



Province of the  
**EASTERN CAPE**  
EDUCATION

# ENGLISH HOME LANGUAGE LESSON PLAN EXEMPLARS

GRADE 1  
TERM 4  
2009



Province of the  
EASTERN CAPE  
DEPARTMENT OF EDUCATION  
CURRICULUM SECTION

### **NOTE TO SCHOOL MANAGEMENT TEAMS AND TEACHERS IN THE FOUNDATION PHASE**

The exemplar Literacy Lesson Plans for **Grade 1 teachers** had been developed by the Provincial and District Foundation Phase Curriculum Advisors and Foundation Phase teachers as well. This is intended to support teachers in the Planning, Teaching and Assessment process for Term 4.

The contents include the 3 Learning Programmes (Literacy, Life Skills and Numeracy) in an integrated, flexible and very user friendly manner. The lesson plans provide specific content and context which should guide the teacher in the planning process.

We trust that these support materials will provide the necessary clarity and guidance for teachers to manage the NCS implementation process successfully and confidently.

It is the responsibility of the School Management Team to monitor and support teachers in the use of these resources. The teachers are responsible for using these resources to manage the Planning, Teaching and Assessment process successfully in the classroom. These are **exemplars** that are aligned to National Policies and prescripts and teachers are encouraged to use and adapt these lessons to suit the needs and context of the learners and the school.

If schools need more clarity and guidance on the use of these Resource Materials the District and Provincial Offices can be contacted.

We trust that every school will now be better equipped to improve learner performance in the Foundation Phase.

Yours in Quality Education

-----  
Dr T Reddy

CES: ECD/Foundation Phase: Head Office: Zwelitsha

## INTRODUCTION

The Eastern Cape Department of Education, Curriculum Chief Directorate in collaboration with the District Curriculum Advisors developed this document to support teachers in planning for teaching, learning and assessment for effective implementation of the National Curriculum Statement (NCS) and the Foundations for Learning (FFL) in the Foundation Phase

The Home Languages, Afrikaans, English, IsiXhosa and SeSotho deal with the holistic development of the child, socially, emotionally, personally and physically. Language is of utmost importance in learners lives. It is the means of communication and conversation. No Learning Area (LA) can be taught without the use of language. So it is necessary for learners to master all aspects of language usage. This includes the ability to talk clearly, fluently and to express themselves without ambiguities; to listen with ease and understanding and to express clearly their thoughts **orally** and in **writing**. It also includes the ability to the **Listening, Speaking, Reading and Writing** in order to enrich their own lives and the lives of others.

This document serves to assist teachers to pace teaching, learning and assessment in Afrikaans, English, IsiXhosa and SeSotho Home Languages for Grades 1- 3, starting from Grade R in IsiXhosa and English First Additional Language (FAL) for Grade 3. A Work Schedule for term 4 has been developed in Learner Attainment Targets (LAT) documents. Integration of Assessment Standards has been done for the teachers. Planning accommodates Formal Assessment Tasks (FATs) and Learner Attainment Targets (LAT) as indicated in the Afrikaans, English, IsiXhosa, SeSotho Home Languages and First Additional Language (FAL) LAT documents available in all the Foundation Phase schools. Lesson plan exemplars can be adapted and refined so that they meet the needs and the context of the learner. The resources that are indicated are a guide. Teachers are at liberty to use other relevant material. The contact time for Literacy Learning Programme is 1 hour 50 minutes **daily** for **Grade 1**(10mins for FAL),1hr 50mins for **Grade 2** (20 mins for FAL) 2hours for **Grade 3** (30 mins for FAL). 5 hours 15 minutes **weekly** for the learners and 7 hours weekly for the teachers (1 hr 45 mins for preparations) according to FFL. All the aspects of Literacy have separate time on daily basis, for example **Drop All and Read** for 30 minutes. This time allocation for Literacy must be adhered to.



**LESSON PLAN**  
**LEARNING PROGRAMME: LITERACY (HL)**

**GRADE: 1**

**CONTENT IN CONTEXT:**

**OUR COUNTRY: SOUTH AFRICA DURATION: 2 Weeks**

**Selected LO's and AS's**

**LO 1: LISTENING**

**AS 1:** Listens attentively to instructions and announcements and responds appropriately

**AS 2:** Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, taking turns to speak and asking questions for clarification

**AS 3:** Listens with enjoyment to short stories, rhymes, poems and song from a variety cultures and shows understanding

**AS 3.1:** Listens for the main idea and important details in the story

**AS 3.2:** acts out parts of story, song or rhyme

**AS 3.3:** joins in choruses

**Learning Activities**

**NATIONAL AWARENESS**

National Symbols

Discussion:

- There are many colours in the rainbow – that is why we are called the rainbow nation, because of all the different cultures in our country.
- Although we differ, we still have many things in common.
- Learners must try to take part in the discussion.

**Resources**

Story books

Pictures

Workbook

Crayons

Flashcards

**AS 3.4:** draws a picture of the story and writes a few words about it

Scissors

**AS 3.5:** puts picture in the correct sequence and matches captions with pictures

Rhyme cards

**AS 3.6:** answers open question about the story

**AS 3.7:** expresses feelings about the story

**AS 4:** Listens, enjoys and responds appropriately to riddles and jokes

The teacher asks the following questions;

- Do you know what the name of your principal is?
- What is the name of our country?
- What is the name of the president of SA?

