min)		RESOURCES
WRITING	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> • 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> • Instruct learners to read the words in the box for different sports equipment and match them with the correct sport. <ul style="list-style-type: none"> ○ soccer ○ tennis ○ netball ○ athletics. 	Worksheet

ACTIVITY		RESOURCES
HOMEWORK	<ul style="list-style-type: none"> • Ask learners to answer the following questions: <ul style="list-style-type: none"> ○ 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:

English First Additional Language Grade 2 – Term 1: Week 2 Day 5

Name: _____

Date: _____

Writing: Class work

Worksheet

Write each item of sports equipment under the correct heading.

Soccer	Netball
1.	1.
2.	2.
3.	3.
Tennis	Athletics
1.	1.
2.	2.
3.	3.

5.3 Lesson plans: Week 3

WEEK	3	DAY	1	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Shared reading</p> <ul style="list-style-type: none"> • Listens to a story and gives a simple recount <p>Group Guided Reading</p> <ul style="list-style-type: none"> • Shows understanding of punctuation when reading aloud
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ACTIVITY (15 min)		RESOURCES
LISTENING AND SPEAKING <i>Focused Activity: Shared Reading</i>	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ road – for cars, minibus taxis, buses, bicycles ○ water – for boats ○ air – aeroplanes ○ rail – for trains. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> • Display a poster with a story about transport. • Show learners pictures of transport on the poster. • Explain the meaning of new words: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What does Themba do from the time he wakes up until he gets to school? <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> • Ask learners to give a recount of what they do before they come to school. 	<p>Poster: <i>Themba's story</i></p>

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 3 Day 1, 3, 4, 5

WEEK	3	DAY	1, 3, 4, 5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Group Guided Reading</p> <ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with the teacher • Shows understanding of punctuation when reading aloud
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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		RESOURCES						
READING Group Guided	<p>INTRODUCTION: (3 min) (whole class)</p> <ul style="list-style-type: none"> • 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. <p>PRESENTATION: (10 min) (one group)</p> <ul style="list-style-type: none"> • Introduce learners to the topic and talk about new vocabulary. • Explain the new words: catch, bought, gave, sent, was, rode. • Read the story: <div style="border: 1px solid red; padding: 10px; margin: 10px 0;"> <p style="background-color: #e91e63; color: white; text-align: center; margin: 0;">SIPHO GOES SHOPPING</p> <p style="margin: 0;">My mother sent Siphon to the shop to buy vegetables. Siphon rode on his bicycle. On his way he saw Nomsa at the bus stop. Nomsa was catching a bus to town. Siphon saw his friend Sam. Sam was going to his grandmother’s house.</p> <p style="margin: 0;">Siphon bought potatoes, onions, beetroot, pumpkin and tomatoes.</p> </div> <ul style="list-style-type: none"> • Read the story. Point out punctuation marks and the effect they have on the story. 	<p>Flashcards:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">catch</td></tr> <tr><td style="text-align: center;">bought</td></tr> <tr><td style="text-align: center;">gave</td></tr> <tr><td style="text-align: center;">sent</td></tr> <tr><td style="text-align: center;">was</td></tr> <tr><td style="text-align: center;">rode</td></tr> </table> <p>pages 17–18</p> <p>Story: <i>Siphon goes Shopping</i></p>	catch	bought	gave	sent	was	rode
catch								
bought								
gave								
sent								
was								
rode								

continues

English First Additional Language Grade 2 – Term 1: Week 3 Day 1, 3, 4, 5

<i>continued</i>	
READING <i>Group Guided</i>	<ul style="list-style-type: none"> • 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> • Ask learners to read the sentences below <ul style="list-style-type: none"> ○ Sam, Siphso and Nomsa went shopping. ○ Carrots, potatoes, cabbage and onions are vegetables.

	ACTIVITY	RESOURCES
HOMEWORK	<ul style="list-style-type: none"> • Ask learners to do the activity on page 10 of the DBE workbook: • Learners read the sentences: <ul style="list-style-type: none"> ○ 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. 	DBE workbook page 10

Observation/Reflection Notes:

GRADE: 2		FIRST ADDITIONAL LANGUAGE- ENGLISH		TEACHER:		DATE:	
WEEK:		Group Guided Reading		Individual Work			
1	DBE workbook	Reading Series available at school		Rest of class			
15 min	Attached Lesson Plan -Group Guided Reading: Week: 3						
Class	Story: <i>Sipho goes shopping</i> Additional reading: DBE workbook page 10 New vocabulary: catch, bought, gave, sent, was, rode, shopping High frequency words: again, after, about (DBE workbook page 11)						
3	Group D						
4	Group C						
5	Group B						
5	Group A						

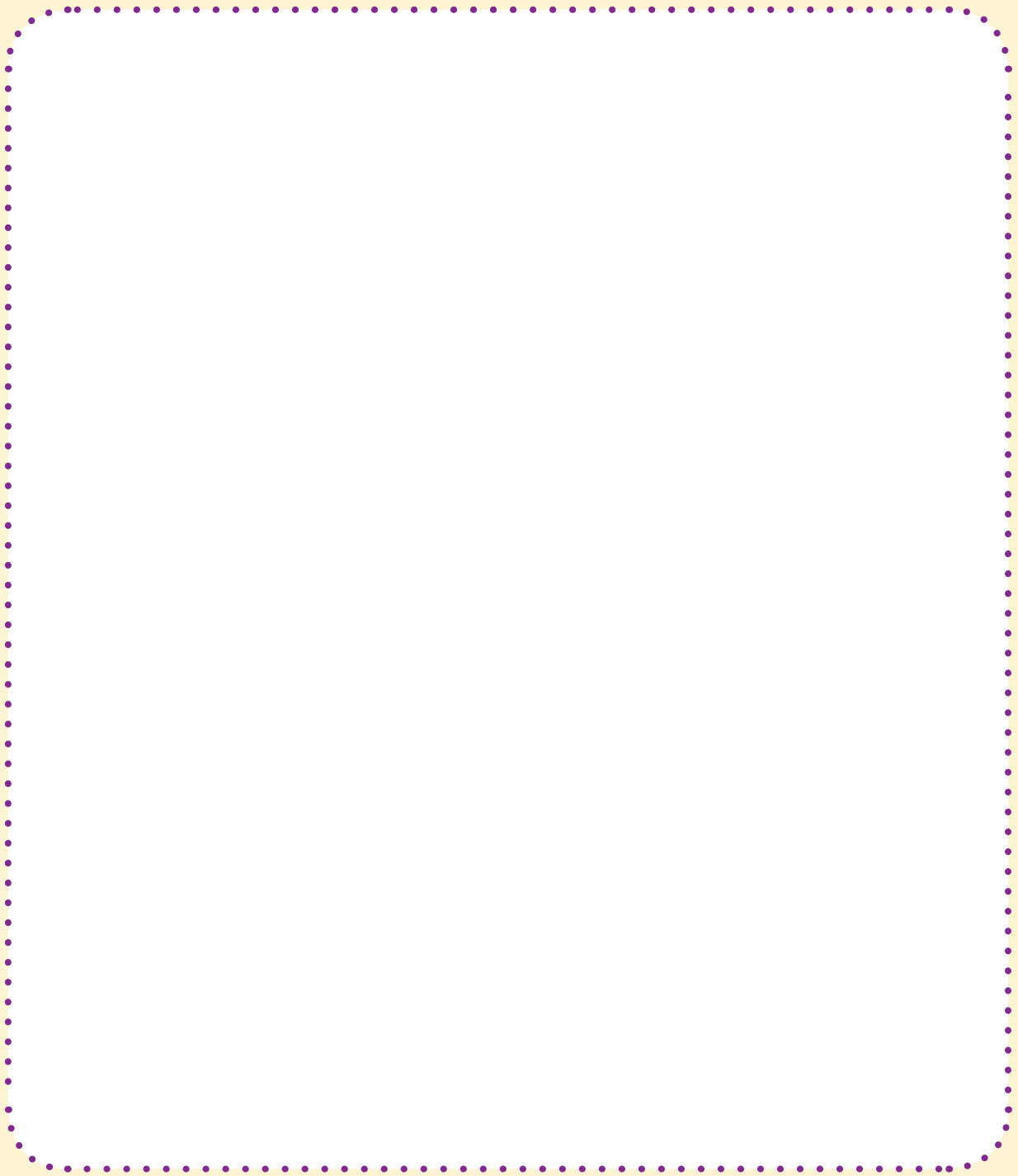
GROUP GUIDED READING LANNING

POSTER

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



English First Additional Language Grade 2 – Term 1: Week 3 Day 2

WEEK	3	DAY	2	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	Reading and phonics
	<ul style="list-style-type: none"> Identifies letter-sound relationships and builds three letter words
	Writing
	<ul style="list-style-type: none"> Completes sentences Chooses captions to match picture

	ACTIVITY (15 min)	RESOURCES																						
PHONICS	<p>INTRODUCTION:</p> <ul style="list-style-type: none"> Choose a poem that emphasises phonic sounds. Point out new words and explain them: cat, mat, rat, fat, hat, bat sat. <p>PRESENTATION: Sounds: a, t, s, g, h, f Three letter words: sat, cat, mat, rat, fat, bat, had, nag, bag, sad</p> <ul style="list-style-type: none"> Read the poem: <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p style="text-align: center; background-color: red; color: white; margin: 0;">POEM</p> <p style="margin: 5px 0;">I had a word and it was hat I took away h and it was at I put in c and it was cat</p> <p style="margin: 5px 0;">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!</p> </div> <p>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!</p> <ul style="list-style-type: none"> Ask learners to identify 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 <i>hat</i>, <i>cat</i> and <i>sat</i> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Give learners flashcards for them to build the words sat, cat, mat, rat, fat, hat, bat. 	<p>Flashcards: sat, hat, cat</p> <table border="1" style="margin: 5px auto;"> <tr><td>s</td></tr> <tr><td>h</td></tr> <tr><td>c</td></tr> <tr><td>sat</td></tr> <tr><td>hat</td></tr> <tr><td>cat</td></tr> <tr><td>mat</td></tr> <tr><td>fat</td></tr> <tr><td>rat</td></tr> <tr><td>bat</td></tr> </table> <p>page 19</p> <p>Flashcards</p> <table border="1" style="margin: 5px auto;"> <tr><td>s</td><td>c</td><td>t</td><td>a</td><td>m</td><td>h</td></tr> <tr><td>f</td><td>b</td><td>r</td><td>h</td><td>b</td><td>c</td></tr> </table> <p>page 20</p>	s	h	c	sat	hat	cat	mat	fat	rat	bat	s	c	t	a	m	h	f	b	r	h	b	c
	s																							
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s	c	t	a	m	h																			
f	b	r	h	b	c																			

English First Additional Language Grade 2 – Term 1: Week 3 Day 2

ACTIVITY (15 min)

RESOURCES

INTRODUCTION: (2 min)

- Tell learners to open the DBE workbook on pages 10 and 11.

DBE workbook pages 10 and 11

5 Let's go home

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

Let's read I am on the bus. Ken is in the taxi. Nomsa is at the bus stop. Sam is on a green bike.

Let's talk Look at the picture and then fill in answers to these questions.

Where is the cat?

in
on
under
behind

Let's write Look at the picture and then circle yes or no.

The yellow car is in front of the bus. Yes No
The motorbike is behind the green car. Yes No
The pink bike is between the bus and the blue car. Yes No
The bus is in front of the yellow car. Yes No
The dog is on the bench. Yes No
The dog is between the boy and girl. Yes No
The cat is in the bag. Yes No
The ball is under the bench. Yes No

Word box
agan
after
about





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.

bus	car
bike	taxi


- I come to school by  _____
- I come to school by  _____
- I come to school by  _____
- I come to school by  _____

Worksheet

continues

English First Additional Language Grade 2 – Term 1: Week 3 Day 2

continued

WRITING	<p>CONSOLIDATION: (6 min)</p> <ul style="list-style-type: none"> Instruct learners to open the DBE workbook on page 8.  <p>The screenshot shows a workbook page with the title 'What we do after school' and a star icon. It includes a 'Word work' section with cards for 'egg', 'kin', 'ten', 'end', 'when', and 'hen'. Below that is a 'Cat's talk' section with instructions to read sentences aloud and draw lines to match them to pictures. The sentences are: 'She is sitting.', 'He is kicking.', 'He is running.', 'The baby is sleeping.', 'She is playing.', 'The dog is barking.', 'She is dancing.', and 'It is singing.' The pictures include a girl sitting, a boy kicking a ball, a boy running, a baby sleeping, a girl playing, a dog barking, a girl dancing, and a bird singing.</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> I come to school by _____ Write an appropriate caption (heading) for the picture with the help of the learners' suggestions. 	<p>DBE workbook page 8</p> <p>A4 paper or English FAL exercise book</p>
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	ACTIVITY	RESOURCES
ASSESSMENT	<p>Informal Assessment Activity: Writing</p> <ul style="list-style-type: none"> Writes captions for a picture with help. (See the consolidation activity on the previous page.) <p>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.</p>	<p>Observation book</p>

	ACTIVITY	RESOURCES						
HOMEWORK	<ul style="list-style-type: none"> 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 border="1" data-bbox="385 1914 1206 2138"> <thead> <tr> <th>Road</th> <th>Air</th> <th>Water</th> </tr> </thead> <tbody> <tr> <td style="height: 80px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Road	Air	Water				<p>Magazines Homework book</p>
Road	Air	Water						

English First Additional Language Grade 2 – Term 1: Week 3 Day 3

WEEK	3	DAY	3	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Listening and speaking</p> <ul style="list-style-type: none"> • Memorises and performs dialogue <p>Group Guided Reading</p> <ul style="list-style-type: none"> • 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
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ACTIVITY (15 min)		RESOURCES
LISTENING AND SPEAKING <i>Daily Activities</i>	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> • 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> • Read the conversation between two girls (dialogue). • Learners read with the teacher’s help. <div style="border: 1px solid #d9534f; padding: 10px; background-color: #fff2cc; margin: 10px 0;"> <p>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.</p> </div> <ul style="list-style-type: none"> • 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?) 	<p>DBE workbook page 9</p>

continues

continued

CONSOLIDATION: (2 min)

- Learners work in pairs and practise the simple dialogue.

If you're happy and you know it, clap your hands.
 If you're happy and you know it, clap your hands.
 If you're happy and you know it,
 and you really want to show it,
 if you're happy and you know it, clap your hands.

If you're happy and you know it, stamp your feet.
 If you're happy and you know it, stamp your feet.
 If you're happy and you know it,
 and you really want to show it,
 if you're happy and you know it, stamp your feet.

If you're happy and you know it, nod your head.
 If you're happy and you know it, nod your head.
 If you're happy and you know it,
 and you really want to show it,
 if you're happy and you know it, nod your head.

If you're happy and you know it, turn around.
 If you're happy and you know it, turn around.
 If you're happy and you know it,
 and you really want to show it,
 if you're happy and you know it, turn around.

DBE workbook
page 9

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 3 Day 4

WEEK	3	DAY	4	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	Listening and speaking
	<ul style="list-style-type: none"> • Memorises and performs dialogue
	Group Guided Reading
	<ul style="list-style-type: none"> • 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)	RESOURCES
LISTENING AND SPEAKING Daily Activities	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> • Explain to learners that when two people talk to one another, it is called a dialogue. • 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> • Display the poster with the conversation between two girls (dialogue). • Learners read the dialogue with help, and discuss the dialogue. 	DBE workbook page 9
	<div style="border: 1px solid black; padding: 10px; background-color: #fff9c4;"> <p>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.</p> </div>	
		<i>continues</i>

continued

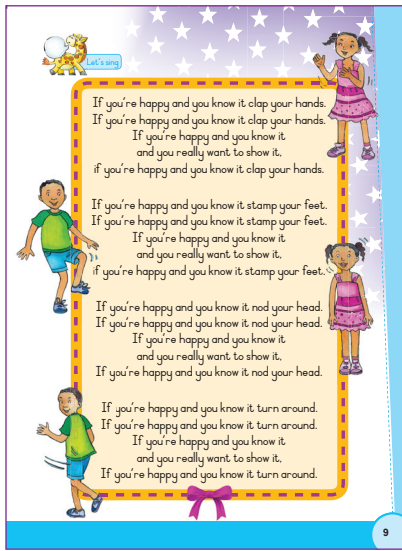
LISTENING AND SPEAKING
Daily Activities

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

DBE workbook
page 9

CONSOLIDATION: (2 min)

- Learners change partners and do the same dialogue with a different partner.



Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 3 Day 5

WEEK	3	DAY	5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Shared reading</p> <ul style="list-style-type: none"> Listens to a story and retells story <p>Writing</p> <ul style="list-style-type: none"> Past tense
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ACTIVITY (15 min)		RESOURCES			
LISTENING AND SPEAKING <i>Focused Activity: Shared Reading</i>	<p>INTRODUCTION:</p> <ul style="list-style-type: none"> Introduce new words to the learners: bad, dressed, angry Explain each word to the learners. <p>PRESENTATION:</p> <ul style="list-style-type: none"> Read the story to the learners. <div style="border: 1px solid #d9d9e9; padding: 5px; margin: 10px 0;"> <p style="background-color: #d94545; color: white; padding: 2px; display: inline-block;">A BAD DAY</p> <p style="padding: 10px;">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.</p> </div> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	<p>Flashcards:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">bad</td></tr> <tr><td style="text-align: center;">dressed</td></tr> <tr><td style="text-align: center;">angry</td></tr> </table> <p>page 21</p>	bad	dressed	angry
bad					
dressed					
angry					

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 3 Day 5

ACTIVITY (15 min)		RESOURCES
WRITING	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Explain that doing words (verbs) change when used in the past tense. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Use the story for Group Guided Reading to show how doing words change from present to past tense: <ul style="list-style-type: none"> is - was send - sent give - gave buy - bought see - saw catch - caught Use the doing words (verbs) in sentences, for example: <ul style="list-style-type: none"> My mother sends Siphso to the shop. My mother sent Siphso to the shop. Sam is going to his grandmother’s house. Sam was going to his grandmother’s house. <p>CONSOLIDATION (2 min)</p> <ul style="list-style-type: none"> Ask the learners to re-write the following sentences in the past tense: <ul style="list-style-type: none"> Siphso rides on his bicycle. Ken buys bread every morning. 	

Observation/Reflection Notes:

5.4 Lesson plans: Week 4

WEEK	4	DAY	1	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Shared reading</p> <ul style="list-style-type: none"> Names some of the items in the picture in response to the questions asked by the teacher <p>Group Guided Reading</p> <ul style="list-style-type: none"> Shows understanding of punctuation when reading aloud (Question mark)
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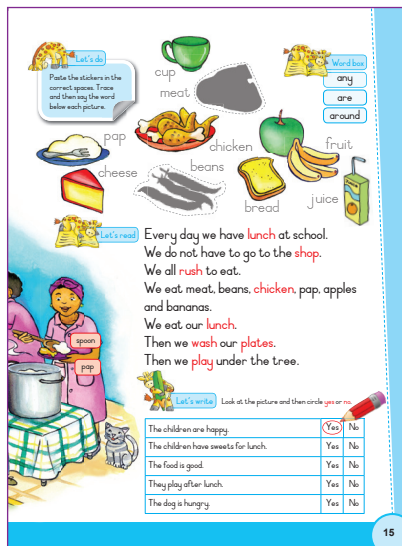
ACTIVITY (15 min)		RESOURCES										
FOCUSED ACTIVITY: <i>Listen To A Story: Shared Reading</i>	<p>INTRODUCTION: (3min)</p> <ul style="list-style-type: none"> Write the sentences on the poster. <div style="border: 1px solid red; padding: 10px; background-color: #fff9c4; margin: 10px 0;"> <p style="background-color: #c00000; color: white; padding: 2px; text-align: center;">WE EAT AT SCHOOL</p> <p>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.</p> </div> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Every morning I eat breakfast. Every day I have lunch. Every evening I eat supper. I eat an apple, banana or orange every day. 	<p>DBE workbook page 15</p> <p>Poster: Food Pictures: DBE page 15</p> <p>Flashcards:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>meat</td> <td>lunch</td> </tr> <tr> <td>beans</td> <td>shop</td> </tr> <tr> <td>chicken</td> <td>rush</td> </tr> <tr> <td>fruit</td> <td>plates</td> </tr> <tr> <td>juice</td> <td>wash</td> </tr> </table> <p>pages 22–23</p> <p>Sentence strips pages 24–27</p> <p style="text-align: right; font-size: small;"><i>continues</i></p>	meat	lunch	beans	shop	chicken	rush	fruit	plates	juice	wash
meat	lunch											
beans	shop											
chicken	rush											
fruit	plates											
juice	wash											

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:
- Learners read 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.

Assessment recording sheet or book

Observation book

English First Additional Language Grade 2 – Term 1: Week 4 Day 1, 3, 4, 5

WEEK	4	DAY	1, 3, 4, 5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Group Guided Reading</p> <ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with the teacher • Shows understanding of punctuation when reading aloud
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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		RESOURCES									
READING Group Guided	<p>INTRODUCTION: (3min)</p> <ul style="list-style-type: none"> • Choose a text based on the food theme that is at the level of the group. • Explain which reading or writing activities the learners will be doing. • Display flashcards used in shared reading: meat, beans, chicken, fruit, and juice. • Learners read the flashcards with the names of different foods. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> • Work with one reading group in the reading corner. • Display the flashcards used in shared reading. • Learners read the flashcards with the names of different foods: sugar, milk, bread, tea bags, meat, juice, beans, • Display a poster with a dialogue : <div style="border: 1px solid #c00; padding: 5px; background-color: #fff9c4; margin-top: 10px;"> <p style="text-align: center; background-color: #c00; color: white; margin: 0;">SHOPPING</p> <p>Customer: May I have sugar, milk, tea bags and a loaf of bread?</p> <p>Teller: How much sugar would you like?</p> <p>Customer: I would like to have 5 kilograms of sugar.</p> <p>Teller: Is that all that you want?</p> <p>Customer: That will be all, thank you.</p> <p>Teller: Look around, there is some fresh fruit!</p> <p>Customer: Give me any fruit for R/O.</p> <p>Teller: Thank you, here is your change.</p> </div>	<p>Flashcards:</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>meat</td></tr> <tr><td>juice</td></tr> <tr><td>beans</td></tr> <tr><td>chicken</td></tr> <tr><td>fruit</td></tr> <tr><td>bread</td></tr> <tr><td>tea bags</td></tr> <tr><td>sugar</td></tr> <tr><td>milk</td></tr> </table> <p>pages 22 pages 28</p>	meat	juice	beans	chicken	fruit	bread	tea bags	sugar	milk
meat											
juice											
beans											
chicken											
fruit											
bread											
tea bags											
sugar											
milk											

continues

continued

READING <i>Group Guided</i>	<ul style="list-style-type: none"> Read the story, emphasising the use of the question mark. Learners then read the story with your support. Divide the learners into two groups: <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Ask learners to read the sentence strips used during shared reading: <ul style="list-style-type: none"> Every morning I eat breakfast. Every day I have lunch. Every evening I eat supper. I eat an apple, banana or orange every day. 	<p>Sentence strips:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Every morning I eat breakfast</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Every day I have lunch</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Every day I eat supper</div> <div style="border: 1px solid black; padding: 5px;">I eat an apple, banana or orange every day</div> <p>pages 24–27</p>
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	ACTIVITY	RESOURCES
HOMEWORK	<ul style="list-style-type: none"> Ask learners to cut out pictures of fruit from magazines and paste them in their homework books. 	Magazines

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 4 Day 1, 3, 4, 5

GRADE: 2		FIRST ADDITIONAL LANGUAGE- ENGLISH		TEACHER:	DATE:
WEEK:		Group Guided Reading		Individual Work	
DAY		Group Guided Reading		Individual Work	
1	15 min	DBE workbook		Rest of class	
Class		Attached Lesson Plan -Group Guided Reading: Week: 4 Story: <i>Shopping</i> Additional Reading: DBE pages 14-15 New vocabulary: sugar, milk, bread, tea bags, meat, juice, beans, High frequency words: any, are, around (DBE page 15)		Reading Series available at school	
3	Group D				
4	Group C				
5	Group B				
5	Group A				

GROUP GUIDED READING LANNING

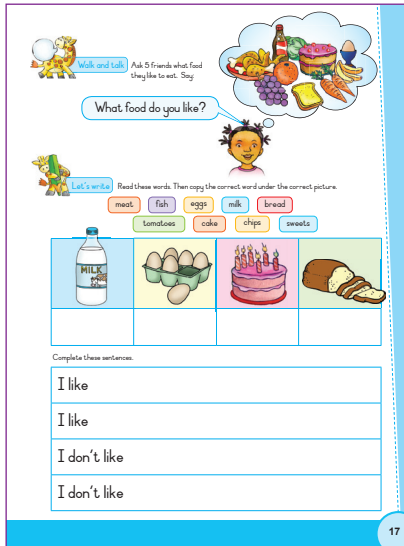
English First Additional Language Grade 2 – Term 1: Week 4 Day 2

WEEK	4	DAY	2	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Phonics</p> <ul style="list-style-type: none"> Identifies letter-sound relationships (sounds: d, e) <p>Writing</p> <ul style="list-style-type: none"> Chooses and copies a caption to match a picture
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ACTIVITY (15 min)		RESOURCES						
PHONICS	<p>INTRODUCTION (3 min)</p> <ul style="list-style-type: none"> 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. <p>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</p> <ul style="list-style-type: none"> Show the pictures to the learners. Learners give names of the objects in the pictures. <ul style="list-style-type: none"> Sound out the words clearly and slowly. Identify and say the beginning and end sounds of these words. Read the words together <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Ask learners to give more words with sounds d and e. Write all the words the learners give on the board. 	<p>Phonics frieze posters</p> <p>Picture and word cards:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">elephant</td></tr> <tr><td style="text-align: center;">ear</td></tr> <tr><td style="text-align: center;">eggs</td></tr> <tr><td style="text-align: center;">dog</td></tr> <tr><td style="text-align: center;">door</td></tr> <tr><td style="text-align: center;">dice</td></tr> </table> <p>pages 28–32</p>	elephant	ear	eggs	dog	door	dice
elephant								
ear								
eggs								
dog								
door								
dice								