**AS 5:** Listens to messages and conveys them correctly

Pencils

**AS 6:** Develop phonic awareness:

**AS 6.1:** distinguishes phonemes, especially of the beginning and the end of words

Resource books

**AS 6.3:** recognises plurals ('s' and 'es'), '-ing' and '-ed' at the end of words

Books with pictures of the themes/topics

## **LO 2: SPEAKING:**

**AS 1:** Talks about personal experiences, feelings and news

Activity cards

**AS 2:** Communicates ideas using interesting descriptions and action words

Phonic flashcards

**AS 3:** Sings, recites, acts out and mimes songs, poems

- Discuss the symbols of our country.

and rhymes

**AS 4:** Uses language imaginatively for fun and fantasy

**AS 5:** Passes on messages

**AS 6:** Recounts in sequence personal experiences

**AS 7:** Tells a familiar story that has a beginning, middle and ending, using pictures for support if necessary

**AS 8:** Contributes to class and group discussions:

**AS 8.1:** by taking turns, asking questions and showing sensitivity to the rights and feelings of others;

**AS 8.2:** reports back on behalf of the group following group work;

**AS 8.3:** responds to questions asked by listeners.

**AS 9:** Uses appropriate language for different occasions and with different people:

**AS 9.1:** interviews an adult visitor to the class;

**AS 9.2:** role-plays relevant situations (e. g. making new friends);

**AS 9.3:** varies tone and volume of voice.

- Sing the school song.
- Sing the National anthem.
- Look at various coins, what do you see on the coins?
- Discuss the colours of the flag.
- Write down the colours of the flag.

Labels

Magazines

Pamphlets

Newsprint

Newspaper

### LO 3: READING AND VIEWING

**AS 2:** Role-plays reading

**AS 2.1:** holds a book the right way up;

**AS 2.2:** turns pages appropriately;

**AS 2.3:** looks at words and pictures;

**AS 4:** Recognises letters and words and makes meaning of written text:

**AS 4.3:** uses phonics and word recognition skills to decode new or unfamiliar words in context (e.g. Visual cues like shape of word and letter patterns, picture clues, context clues and letter-sound

relationship)

**AS 5:** Develops phonic awareness:

**AS 5.1:** recognises and names letters of the alphabet

**AS 5.5:** \*Segments simple words with single initial consonants short vowels (CVC pattern) into onset (the first sound) and rhyme (the last part of the syllable) eg. f- at, c-at, h-at

\*groups common words into families (eg. hat, fat, sat)

**AS 5.10:** recognises some high frequency sight words and

Read/tell the following :

#### How to get to school

Where is the school?

Who can help me?

Where are the police?

They will be able to help me.

Look up!

Why?

The school is not in the sky!

No! Look for the flag!

There is one in front of your school-

Also one in front of the Police Station!

including own name and print in the environment

#### **LO 4: WRITING**

**AS 1:** Writes with increasing legibility

**AS 1.1:** manipulates writing tools like crayons and pencils effectively

**AS 1.2:** develops letter formation and handwriting skills, drawing patterns, tracing and copying words

**AS 1.3:** forms letters of the alphabet successfully

**AS 2:** Does pre-writing;

**AS 2.2:** responds to a picture by writing simple sentences;

**AS 2.3** discusses topics and ideas for writing with classmates in pairs or groups.

**AS 3:** Writes for different purposes:

**AS 3.2** writes simple labels or captions for drawings

**AS 5.1:** uses letters to form single words and short sentences.

**AS 5.2:** leaves spaces between words.

**AS 5.3:** uses left to right, top to bottom orientation to write

**AS 5.4:** writes own sentences, with the support of writing

- Ask learners questions about 'How to get to school'.
- What is the motto of your school?
- What is the motto of our country?
- What is the motto of the police? (Learners must go and find the answers if they don't know)

Take the learners outside and give them the following instructions:

- Jump like a springbuck.
- Jump to your left/ jump to your right/jump forward.
- Jump high/higher/highest.
- Use other symbols, e. g. I am a tall tree/I am taller/I am the tallest

- Learners colour in the flag.
- Learners label the national symbols.
- Learners write short sentences about the national



frames where necessary (eg. Words on blackboard)

**AS 5.5:** starts to use basic punctuation (capital and full stops)

**AS 6:** Begins to build vocabulary and starts to spell words so that they can be read and understood by others:

**AS 6.2:** spells common words correctly

**AS 6.3:** attempts to spell unfamiliar words, using knowledge of phonics (emergent spelling);

**AS 6.4:** builds own word bank and personal diary.

## **LO 5: THINKING AND REASONING**

**AS 1:** Uses language to develop concepts

**AS 1.1:** demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence

**AS 2:** Uses language to think and reason

**As 2.1:** understands and uses language for logic and reasoning (e. g . cause and effect);

**AS 2.2:** classifies information (eg. Groups of different kinds of animals)

**AS 3:** Uses language to investigate and explore

symbols, with the support of writing frames.

- Learners write new vocabulary in their dictionaries.