ACTIVITY		RESOURCES
HOMEWORK	<ul style="list-style-type: none"> 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. 	Magazines

ACTIVITY (min)		RESOURCES										
WRITING	<p>INTRODUCTION: (3min)</p> <ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Ask learners to open the DBE workbook on page 17.  <ul style="list-style-type: none"> Learners look at the pictures and read the words. They copy the correct word under the corresponding picture. <p>Words in DBE workbook page 17:</p> <table border="1" data-bbox="331 1502 1216 1615"> <tr> <td>meat</td> <td>fish</td> <td>eggs</td> <td>milk</td> <td>bread</td> </tr> <tr> <td>tomatoes</td> <td>cake</td> <td>chips</td> <td>sweets</td> <td></td> </tr> </table> <p>CONSOLIDATION (2 min)</p> <ul style="list-style-type: none"> Ask learners to pair up with a friend and tell each other about the food they ate the previous day. 	meat	fish	eggs	milk	bread	tomatoes	cake	chips	sweets		DBE workbook page 17
	meat	fish	eggs	milk	bread							
tomatoes	cake	chips	sweets									
HOMEWORK	<p>ACTIVITY</p> <ul style="list-style-type: none"> 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, <i>Fruit I know / Fruit I like</i> 	<p>RESOURCES</p>										

English First Additional Language Grade 2 – Term 1: Week 4 Day 3

WEEK	4	DAY	3	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Listening and speaking</p> <ul style="list-style-type: none"> Identifies an object from an oral description <p>Group Guided Reading</p> <ul style="list-style-type: none"> Shows understanding of punctuation when reading aloud (question mark)
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ACTIVITY (15 min)		RESOURCES																
LISTENING AND SPEAKING Daily Activities	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Have pictures of fruit and vegetables up against the board with flashcards of names of fruit and vegetables below the pictures. <table border="1" style="margin-left: 40px;"> <tr> <td>apple</td> <td>banana</td> <td>peach</td> <td>grapes</td> </tr> <tr> <td>tomatoes</td> <td>pumpkin</td> <td>carrot</td> <td>cabbage</td> </tr> </table> <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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. <p>CONSOLIDATION (2min)</p> <ul style="list-style-type: none"> Recite the poem below. The learners join in to say and learn the poem. <div style="border: 1px solid red; padding: 10px; margin-left: 40px;"> <p style="text-align: center; background-color: red; color: white; margin: 0;">THE APPLE TREE</p> <p style="margin: 5px 0;">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.</p> </div>	apple	banana	peach	grapes	tomatoes	pumpkin	carrot	cabbage	<p>Picture and word flashcards</p> <table border="1" style="margin-left: 40px;"> <tr><td>apple</td></tr> <tr><td>banana</td></tr> <tr><td>peach</td></tr> <tr><td>grapes</td></tr> <tr><td>tomatoes</td></tr> <tr><td>pumpkin</td></tr> <tr><td>carrot</td></tr> <tr><td>cabbage</td></tr> </table> <p>pages 33–35</p>	apple	banana	peach	grapes	tomatoes	pumpkin	carrot	cabbage
	apple	banana	peach	grapes														
tomatoes	pumpkin	carrot	cabbage															
apple																		
banana																		
peach																		
grapes																		
tomatoes																		
pumpkin																		
carrot																		
cabbage																		

ACTIVITY		RESOURCES
HOMEWORK	<ul style="list-style-type: none"> Instruct learners to learn and memorise the poem. 	

English First Additional Language Grade 2 – Term 1: Week 4 Day 4

WEEK	4	DAY	4	DATE	
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LANGUAGE SKILLS COVERED IN LESSON

Listening and speaking

- Identifies an object from an oral description

Group Guided Reading

- Shows an understanding of punctuation when reading aloud (question mark)

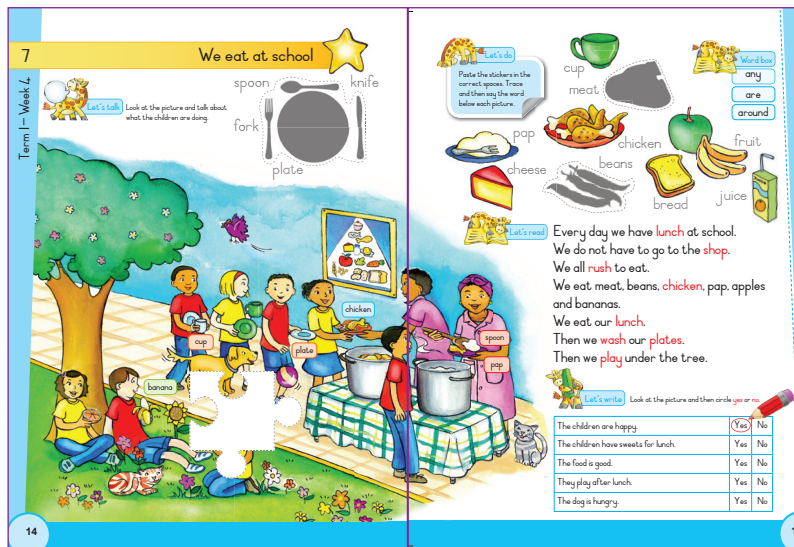
LISTENING AND SPEAKING
Daily Activities

ACTIVITY (15 min)

RESOURCES

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:

banana
cup
plate
spoon
rice

page 33
pages 36–37

DBE workbook
page 14–15


- 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.

	ACTIVITY	RESOURCES															
HOMEWORK	<ul style="list-style-type: none"> Instruct learners to look at the pictures on page 15. Tell them to read the sentences and circle the correct answer (yes / no)  <ul style="list-style-type: none"> Make sure learners know what to do. <table border="1" data-bbox="385 1122 1109 1411"> <tbody> <tr> <td>The children are happy</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>The food is good</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>They play after lunch</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>The dog is hungry</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>The children have sweets for lunch</td> <td>Yes</td> <td>No</td> </tr> </tbody> </table>	The children are happy	Yes	No	The food is good	Yes	No	They play after lunch	Yes	No	The dog is hungry	Yes	No	The children have sweets for lunch	Yes	No	<p>DBE workbook page 15</p>
The children are happy	Yes	No															
The food is good	Yes	No															
They play after lunch	Yes	No															
The dog is hungry	Yes	No															
The children have sweets for lunch	Yes	No															

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 4 Day 5

WEEK	4	DAY	5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Shared reading</p> <ul style="list-style-type: none"> Adjectives <p>Group Guided Reading</p> <ul style="list-style-type: none"> Shows an understanding of punctuation when reading aloud (question mark) <p>Writing</p> <ul style="list-style-type: none"> Completes sentences by filling in missing words
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ACTIVITY (15 min)	RESOURCES
<div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #d9d9e9; padding: 5px; font-weight: bold; font-size: 0.8em;"> FOCUSED ACTIVITY: Listen To A Story: Shared Reading </div> <div style="flex-grow: 1; padding: 10px;"> <p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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, <i>small</i> – 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. <div style="border: 1px solid #ccc; background-color: #fff9c4; padding: 10px; margin: 10px 0;"> <p style="background-color: #c00000; color: white; padding: 2px; text-align: center; font-weight: bold;">IS THIS MY FRIEND?</p> <p>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.</p> </div> <ul style="list-style-type: none"> Read the poem to the learners. Then ask learners to repeat each line after you and do an action that matches each description. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Allow learners to practise the above activity several times. </div> </div>	<p>Poster: story</p> <p>Boy/ girl picture: resource pack page 38</p>

	ACTIVITY (15 min)	RESOURCES
WRITING	<p>INTRODUCTION: (2 min)</p> <ul style="list-style-type: none"> • Display all the flashcards with pictures of food and place the corresponding name cards below the pictures. • Read the names together and then remove four or five of the name cards. • Hold up the removed cards one by one and ask a few learners to read the word aloud and then place the card below the corresponding picture. <p>PRESENTATION: (10min)</p> <ul style="list-style-type: none"> • Ask learners to open their DBE workbook on page 17. <div data-bbox="383 765 782 1314" style="border: 1px solid black; padding: 5px;"> </div> <ul style="list-style-type: none"> • Instruct learners to complete sentences. They must write down two foods they like to eat and two foods they do not like to eat. <div data-bbox="383 1435 1222 1675" style="border: 1px solid black; padding: 5px;"> <p>I like . . .</p> <p>I like . . .</p> <p>I don't like . . .</p> <p>I don't like . . .</p> </div> <p>CONSOLIDATION:</p> <ul style="list-style-type: none"> • Ask learners to write a list of five vegetables and five fruits in their exercise books. 	<p>DBE workbook page 17</p>

5.5 Lesson plans: Week 5

WEEK	5	DAY	1	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Shared reading</p> <ul style="list-style-type: none"> Listens to story and answers questions <p>Group Guided Reading</p> <ul style="list-style-type: none"> Shows understanding of punctuation when reading aloud (exclamation mark)
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ACTIVITY (15 min)		RESOURCES
Shared Reading:	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Introduce learners to the topic of the week, <i>Friends</i>. Ask the following questions: <ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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. <div style="background-color: #fff9c4; padding: 10px; border: 1px solid #ccc;"> <p style="background-color: #e91e63; color: white; padding: 2px; text-align: center; margin: -10px -10px 10px -10px;">OUR FRIENDS</p> <p>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.</p> </div>	<p>Picture flashcards: girl, boy, dog, grandmother page 39</p>

continues

continued

Shared Reading:

- 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:

English First Additional Language Grade 2 – Term 1: Week 5 Day 1, 3, 4, 5

WEEK	5	DAY	1, 3, 4, 5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	Group Guided Reading <ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with the teacher • Shows understanding of punctuation when reading aloud: exclamation mark (!) and question mark (?)
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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		RESOURCES				
READING Group Guided	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> • 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> • 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. 	<p>Punctuation flashcards:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">!</td> <td style="text-align: center;">?</td> </tr> <tr> <td style="text-align: center;">.</td> <td style="text-align: center;">,</td> </tr> </table> <p>page 40</p> <p>Poster: story</p>	!	?	.	,
	!		?			
.	,					
	<p style="text-align: center; background-color: #d32f2f; color: white; padding: 2px;">JABU FALLS</p> <p>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?’</p>					

continues

FIRST ADDITIONAL LANGUAGE- ENGLISH			
GRADE: 2		TEACHER:	
WEEK:		DATE:	
DAY	Group Guided Reading	Individual Work	
1 15 min	DBE workbook Attached Lesson Plan -Group Guided Reading: Week: 5 Story: <i>Jabu falls</i> Additional Reading: DBE page 18-19 Punctuation marks: Exclamation mark (!) and question mark (?) High frequency words: again, ask, always (DBE page 19)	Rest of class	
Class		Reading Series available at school	
3 Group D			
4 Group C			
5 Group B			
5 Group A			

GROUP GUIDED READING LANNING

English First Additional Language Grade 2 – Term 1: Week 5 Day 2

WEEK	5	DAY	2	DATE	
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LANGUAGE SKILLS COVERED IN LESSON

Phonics

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

Writing

- Chooses and matches a caption to a picture

ACTIVITY (15 min)		RESOURCES																				
PHONICS	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Revise the rhyme based on the letters of the alphabet that you did with the learners in Week 1. Remind the learners that the rhyme is about the letter of the alphabet. Point to a letter and ask learners to say the sound of that letter. Repeat this with different letters. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Show learners the pictures and ask them to name each one. Then ask learners to repeat the names of the pictures. Emphasise the first sound of each word. Ask the learners to repeat the words after you. Write the words on the board and tell the learners they are going to work with the m, p and o sounds. <ul style="list-style-type: none"> Show the word flashcards one by one. Tell learners to sound out each word, and then read the whole word loudly and clearly. Learners must then identify and say the beginning, middle and end sounds of the each word. Point to the words at random and instruct the learners to read the word you point at. Write additional words with m, p and o sounds on the board, for example: <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px 0;"> <p>mom, pom-pom, pot, Tom, pop, cop, hop, mop, top, dot, fog, jog, log, not, dog</p> </div> <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> 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. 	<p>Rhyme: letters of alphabet</p> <p>Flashcards:</p> <table border="1" style="width: 100%;"> <tr> <td>mom</td> <td>pop</td> </tr> <tr> <td>mop</td> <td>Tom</td> </tr> <tr> <td>pot</td> <td>mug</td> </tr> <tr> <td>cop</td> <td>cow</td> </tr> <tr> <td>hop</td> <td>cat</td> </tr> <tr> <td>hot</td> <td>sun</td> </tr> <tr> <td colspan="2">pom-pom</td> </tr> </table> <p>pages 41–42</p> <p>Picture and word flashcards:</p> <table border="1" style="width: 100%;"> <tr> <td>mat</td> </tr> <tr> <td>pen</td> </tr> <tr> <td>orange</td> </tr> <tr> <td>ostrich</td> </tr> <tr> <td>pig</td> </tr> <tr> <td>mug</td> </tr> </table> <p>pages 43–45</p>	mom	pop	mop	Tom	pot	mug	cop	cow	hop	cat	hot	sun	pom-pom		mat	pen	orange	ostrich	pig	mug
	mom	pop																				
mop	Tom																					
pot	mug																					
cop	cow																					
hop	cat																					
hot	sun																					
pom-pom																						
mat																						
pen																						
orange																						
ostrich																						
pig																						
mug																						

English First Additional Language Grade 2 – Term 1: Week 5 Day 2

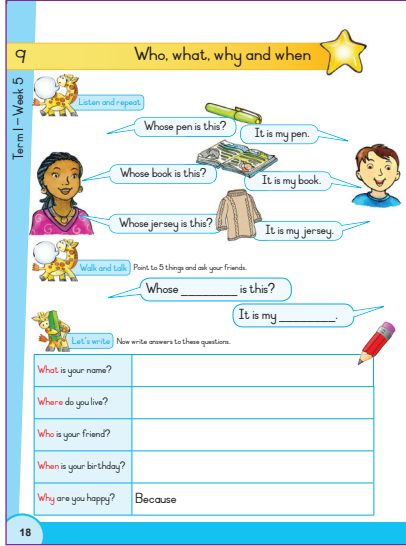
ACTIVITY (15 min)		RESOURCES
HOMEWORK	<ul style="list-style-type: none"> Instruct learners to find one more word with each of m, p and o sounds and write the words in their exercise books. 	Homework books

ACTIVITY (15 min)		RESOURCES
WRITING	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Write sentences on the board and ask learners to correct them by adding the punctuation: <ul style="list-style-type: none"> david is a boy the girl buys apples oranges and banana <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Introduce the question words: <ul style="list-style-type: none"> 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 questions 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 <ul style="list-style-type: none"> What is your name? _____ Where do you live? _____ Who is your friend? _____ When is your birthday _____. Why are you happy? _____. 	DBE workbook page 18
		<i>continues</i>

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 5 Day 2

continued

WRITING	<p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> 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. 	<p>DBE workbook page 18</p>
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ACTIVITY		RESOURCES
HOMEWORK	<ul style="list-style-type: none"> Ask learners to complete the following questions in their homework books: <ul style="list-style-type: none"> Where _____ ? What _____ ? Who _____ ? 	<p>Homework books</p>

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 5 Day 3

WEEK	5	DAY	3	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	Listening and speaking <ul style="list-style-type: none"> Talks about an object in a picture in response to the teacher’s instructions Group Guided Reading <ul style="list-style-type: none"> Shows understanding of punctuation when reading aloud (exclamation mark)
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ACTIVITY (15 min)	RESOURCES								
<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Learners open their DBE workbook on pages 20 and 21. 	<p>Pictures of carrots, pumpkin, cabbage, mealies, apples, bananas, oranges, pears</p> <p>DBE workbook Pages 20–21</p> <p>Picture and word flashcards:</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>carrots</td></tr> <tr><td>pumpkin</td></tr> <tr><td>cabbage</td></tr> <tr><td>mealies</td></tr> <tr><td>apples</td></tr> <tr><td>bananas</td></tr> <tr><td>oranges</td></tr> <tr><td>pears</td></tr> </table> <p>pages 46–48</p>	carrots	pumpkin	cabbage	mealies	apples	bananas	oranges	pears
carrots									
pumpkin									
cabbage									
mealies									
apples									
bananas									
oranges									
pears									
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LISTENING AND SPEAKING Daily Activities</p> <p>Let's do Count and colour the chickens. Colour the tomatoes on the bushes.</p> <p>Let's do Paste the stickers in the correct spaces. Trace and then say the word below each picture.</p> <p>Let's speak How many chicks are there? Where are the chicks? Use words: in front on behind next to</p> <p>Let's speak Who are the people in the family? Who is the mother? Who is the father? Who is the brother? Who is the sister? Who is the grandmother? Who is the grandfather? Who are the friends? What are they all doing? What is the dog doing? What is the cat doing?</p> <p>Let's read 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.</p>	<ul style="list-style-type: none"> Ask learners to say the names of the fruits and vegetables 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: <ul style="list-style-type: none"> What do we use to water the garden? What did they collect the tomatoes in? 								

continues

continued

LISTENING AND SPEAKING <i>Daily Activities</i>	<p>CONSOLIDATION: (2min)</p> <ul style="list-style-type: none"> Create a few riddles to help learners identify objects through descriptions, for example: <div style="border: 1px solid #f1c40f; padding: 10px; margin: 10px 0;"> <p>I am a vegetable. I am big and round. You eat my leaves. What am I? (cabbage)</p> <p>I am a garden tool. I have a long handle. I dig into the soil. What am I? (spade)</p> <p>I am a garden tool. I have a long handle. I dig into the soil. What am I? (spade)</p> </div>	
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	ACTIVITY	RESOURCES
HOMEWORK	<ul style="list-style-type: none"> Ask learners to write short sentences with the following words: <ul style="list-style-type: none"> spade watering can. 	

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 5 Day 4

WEEK	5	DAY	4	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Listening and speaking</p> <ul style="list-style-type: none"> Listens to story and answers questions <p>Group Guided Reading</p> <ul style="list-style-type: none"> Shows understanding of punctuation when reading aloud (exclamation mark)
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	ACTIVITY (15 min)	RESOURCES					
LISTENING AND SPEAKING <i>Daily Activities</i>	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Display flashcards with these new words and explain their meaning: money, outside, pocket, problem and cold drink. <p>Note: Make copies of the pictures in preparation for presentation.</p> <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Ask learners to look at each picture and say what is happening. Read the story <div style="background-color: #e91e63; color: white; padding: 2px; text-align: center; font-weight: bold;">A HOLE IN A POCKET</div> <div style="background-color: #fff9c4; padding: 10px; border: 1px solid #e91e63; margin: 10px 0;"> <p>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.</p> <p>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!’</p> </div> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	<p>Flashcards:</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>money</td></tr> <tr><td>outside</td></tr> <tr><td>pocket</td></tr> <tr><td>problem</td></tr> <tr><td>cold drink</td></tr> </table> <p>page 49</p>	money	outside	pocket	problem	cold drink
money							
outside							
pocket							
problem							
cold drink							
		<i>continues</i>					

continued

LISTENING AND SPEAKING
Daily Activities

CONSOLIDATION: (2 min)

- Tell learners to choose from the words in the box to complete the sentences below:
money, outside, pocket, problem, cold drink.
 - Muzi's mother gave him _____.
 - He put the money in his _____.
 - Muzi wanted to buy _____ at the shop.

Listen and talk

Listen to the story. Then tell the story.

A hole in a pocket



hole pocket money pay cool drink

52

Term 3: Unit 9, Shopping

ACTIVITY (15 min)

FOCUSED ACTIVITY:
Listen To A Story: Shared Reading

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

continues

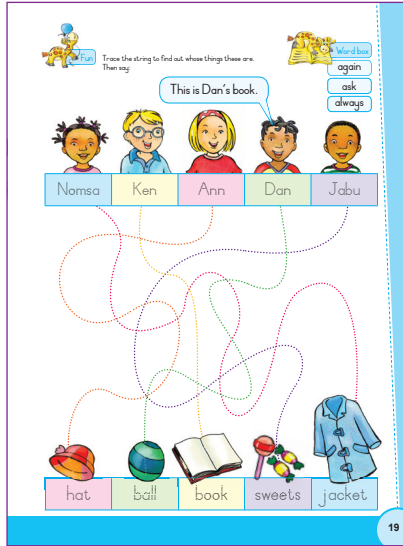
English First Additional Language Grade 2 – Term 1: Week 5 Day 4

continued

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.



DBE work book
page 19

Picture and word
flashcards:

- hat
- ball
- book
- sweets
- jacket

pages 50–51



	ACTIVITY	RESOURCES
HOMEWORK	<ul style="list-style-type: none"> Ask learners to put punctuation marks in the following sentences: <ul style="list-style-type: none"> What food do you like We eat beans meat and pap at school 	

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 5 Day 5

WEEK	5	DAY	5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	Shared reading
	• Names some of the things in the picture in response to the questions from the teacher
	Group Guided Reading
	• Shows understanding of punctuation when reading aloud (exclamation mark)
	Writing
	• Writes sentences


ACTIVITY (15 min)		RESOURCES						
FOCUSED ACTIVITY: Listen To A Story: Shared Reading	INTRODUCTION: (3 min) <ul style="list-style-type: none"> Prepare a poster of the sentences: <div style="border: 1px solid red; padding: 10px; margin: 10px 0;"> <p style="background-color: red; color: white; text-align: center; margin: 0;">WE ARE IN THE GARDEN</p> <p style="text-align: center; margin: 10px 0;">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.</p> </div> <ul style="list-style-type: none"> Ask learners the following questions: <ul style="list-style-type: none"> 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? 	DBE workbook pages 20–21 Flashcards: <table border="1" style="margin: 10px auto; width: 80%;"> <tr><td style="text-align: center;">reading</td></tr> <tr><td style="text-align: center;">digging</td></tr> <tr><td style="text-align: center;">watering</td></tr> <tr><td style="text-align: center;">eating</td></tr> <tr><td style="text-align: center;">climbing</td></tr> <tr><td style="text-align: center;">drinking</td></tr> </table> pages 52–53	reading	digging	watering	eating	climbing	drinking
	reading							
digging								
watering								
eating								
climbing								
drinking								
	PRESENTATION: (10 min) <ul style="list-style-type: none"> Tell learners to look at the pictures on pages 20 and 21 in the DBE workbook. <div style="display: flex; justify-content: space-around;">   </div>							

continues

continued

<p>FOCUSED ACTIVITY: <i>Listen To A Story: Shared Reading</i></p>	<ul style="list-style-type: none"> Ask learners the following questions: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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? <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Learners must say who is doing each of the following: reading, digging, watering, eating, climbing, drinking. 	
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	ACTIVITY	RESOURCES
<p>HOMEWORK</p>	<ul style="list-style-type: none"> Ask learners to put the punctuation marks in the following sentences: <ul style="list-style-type: none"> What food do you like We eat beans meat and pap at school 	

	ACTIVITY (15 min)	RESOURCES						
<p>WRITING</p>	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Learners open their DBE workbooks on pages 20 and 21. 	<p>DBE workbook pages 20–21</p> <p>Flashcards:</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>reading</td></tr> <tr><td>digging</td></tr> <tr><td>watering</td></tr> <tr><td>eating</td></tr> <tr><td>climbing</td></tr> <tr><td>drinking</td></tr> </table> <p>pages 52–53</p>	reading	digging	watering	eating	climbing	drinking
reading								
digging								
watering								
eating								
climbing								
drinking								

continues

continued

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?

PRESENTATION: (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	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Shared reading</p> <ul style="list-style-type: none"> • Listens to a short story and answers questions <p>Group Guided Reading</p> <ul style="list-style-type: none"> • Uses reading strategies taught in the Home Language; monitors self when reading phonics and sight words
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Activity	Resources
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LISTENING AND SPEAKING <i>Focused Activity: Listen to a story</i></p>	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> • Tell learners to open the DBE workbook on pages 20 and 21. <div style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> </div> <ul style="list-style-type: none"> • 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> • 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:

DBE workbook pages 20–21

Pictures of man working in the garden page 54

Poster: story

continues

continued		
LISTENING AND SPEAKING <i>Focused Activity: Listen to a story</i>	<p>DAD IS IN THE GARDEN</p> <p>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.</p> <ul style="list-style-type: none"> • Read the story together. • Ask questions about the story: <ul style="list-style-type: none"> ◦ 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> • 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. 	
ASSESSMENT	<p>Informal Assessment Activity- Reading (Oral)</p> <ul style="list-style-type: none"> • Learners must read a short written text with you. Observe the following: <ul style="list-style-type: none"> ◦ 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. <p>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.</p>	<p>Observation book Assessment recording sheet</p>


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

English First Additional Language Grade 2 – Term 1: Week 6 Day 1, 3, 4, 5

WEEK	6	DAY	1, 3, 4, 5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Group Guided Reading</p> <ul style="list-style-type: none"> • 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
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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	RESOURCES
READING Group Guided	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> • 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.  <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> • 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. 	DBE workbook page 20

continues

continued

READING
Group Guided

- 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.

DBE workbook
page 22

- 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.

Poster: story

CONSOLIDATION: (2 min)

- Ask learners some questions to test their comprehension of the passage.

Observation/Reflection Notes:

FIRST ADDITIONAL LANGUAGE- ENGLISH			TEACHER		DATE:	
GRADE: 2:						
GROUP GUIDED READING PLANNING						
WEEK:	DAY	Group Guided Reading	Reading Series available at school	Individual Work		
1	15 min	DBE workbook Attached Lesson Plan -Group Guided Reading: Week: 6 DBE workbook page 22 New vocabulary: watering, digging, drinking, reading, sitting, running High frequency words: ate, away, be		Rest of class		
3	Group D					
4	Group C					
5	Group B					
5	Group A					

English First Additional Language Grade 2 – Term 1: Week 6 Day 2

WEEK	6	DAY	2	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Phonics</p> <ul style="list-style-type: none"> Identifies letter-sound relationships (Sounds: l, n) <p>Writing</p> <ul style="list-style-type: none"> Completes sentences
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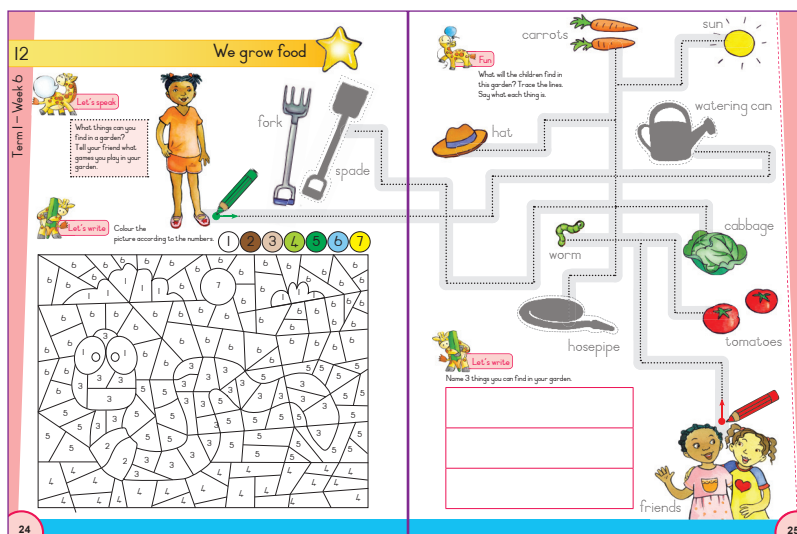
ACTIVITY (15 min)		RESOURCES															
PHONICS	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Instruct learners to say a rhyme about the parts of the body for example, <i>Head, shoulders, knees and toes</i> The learners say the rhyme as they do the actions (touch parts of the body). <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Ask learners to select words with the sounds n and l and write the words in the correct column in their exercise books: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> lift not log nose name leg nod shoes cabbage lemon look lip meat next left net </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Words with n sound</td> <td style="width: 50%; padding: 5px;">Words with l sound</td> </tr> <tr> <td style="height: 150px;"></td> <td style="height: 150px;"></td> </tr> </table>	Words with n sound	Words with l sound			<p>Rhyme: body parts</p> <p>Picture and flashcards of body parts</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>body</td></tr> <tr><td>ear</td></tr> <tr><td>arm</td></tr> <tr><td>back</td></tr> <tr><td>leg</td></tr> <tr><td>mouth</td></tr> <tr><td>head</td></tr> <tr><td>nose</td></tr> <tr><td>hand</td></tr> <tr><td>finger</td></tr> <tr><td>toes</td></tr> </table> <p>pages 55–58</p>	body	ear	arm	back	leg	mouth	head	nose	hand	finger	toes
	Words with n sound	Words with l sound															
body																	
ear																	
arm																	
back																	
leg																	
mouth																	
head																	
nose																	
hand																	
finger																	
toes																	

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.



DBE workbook
pages 24–25

WRITING

- 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.

sitting

digging

running

watering

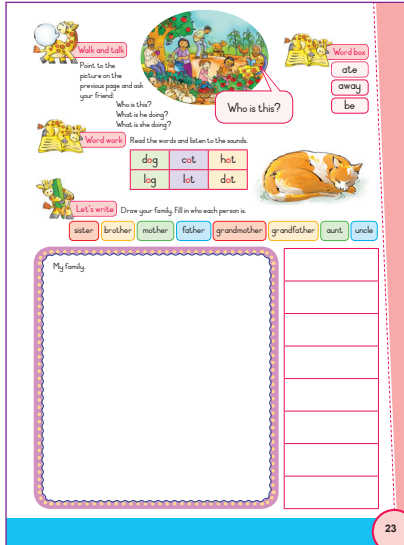
- Dad is d_____ the soil.
- Mother is s_____ on a chair.
- The cat is r_____.
- Jabu is w_____ the plants.

CONSOLIDATION: (2 min)

- The learners write the sentences with their answers and look at the picture on page 20 in the DBE workbook.

Exercise book

English First Additional Language Grade 2 – Term 1: Week 6 Day 2

	ACTIVITY	RESOURCES
HOMework	<ul style="list-style-type: none"> Ask learners to draw a picture of their family in their homework book or DBE workbook (page 23). 	DBE workbook page 23 or homework book

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 6 Day 2

WEEK	6	DAY	3	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Listening and speaking</p> <ul style="list-style-type: none"> Listens to story and retells story <p>Group Guided Reading</p> <ul style="list-style-type: none"> Use reading strategies taught in the Home Language; monitors self when reading phonics and sight words
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	ACTIVITY (15 min)	RESOURCES					
LISTENING AND SPEAKING <i>Daily Activities</i>	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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; <i>first, next, then, and lastly.</i> <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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: <div style="background-color: #f08080; padding: 5px; text-align: center; margin: 10px 0;"> HOLIDAYS AT THE BEACH </div> <div style="background-color: #fff9c4; padding: 10px; margin: 10px 0;"> <p>‘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.</p> </div> <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Ask two learners to tell the class how they spent their Christmas. 	<p>Pictures and word flashcards:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">hat</td></tr> <tr><td style="text-align: center;">beach</td></tr> <tr><td style="text-align: center;">shorts</td></tr> <tr><td style="text-align: center;">t-shirt</td></tr> <tr><td style="text-align: center;">umbrella</td></tr> </table> <p>pages 59–61</p> <p>Poster: story</p>	hat	beach	shorts	t-shirt	umbrella
hat							
beach							
shorts							
t-shirt							
umbrella							

English First Additional Language Grade 2 – Term 1: Week 6 Day 4

WEEK	6	DAY	4	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Listening and speaking</p> <ul style="list-style-type: none"> Gives a simple recount with the help of the teacher <p>Group Guided Reading</p> <ul style="list-style-type: none"> Use reading strategies taught in the Home Language; monitors self when reading phonics and sight words
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ACTIVITY (15 min)		RESOURCES
LISTENING AND SPEAKING <i>Daily Activities</i>	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Read the story <i>Christmas at the beach</i> again. Learners must listen carefully. Ask learners to re-tell the story sequentially. <p>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.</p> <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Read the summary made on the board. Learners listen to the summarised stories. 	Poster: story

Observation/Reflection Notes:

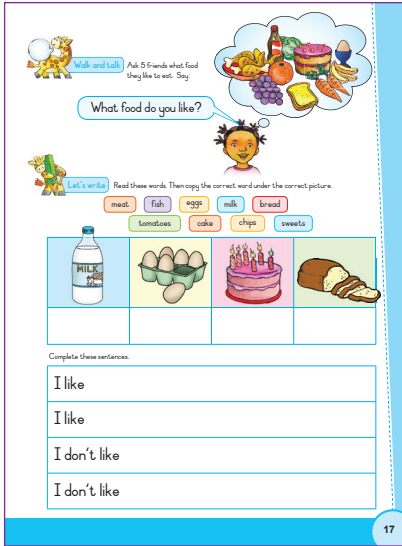
English First Additional Language Grade 2 – Term 1: Week 6 Day 5

WEEK	6	DAY	5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	Shared reading <ul style="list-style-type: none"> Dramatise action - rhyme Group Guided Reading <ul style="list-style-type: none"> Shows an understanding of punctuation when reading aloud (question mark)
--	---

	ACTIVITY (15 min)	RESOURCES
LISENING AND SPEAKING <i>Focused Activity: Listen to a story</i> SHARED READING	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Ask learners to recite any poem they have learnt, for example, <i>Heads, shoulders, knees and toes</i>. 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 talk about bears. They can describe them or say how they feel about them. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Recite the poem to the class. The learners listen and observe as you say the words and do actions. <p>SEVEN SPORTY BEARS by Cicely van Straten</p> <div style="border: 1px solid black; padding: 10px; background-color: #fff9c4;"> <p>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!</p> </div> <ul style="list-style-type: none"> Ask learners to dramatise the actions for the following words in the rhyme. (They can mime the actions, staying in one place.) <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> The learners say and perform the rhyme while reading the poster. 	<p>Poster: rhyme</p> <p>Picture: bear page 62</p>

English First Additional Language Grade 2 – Term 1: Week 6 Day 5

ACTIVITY (15 min)		RESOURCES
WRITING	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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>I love/hate...</i> in their exercise books. The sentences may be about any type of food. <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">I love _____.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">I love _____.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">I hate eating _____.</div> <div style="border: 1px solid black; padding: 5px;">I hate eating _____.</div> <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Ask learners to write a list of five vegetables and five fruits in their exercise books. 	<p>DBE workbook page 17</p> <p>Exercise book</p>
	HOMEWORK	<p>ACTIVITY</p> <ul style="list-style-type: none"> Ask learners to memorise the poem and perform it for their family at home.

5.7 Lesson plans: Week 7

WEEK	7	DAY	1	DATE	
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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

LISTENING AND SPEAKING Focused Activity: Listen to a story SHARED READING

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.

14. What we like to do

Listen and repeat

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.

Talk and ask

Ask your friend

Can you swim?
Can you sing?
Can you make a cake?
Can you catch a fish?

Let's write

What can you do? Colour in either yes or no.

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

RESOURCES

DBE workbook
page 28

Flashcards:

kick
swim
sit
sleep
run

page 63

continues

continued

LISTENING AND SPEAKING
Focused Activity: Listen to a story
SHARED READING

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.

Flashcards:

kick
swim
sit
sleep
run

page 63

Poster: sentences


Observation/Reflection Notes:

WEEK	7	DAY	1, 3, 4, 5	DATE	
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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	RESOURCES
READING Group Guided	<p>We go for a picnic</p> <p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> • 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. <p>PRESENTATION: (10 min) (READING GROUP)</p> <ul style="list-style-type: none"> • Tell learners to open the DBE workbook on pages 26 and 27. 	<p>DBE workbook pages 26–27</p>

continues

continued

READING Group Guided	<ul style="list-style-type: none"> 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. 	Flashcards:											
	<div style="background-color: #fff9c4; padding: 10px; border: 1px solid #ccc;"> <p>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.</p> </div> <ul style="list-style-type: none"> Read the story twice. The learners then read the story on their own. Observe and monitor reading behaviour, listen to pronunciation, tone, and expression. <p>CONSOLIDATION:</p> <ul style="list-style-type: none"> 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. 	<table border="1" style="width: 100%; text-align: center;"> <tr><td>pumps</td></tr> <tr><td>jump</td></tr> <tr><td>fun</td></tr> <tr><td>hum</td></tr> <tr><td>newspaper</td></tr> <tr><td>blanket</td></tr> <tr><td>flower</td></tr> <tr><td>basket</td></tr> <tr><td>ball</td></tr> <tr><td>bird</td></tr> <tr><td>kite</td></tr> <tr><td>peach</td></tr> </table> <p>pages 64–66</p>	pumps	jump	fun	hum	newspaper	blanket	flower	basket	ball	bird	kite
pumps													
jump													
fun													
hum													
newspaper													
blanket													
flower													
basket													
ball													
bird													
kite													
peach													

	ACTIVITY	RESOURCES
HOMEWORK	<ul style="list-style-type: none"> Ask learners to ask someone the following questions: <ul style="list-style-type: none"> Can you swim? Can you sleep? Can you read? The answers should be either <i>Yes I can</i> or <i>No I can't</i> 	Homework book

Observation/Reflection Notes:

GRADE: 2:		FIRST ADDITIONAL LANGUAGE- ENGLISH		TEACHER		DATE:	
WEEK: 7		Group Guided Reading		Individual Work			
DAY		DBE workbook	Reading Series available at school	Rest of class			
1 15 min Class		Attached Lesson Plan -Group Guided Reading: Week: 7 DBE workbook page 28 New vocabulary: pumps, jump, fun, hum, newspaper, blanket, flower, basket, ball, bird, kite, peach High frequency words: because, been, before					
3 Group D							
4 Group C							
5 Group B							
5 Group A							

GROUP GUIDED READING PLANNING

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

WEEK	7	DAY	2	DATE	
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LANGUAGE SKILLS COVERED IN LESSON

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

ACTIVITY (15 min)

RESOURCES

INTRODUCTION: (3 min)

- Help learners to open their DBE workbook on pages 28 and 29.

DBE workbook pages 28–29

Flashcards:

red
rug
vet
fun
sun

page 68

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.

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

ACTIVITY (15 min)		RESOURCES
WRITING	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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. 	DBE workbook page 29
	<ul style="list-style-type: none"> The learners complete the words by filling in the correct missing letters. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> The learners read the words from the flashcards or wall chart. 	

ACTIVITY (15 min)		RESOURCES
WRITING HOMEWORK	<ul style="list-style-type: none"> Instruct learners to open the DBE workbook on page 28 in. 	DBE workbook page 28
	<ul style="list-style-type: none"> Learners complete the exercise in the workbook: colour in either <i>yes</i> or <i>no</i>. 	

English First Additional Language Grade 2 – Term 1: Week 7 Day 3

WEEK	7	DAY	3	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Listening and speaking</p> <ul style="list-style-type: none"> • Memorises and performs simple action rhymes and songs <p>Group Guided Reading</p> <ul style="list-style-type: none"> • Uses reading strategies taught in the Home Language to make sense and monitors self when reading
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	ACTIVITY (15 min)	RESOURCES
LISTENING AND SPEAKING <i>Daily Activities</i>	<p>INTRODUCTION: (3 min) Ask learners to recite the poem <i>Seven Sporty Bears</i>.</p> <ul style="list-style-type: none"> • Remind learners that songs, rhymes and poems all teach us something. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> • Write the song on a chart and sing the song with the actions. <div style="background-color: #fff9c4; padding: 10px; margin: 10px 0;"> <p>This is a way we wash our hands, wash our hands, wash our hands (x2) Early in the morning. This is the way we wash our clothes, wash our clothes, wash our clothes (x2) Early in the morning</p> </div> <ul style="list-style-type: none"> • 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. <p>CONSOLIDATION:</p> <ul style="list-style-type: none"> • Allow learners to sing some songs they have learned in the previous few weeks. 	

Observation/Reflection Notes:

ACTIVITY (15 min)

RESOURCES

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.

DBE workbook
page 22

PRESENTATION:

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

14. What we like to do

Listen and repeat
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.

Walk and talk Ask your friend
Can you swim?
Can you sing?
Can you make a cake?
Can you catch a fish?

Let's write What can you do? Colour in either you or me.

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

- 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.

Flashcards:

kick
swim
sit
sleep
run

page 63
Poster: story

continued

continues

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 ★

Listen and repeat

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.

Let's write What letter does each word end with?

dog		box		sun	
	log		rabbit		moon

Let's write Fill in the missing words.

The dog is on the log.

Dad has his hat on.

The sun is hot.

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	ACTIVITY	RESOURCES
HOMEWORK	<ul style="list-style-type: none"> • Ask learners to ask someone the following questions: <ul style="list-style-type: none"> ○ Can you swim? ○ Can you sleep? ○ Can you read? • The answers should be either <i>Yes I can</i> or <i>No I can't</i> • 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

WEEK	7	DAY	4	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Listening and speaking</p> <ul style="list-style-type: none"> Develops oral vocabulary using theme <p>Group Guided Reading</p> <ul style="list-style-type: none"> Uses reading strategies taught in the Home Language to make sense and monitor self when reading
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	ACTIVITY (15 min)	RESOURCES
LISTENING AND SPEAKING <i>Daily Activities</i>	<ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Read the story from the poster: <div style="background-color: #fff9c4; padding: 10px; margin: 10px 0;"> <p style="background-color: #e04040; color: white; padding: 2px 5px; display: inline-block;">THE PUMPKIN</p> <p>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!</p> </div> <ul style="list-style-type: none"> 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. <p>CONSOLIDATION:</p> <ul style="list-style-type: none"> Ask questions to check the learners’ understanding. For example: Where is the pumpkin growing? What colour was the pumpkin at first? 	Poster

English First Additional Language Grade 2 – Term 1: Week 7 Day 5

WEEK	7	DAY	5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	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)		RESOURCES								
Focused Activity: Listen to a story SHARED READING	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> • 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. <p>PRESENTATION (10 min)</p> <p>MY FAMILY</p> <p>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?</p> <p>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.</p> <p>This is Tim. He is older than I am. He will soon be out of school and go to work.</p> <p>Mom has Lee on her hip. Lee looks like Grandpa—both have no teeth!</p>	<p>Poster story</p> <p>Flashcards:</p> <table border="1"> <tr><td>mother</td></tr> <tr><td>father</td></tr> <tr><td>sister</td></tr> <tr><td>brother</td></tr> <tr><td>aunt</td></tr> <tr><td>uncle</td></tr> <tr><td>grandmother</td></tr> <tr><td>grandfather</td></tr> </table>	mother	father	sister	brother	aunt	uncle	grandmother	grandfather
	mother									
father										
sister										
brother										
aunt										
uncle										
grandmother										
grandfather										
	<i>continues</i>									

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.

A song

My own family ★

Listen and repeat

Mam 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.

Let's write What letter does each word end with?

dog	box	sun
log	rabbit	moon

Let's write Fill in the missing words.

The is on the log.
 Dad has his on.
 The is hot.

22

Observation/Reflection Notes:

ACTIVITY (15 min)

RESOURCES

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.

ball	sleep	sit	book	pumps
------	-------	-----	------	-------

- 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?

14 What we like to do

Listen and repeat

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.

Walk and talk Ask your friend:

Can you swim?
 Can you sing?
 Can you make a cake?
 Can you catch a fish?

Let's write What can you do? Colour in either yes or no.

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


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DBE workbook
page 28

5.8 Lesson plans: Week 8

WEEK	8	DAY	1	DATE
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LANGUAGE SKILLS COVERED IN LESSON	<p>Shared reading</p> <ul style="list-style-type: none"> Understands and responds to instructions. <p>Group Guided Reading</p> <ul style="list-style-type: none"> Begins to build sight words from shared and guided reading Shows understanding of punctuation when reading aloud
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ACTIVITY (15 min)	RESOURCES						
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 10px;"> LISTENING AND SPEAKING Focused Activity: Listen to a story SHARED READING </div> <div> <p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Ask learners to open the DBE workbook on pages 30 and 31.  <ul style="list-style-type: none"> Ask learners to talk about what is happening in the pictures. Focus on the verbs, for example, play, run, sit, slide, swing, read, swim. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Instruct the learners to use the words <i>he</i> or <i>she</i> in front of the verb when they say the sentence, for example: <ul style="list-style-type: none"> He plays, He runs, He sits, He swims, He slides, He swings. Repeat using <i>she</i> instead of <i>he</i>. </div> </div>	<p>DBE workbook pages 30–31</p> <p>Flashcards:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">play</td></tr> <tr><td style="text-align: center;">sit</td></tr> <tr><td style="text-align: center;">read</td></tr> <tr><td style="text-align: center;">swim</td></tr> <tr><td style="text-align: center;">slide</td></tr> <tr><td style="text-align: center;">swing</td></tr> </table> <p>page 70</p>	play	sit	read	swim	slide	swing
play							
sit							
read							
swim							
slide							
swing							

WEEK	8	DAY	1, 3, 4, 5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON

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.

ACTIVITY (15 min) per day		RESOURCES						
READING Group Guided	<p>At the Park</p> <p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> • 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> • Learners open the DBE workbook on pages 30 and 31. 	<p>Flashcards:</p> <table border="1"> <tr><td>swing</td></tr> <tr><td>slide</td></tr> <tr><td>merry-go-round</td></tr> <tr><td>toy car</td></tr> <tr><td>boy</td></tr> <tr><td>girl</td></tr> </table> <p>page 71</p> <p>DBE workbook pages 30-31</p>	swing	slide	merry-go-round	toy car	boy	girl
	swing							
slide								
merry-go-round								
toy car								
boy								
girl								
<p>The image shows two pages from a DBE workbook. Page 30 is titled 'At the park' and features a colorful illustration of a park with children playing on a merry-go-round, a slide, and a swing. There are labels for 'toys', 'merry-go-round', 'slide', 'boy', and 'girl'. Page 31 shows children reading books under a tree, with labels for 'girl', 'boy', 'eating ice cream', 'friends', 'swing', and 'slide'. There are also word cards for 'best', 'better', and 'big'. The pages include various activities like 'Let's do', 'Let's write', 'Word box', 'Let's talk', 'Let's read', and 'Let's speak'.</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ How many children are playing on the merry-go-round? ○ Show me the children who are reading books. 								

continues

continued

READING
Group Guided

- Display a poster with the story:

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.

- 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:

FIRST ADDITIONAL LANGUAGE- ENGLISH			
GRADE: 2:		TEACHER	
WEEK: 8	Group Guided Reading		DATE:
DAY	DBE workbook	Reading Series available at school	Individual Work
1 15 min Class	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
3 Group D			
4 Group C			
5 Group B			
5 Group A			

GROUP GUIDED READING PLANNING

ACTIVITY		RESOURCES
ASSESSMENT	<p>Formal Assessment Activity 1- Reading (Oral/ practical)</p> <ul style="list-style-type: none"> • Reads a short text with you following the pointer • Assess: <ul style="list-style-type: none"> ○ fluency (word recognition) ○ expression (use of voice) ○ demonstration of understanding of punctuation when reading aloud. <p>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.</p> <p>See text and rubric on page 162</p>	<p>Assessment recording sheet or assessment book</p> <p>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.</p>

ACTIVITY		RESOURCES
HOMEWORK	<ul style="list-style-type: none"> • The learners write sentences in their homework books using the following words: plays, runs, sits, slides, swings, reads, swims <ul style="list-style-type: none"> ○ He _____ ○ She _____ ○ The girl _____ ○ The boy _____ 	<p>Exercise book</p>

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 8 Day 2

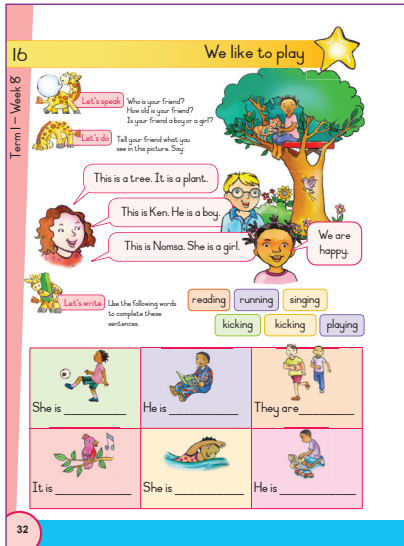
WEEK	8	DAY	2	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Phonics</p> <ul style="list-style-type: none"> Identifies letter-sound relationships (Sounds: y, w) <p>Writing</p> <ul style="list-style-type: none"> Writes a caption for a picture with the help of the teacher.
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ACTIVITY (15 min)		RESOURCES								
PHONICS	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Ask learners to copy four of the words into their books and draw a picture of each of them. 	<p>Pictures and word flashcards:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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> </table> <p>pages 72–73</p>	watch	yoyo	wood	wool	yellow	yoghurt	wig	yes
watch										
yoyo										
wood										
wool										
yellow										
yoghurt										
wig										
yes										

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 8 Day 2

ACTIVITY (15 min)		RESOURCES								
WRITING	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Show flashcards and pictures to the learners: watch, wool, yellow. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Ask learners to choose a word from those given in the box and match it with the correct picture: <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> yoyo yoghurt watch wig </div> <p>CONSOLIDATION: (2 min)</p> <p>Assessment Activity 1- Written:</p> <ul style="list-style-type: none"> 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. 	<p>Pictures and word flashcards:</p> <table border="1" style="width: 100%; text-align: center;"> <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> </table> <p>pages 72–73</p> <p>DBE workbook page 32</p>	watch	yoyo	wood	wool	yellow	yoghurt	wig	yes
	watch									
yoyo										
wood										
wool										
yellow										
yoghurt										
wig										
yes										

ACTIVITY		RESOURCES
ASSESSMENT	<p>Formal Assessment Activity 1- Written</p> <ul style="list-style-type: none"> Complete the work sheet on page 161 any day this week. Complete sentences by filling in the missing words. 	<p>Assessment recording sheet or book</p>

ACTIVITY		RESOURCES
HOMEWORK	<ul style="list-style-type: none"> Learners look for pictures of things starting with y and w in magazines. They cut and paste the pictures in their homework books. 	<p>Homework books</p>

English First Additional Language Grade 2 – Term 1: Week 8 Day 3

WEEK	8	DAY	3	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Listening and speaking</p> <ul style="list-style-type: none"> Plays language games <p>Group Guided Reading</p> <ul style="list-style-type: none"> Begins to build sight words from shared and guided reading Shows understanding of punctuation when reading aloud
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ACTIVITY (15 min)		RESOURCES
LISTENING AND SPEAKING <i>Daily Activities</i>	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Ask learners to name the types of clothes we wear for different weather conditions, for example: <ul style="list-style-type: none"> What do we wear when it is cold? What do we wear when it is hot? Write the clothing words on the board. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Tell the learners that the game they are going to play is called <i>Memory game</i>. 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. <p>Note: The game develops visual memory and vocabulary skills.</p> <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Allow learners to play the game with other items for example, items from the shop they set up in class. 	Poster of clothes

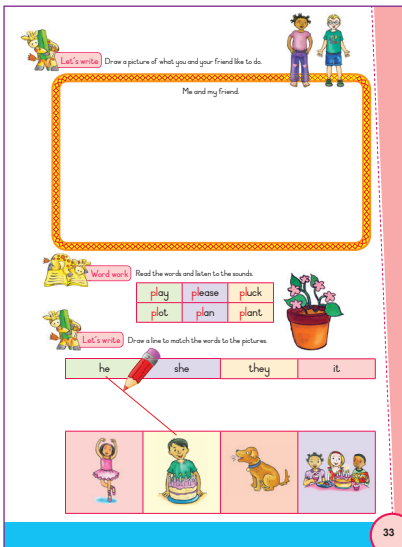
Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 8 Day 4

WEEK	8	DAY	4	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Listening and speaking</p> <ul style="list-style-type: none"> Plays language games <p>Group Guided Reading</p> <ul style="list-style-type: none"> Begins to build sight words from shared and guided reading. Shows understanding of punctuation when reading aloud
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ACTIVITY (15 min)		RESOURCES				
LISTENING AND SPEAKING <i>Daily Activities</i>	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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). <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Explain the language game to the learners: <i>What did you do yesterday?</i> Each learner adds one thing to the list. Learners have to remember what was said before their turn. Example: <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Ask learners to talk about the things they do in the morning before they come to school. 	<p>Flashcards:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">where</td></tr> <tr><td style="text-align: center;">when</td></tr> <tr><td style="text-align: center;">who</td></tr> <tr><td style="text-align: center;">what</td></tr> </table> <p>page 74</p>	where	when	who	what
where						
when						
who						
what						


ACTIVITY		RESOURCES
HOMEWORK	<ul style="list-style-type: none"> Ask learners to open the DBE workbook on page 33. They must draw a picture of things they like to do with their friends. 	<p>DBE workbook page 33 Homework books</p>

English First Additional Language Grade 2 – Term 1: Week 8 Day 5

WEEK	8	DAY	5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	Shared reading
	<ul style="list-style-type: none"> Understands and responds to instructions
	Group Guided Reading
	<ul style="list-style-type: none"> Begins to build sight words from shared and guided reading. Shows understanding of punctuation when reading aloud


	ACTIVITY	RESOURCES						
LISTENING AND SPEAKING <i>Focused Activity: Listen to a story</i> SHARED READING	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Make flashcards of the verbs in the sentences. Display the poster with the sentences: <div style="background-color: #fff9c4; padding: 10px; text-align: center;"> <p>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.</p> </div> <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Learners open the DBE workbook on pages 30 and 31. Learners look at the pictures and describe what the children are doing. 	<p>DBE workbook pages 30–31</p> <p>Flashcards:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">play</td></tr> <tr><td style="text-align: center;">sit</td></tr> <tr><td style="text-align: center;">read</td></tr> <tr><td style="text-align: center;">swim</td></tr> <tr><td style="text-align: center;">slide</td></tr> <tr><td style="text-align: center;">swing</td></tr> </table> <p>page 75</p>	play	sit	read	swim	slide	swing
	play							
sit								
read								
swim								
slide								
swing								

ACTIVITY (15 min)		RESOURCES														
WRITING	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min)</p> <p>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, <i>He can run, She can slide, The dog can swim, The man can swing.</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>play</td> <td>swim</td> <td>slide</td> <td>swing</td> </tr> </table> <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Ask learners to use the words to make sentences in their exercise books. <table border="1" style="width: 100%; text-align: center;"> <tr> <td>play</td> <td>swim</td> <td>slide</td> <td>swing</td> </tr> </table>	play	swim	slide	swing	play	swim	slide	swing	<p>Flashcards and pictures:</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>play</td></tr> <tr><td>sit</td></tr> <tr><td>read</td></tr> <tr><td>swim</td></tr> <tr><td>slide</td></tr> <tr><td>swing</td></tr> </table> <p>page 75</p> <p>Pictures page 76–77</p> <p>DBE workbook pages 30 and 31</p>	play	sit	read	swim	slide	swing
	play	swim	slide	swing												
	play	swim	slide	swing												
play																
sit																
read																
swim																
slide																
swing																
																
<p>Observation/Reflection Notes:</p> <hr/> <hr/> <hr/> <hr/>																

5.9 Lesson plans: Week 9

WEEK	9	DAY	1	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	Shared reading <ul style="list-style-type: none"> Acts out a story using some of the dialogue Group Guided Reading <ul style="list-style-type: none"> Reads own and others' writing
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ACTIVITY (15 min)		RESOURCES						
LISTENING AND SPEAKING <i>Focused Activity: Listen to a story</i> SHARED READING	<p style="text-align: center;">People who help</p> <p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Learners look at pictures on pages 34 and 35 of the DBE workbook.  <ul style="list-style-type: none"> Ask learners questions based on the pictures. For example: <ul style="list-style-type: none"> 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. 	<p>DBE workbook pages 34–35</p> <p>Flashcards:</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>fireman</td></tr> <tr><td>vet</td></tr> <tr><td>nurse</td></tr> <tr><td>doctor</td></tr> <tr><td>policeman</td></tr> <tr><td>teacher</td></tr> </table> <p>page 78</p> <p style="text-align: right;"><i>continues</i></p>	fireman	vet	nurse	doctor	policeman	teacher
fireman								
vet								
nurse								
doctor								
policeman								
teacher								

Observation/Reflection Notes:

continued

LISTENING AND SPEAKING
Focused Activity: Listen to a story
SHARED READING

PRESENTATION: (10 min)

- Read the dialogue aloud to the learners.

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.

- 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	DATE	
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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		RESOURCES						
READING Group Guided	<p>INTRODUCTION: (7 min)</p> <ul style="list-style-type: none"> • 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. <p>PRESENTATION: (6 min)</p> <ul style="list-style-type: none"> • 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, <i>The vet is looking at a dog.</i> • Ask one or two learners to try to read another group member's sentence out loud. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> • 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. 	<p>DBE workbook pages 34–35</p> <p>Flashcards:</p> <table border="1"> <tr><td>fireman</td></tr> <tr><td>vet</td></tr> <tr><td>nurse</td></tr> <tr><td>doctor</td></tr> <tr><td>policeman</td></tr> <tr><td>teacher</td></tr> </table> <p>page 78</p>	fireman	vet	nurse	doctor	policeman	teacher
	fireman							
vet								
nurse								
doctor								
policeman								
teacher								

English First Additional Language Grade 2 – Term 1: Week 9 Day 1, 3, 4, 5

FIRST ADDITIONAL LANGUAGE- ENGLISH			
GRADE: 2:		TEACHER	
WEEK: 9	GROUP GUIDED READING		DATE:
DAY	Group Guided Reading	Reading Series available at school	Individual Work
1 15 min Class	DBE workbook Attached Lesson Plan -Group Guided Reading: Week: 9 DBE workbook pages 34 and 35 New vocabulary: fireman, nurse, doctor, vet, teacher, police women High frequency words: black, blue, both	Reading Series available at school	Rest of class
3 Group D			
4 Group C			
5 Group B			
5 Group A			

GROUP GUIDED READING PLANNING

English First Additional Language Grade 2 – Term 1: Week 9 Day 2

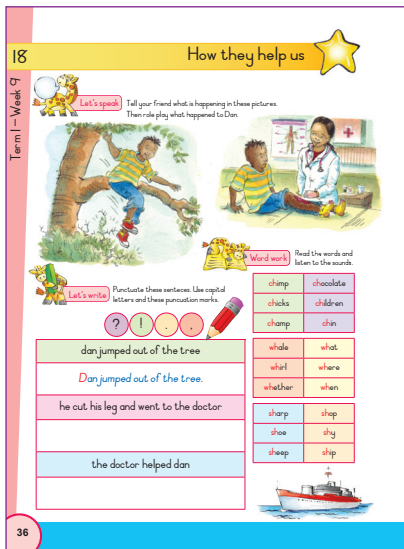
WEEK	9	DAY	2	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Phonics</p> <ul style="list-style-type: none"> Identifies letter- sound relationships (Sounds: q, u) Builds up and breaks down three letter words <p>Writing</p> <ul style="list-style-type: none"> Writes lists with headings
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ACTIVITY (15 min)		RESOURCES				
PHONICS	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min)</p> <p>Sounds: q, u- queen, question mark, quilt, umbrella, under.</p> <ul style="list-style-type: none"> 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. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> 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. 	<p>Phonics frieze</p> <p>Picture and word flashcards:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">umbrella</td></tr> <tr><td style="text-align: center;">queen</td></tr> <tr><td style="text-align: center;">question mark</td></tr> <tr><td style="text-align: center;">under</td></tr> </table> <p>pages 79–81</p> <p>Exercise books</p>	umbrella	queen	question mark	under
umbrella						
queen						
question mark						
under						

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 9 Day 2

ACTIVITY (15 min)		RESOURCES
WRITING	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none">• Revise punctuation marks. (! ? , .)• Remind learners that a punctuation mark is used in a particular manner:<ul style="list-style-type: none">○ ? when asking a question○ ! when showing emotions (happiness, surprise)○ , when making lists○ . at the end of a sentence. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none">• Ask learners to do an activity on page 36 in the DBE workbook.  <p>The screenshot shows a worksheet page titled "How they help us" with a star icon. It includes a "Let's speak" section with two illustrations: a boy jumping from a tree and a boy sitting on a bench being attended to by a doctor. Below this is a "Let's write" section with three sentences: "dan jumped out of the tree", "he cut his leg and went to the doctor", and "the doctor helped dan". There are also "Word work" boxes with words like "champ", "chocolate", "chicks", "children", "champ", "chin", "whale", "what", "whirl", "where", "whether", "when", "sharp", "shop", "shoe", "shy", "sheep", "ship".</p>	DBE workbook page 36
	<ul style="list-style-type: none">• Learners punctuate the following sentences correctly and also add capital letters:<ul style="list-style-type: none">○ he cut his leg and went to the doctor○ he doctor helped john <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none">• Ask learners to re-write the following sentence neatly in their exercise books using the handwriting skills learnt:• Today we went to town.	Worksheet

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 9 Day 3

WEEK	9	DAY	3	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	Listening and speaking <ul style="list-style-type: none"> Identifies an object from a simple oral description Group Guided Reading <ul style="list-style-type: none"> Reads own and others' writing
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ACTIVITY (15 min)	RESOURCES
<p>INTRODUCTION : (3 min)</p> <ul style="list-style-type: none"> Learners open their DBE workbooks on pages 34 and 35. Point at one picture at a time and ask learners to answer these questions: <ul style="list-style-type: none"> Who is the person? What work does the person do? With whom does the person work? <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Ask learners to look at pages 34 and 35. They must listen to the questions and find an answer: <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> </div> <ul style="list-style-type: none"> I am a woman. I work with children. Who am I? I am a teacher. I am a man. I work with fire. Who am I? I am a fireman. I am a man. I work with sick people. Who am I? I am a doctor. <p>Note: Be careful to guard against gender discrimination: Both men and women are able to do the same work.</p> <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Learners do the activity on page 35 in DBE workbook. They must look carefully at the pictures and circle <i>yes</i> or <i>no</i>. 	<p>DBE workbook pages 34–35</p>

LISTENING AND SPEAKING
Daily Activities

English First Additional Language Grade 2 – Term 1: Week 9 Day 4

WEEK	9	DAY	4	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	<p>Listening and speaking</p> <ul style="list-style-type: none"> With the help of the teacher gives a simple recount <p>Group Guided Reading</p> <ul style="list-style-type: none"> Reads own and others' writing
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	ACTIVITY	RESOURCES			
LISTENING AND SPEAKING Daily Activities	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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. 	DBE workbook page 34			
	<p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> 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. <p>PETER'S ACCIDENT</p> <p>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.</p>	Poster: story Flashcards: <table border="1" style="margin-left: 20px;"> <tr><td>tree</td></tr> <tr><td>branch</td></tr> <tr><td>break</td></tr> <tr><td>ambulance</td></tr> </table> page 82	tree	branch	break
tree					
branch					
break					
ambulance					

continues

WEEK	9	DAY	5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	Shared reading <ul style="list-style-type: none"> Acts out a story using some of the dialogue Group Guided Reading <ul style="list-style-type: none"> Reads own and others' writing
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	ACTIVITY (15 min)	RESOURCES						
Focused Activity: Listen to a story SHARED READING	<p>People who help</p> <p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Learners look at the pictures on pages 34 and 35 of the DBE workbook. <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <ul style="list-style-type: none"> Ask learners questions based on the pictures. For example: <ul style="list-style-type: none"> 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. 	<p>DBE workbook pages 34–35</p> <p>Flashcards:</p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr><td>fireman</td></tr> <tr><td>vet</td></tr> <tr><td>nurse</td></tr> <tr><td>doctor</td></tr> <tr><td>policeman</td></tr> <tr><td>teacher</td></tr> </table> <p>page 78</p>	fireman	vet	nurse	doctor	policeman	teacher
fireman								
vet								
nurse								
doctor								
policeman								
teacher								
	<i>continues</i>							

Observation/Reflection Notes:

continued

Focused Activity: Listen to a story
SHARED READING

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:

ACTIVITY (15 min)		RESOURCES
WRITING	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> • 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> • Ask learners to write their own dialogue. • Use the words from the DBE workbook on pages 34–35 to assist them: 	<p>Exercise book Chalk board Pictures</p>
	<div style="text-align: center;">  </div> <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> • Ask learners to read their dialogues to the class. 	

Observation/Reflection Notes:

5.10 Lesson plans: Week 10

WEEK	10	DAY	1	DATE
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LANGUAGE SKILLS COVERED IN LESSON	Shared reading <ul style="list-style-type: none"> Names some of the things in response to questions from the teacher Group Guided Reading <ul style="list-style-type: none"> Reads with increasing fluency and expression
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ACTIVITY	RESOURCES
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 10px;"> LISTENING AND SPEAKING Focused Activity: Listen to a story SHARED READING </div> <div> <p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> 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. <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Learners open the DBE workbook on pages 38 and 39. </div> </div>	<p>DBE workbook pages 38–39</p> <p>The screenshot shows two pages from a workbook. Page 38 is titled 'About town' and features a colorful illustration of a town from an aerial perspective. Buildings are labeled: hospital, station, school, library, bakery, butcher, green grocer, clinic, and supermarket. There are also silhouettes of a nurse and a policeman. Page 39 contains a 'Let's do' section with instructions to paste stickers and a 'Let's read' section with a short story: 'Today we went to town. We went by bus. We saw lots of cars and taxis. I got some books at the library. When it was late we went home.'</p>
<ul style="list-style-type: none"> 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. 	<i>continues</i>

continued

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.

- Read the story with the learners while pointing to the words on the poster.
- Ask the following questions:
 - What can you find in Main Street?
 - What services are offered in the following places: bakery, butchery, bank, supermarket.
- Write the learners' responses on the board.

CONSOLIDATION: (2 min)

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

Flashcards:

butchery
police station
hospital
bakery
supermarket
clinic
mountain
river

pages 83–84

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 10 Day 1, 3, 4, 5

WEEK	10	DAY	1, 3, 4, 5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON

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		RESOURCES				
READING Group Guided	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> • 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. <p>New vocabulary: fall, accident, bicycle, hurt.</p> <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> • Display the poster with the story: <div style="background-color: #fff9c4; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">THE FALL</p> <p>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.</p> </div> <ul style="list-style-type: none"> • 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. <p>CONSOLIDATION: (3 min)</p> <ul style="list-style-type: none"> • Give learners copies of the story to read at home. 	<p>Poster: The Fall</p> <p>Flashcards:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">fall</td></tr> <tr><td style="text-align: center;">accident</td></tr> <tr><td style="text-align: center;">bicycle</td></tr> <tr><td style="text-align: center;">hurt</td></tr> </table> <p>page 85</p> <p>Copies of the story</p>	fall	accident	bicycle	hurt
	fall					
accident						
bicycle						
hurt						

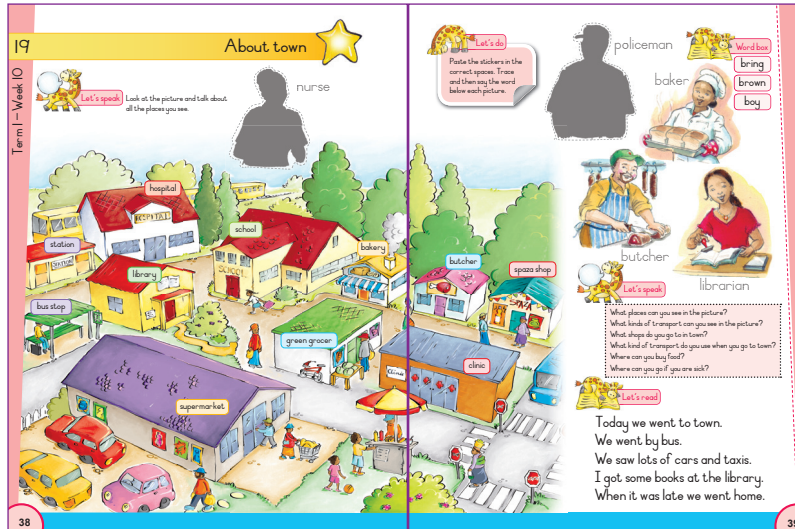
GRADE: 2:		FIRST ADDITIONAL LANGUAGE- ENGLISH		TEACHER		DATE:	
WEEK: 10		Group Guided Reading		Reading Series available at school		Individual Work	
DAY	15 min	Class	3 Group D	4 Group C	5 Group B	5 Group A	Rest of class
		DBE workbook Attached Lesson Plan–Group Guided Reading: Week: 10 Poster: The fall New vocabulary: fall, accident, bicycle, hurt High frequency words: bring, brown, boy					
GROUP GUIDED READING PLANNING							

ACTIVITY (15 min)

RESOURCES

INTRODUCTION: (3 min)

- Ask learners to look at the pictures on pages 38 and 39 of the DBE workbook.



DBE workbook pages 38–39

Flashcards:

policeman
nurse
butcher
librarian
teacher
baker

page 88

WRITING

- 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.

I want a hot dog	Library
I want to get a book	Food stand
I need carrots	Clinic
I need bread	Greengrocer
I feel sick	Station
I want a train ticket	Bakery

CONSOLIDATION: (2 min)

- Check the learners' answers.

WEEK	10	DAY	3	DATE	
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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.

LISTENING AND SPEAKING
Daily Activities

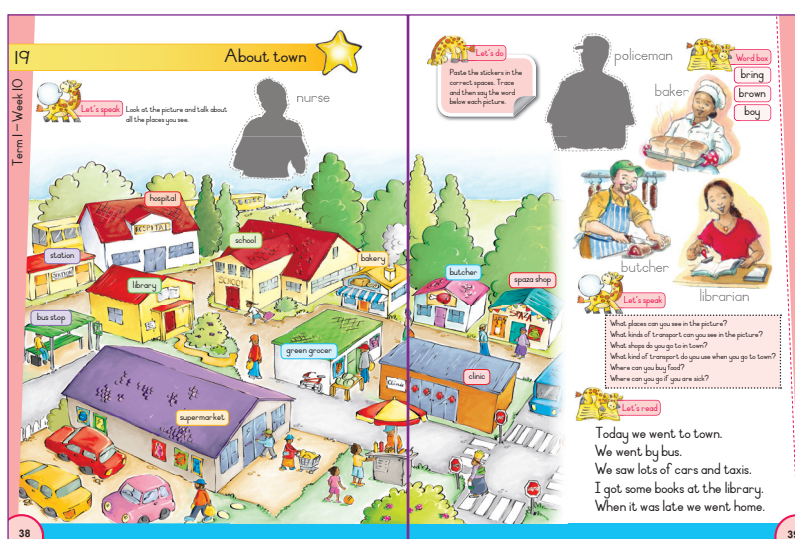
ACTIVITY (15 min)

RESOURCES

INTRODUCTION: (3 min)

- Learners look at pictures on pages 38 and 39 of the DBE workbook.

DBE workbook pages 38–39



- 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.

continues

continued

- 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.

Flashcards:

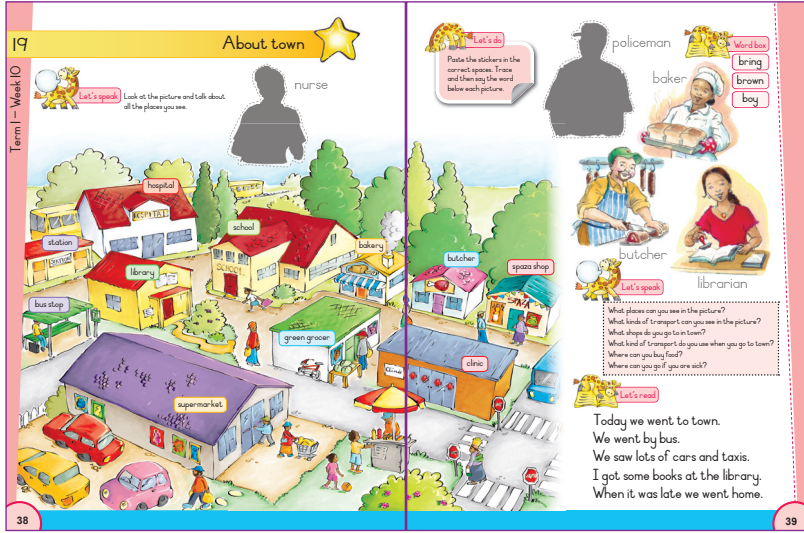
which
whose
wind
chill
snow
coat
blanket

page 89

Observation/Reflection Notes:

WEEK	10	DAY	4	DATE	
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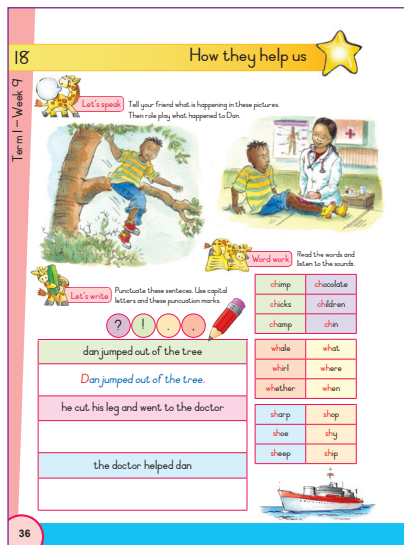
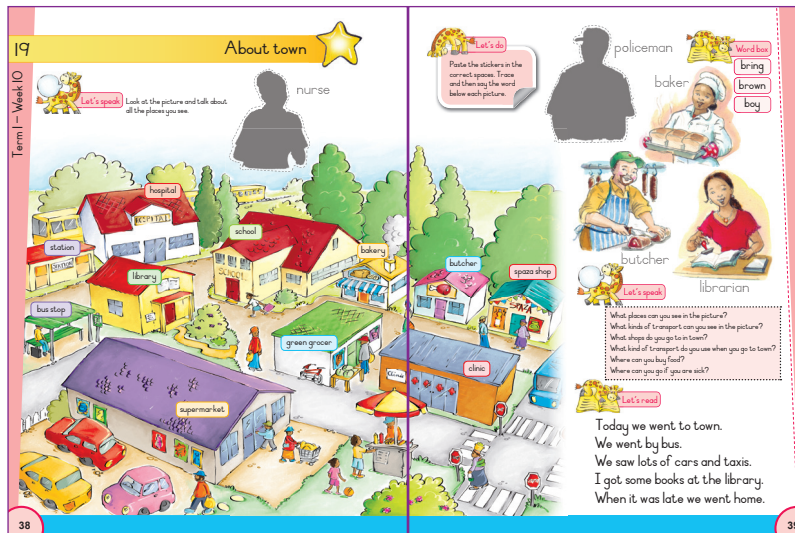
LANGUAGE SKILLS COVERED IN LESSON	<p>Listening and speaking</p> <ul style="list-style-type: none"> Understands and responds to questions using <i>whose</i> and <i>which</i> <p>Group Guided Reading</p> <ul style="list-style-type: none"> Reads with increasing fluency and expression
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ACTIVITY (15 min)		RESOURCES
LISTENING AND SPEAKING <i>Daily Activities</i>	<p>INTRODUCTION: (3 min)</p> <ul style="list-style-type: none"> Remind learners when to use the words <i>whose</i> and <i>which</i>. Learners open on pages 38 and 39 of the DBE workbook and look at pictures. Ask the learners questions using <i>whose</i> and <i>which</i>. Learners must respond. <div style="text-align: center;">  </div> <p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Collect items from learners and put them on the table. Ask learners questions about the items, using the words <i>which</i> and <i>whose</i>. Allow a few learners to ask others questions based on the items. Help learners as they ask questions. <p>CONSOLIDATION: (2 min)</p> <ul style="list-style-type: none"> Help learners to ask one question using <i>which</i> and one using <i>whose</i>. Share some of the questions. Write them on the board for learners to read aloud. 	<p>DBE workbook pages 38–39</p> <p>Exercise books</p>

WEEK	10	DAY	5	DATE	
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LANGUAGE SKILLS COVERED IN LESSON	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)		RESOURCES						
SHARED READING and WRITING	<p>INTRODUCTION: (6 min)</p> <ul style="list-style-type: none"> 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. 	<p>DBE workbook pages 38–39</p> <p>DBE workbook page 40</p> <p>Flashcards:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>butchery</td></tr> <tr><td>police station</td></tr> <tr><td>hospital</td></tr> <tr><td>bakery</td></tr> <tr><td>supermarket</td></tr> <tr><td>clinic</td></tr> </table> <p>pages 83–84</p>	butchery	police station	hospital	bakery	supermarket	clinic
	butchery							
	police station							
hospital								
bakery								
supermarket								
clinic								
<p>PRESENTATION: (10 min)</p> <ul style="list-style-type: none"> Learners open the DBE workbook on page 40 to do the activity. 								



continues

English First Additional Language Grade 2 – Term 1: Week 10 Day 5

FORMAL ASSESSMENT: ENGLISH FAL

GRADE 2

WRITING ACTIVITY 1–WEEK 8

Name: _____

Surname: _____

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:

English First Additional Language Grade 2 – Term 1: Week 10 Day 5

FORMAL ASSESSMENT: ENGLISH FAL					
GRADE 2			READING TEXT		
<p>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.</p>					
RUBRIC					
CRITERA	1	3	5	7	
Recognition of words	Unable to recognise words	Recognised only some of the words in the text	Recognises most of the words	Recognises all the words	
Tone and expression	Unable to use appropriate tone and expression when reading	Appropriate tone and expression demonstrated some of the time	Correct tone and expression used most of the time	Reads with expression and good voice modulation	
Punctuation	Unable to demonstrate understanding of punctuation	Understanding of punctuation demonstrated some of the time	Demonstrates understanding of punctuation when reading	Excellent demonstration of punctuation when reading	
TOTAL					

Observation/Reflection Notes:

English First Additional Language Grade 2 – Term 1: Week 10 Day 5

FORMAL ASSESSMENT: ENGLISH FAL					
GRADE 2			LISTENING AND SPEAKING		
WEEK 9					
Listens to a simple recount and <ul style="list-style-type: none"> 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?					
RUBRIC					
CRITERA	1	3	5	7	
Demonstrates understanding of basic vocabulary	Unable to understand English words	Understands only some of the English words in the text	Understands most of the English words	Excellent understanding of all the English words	
Answers simple questions	Unable to answer simple questions	Able to answer one question	Able to answer two questions correctly	Able to answer three questions correctly	
TOTAL					

Observation/Reflection Notes:
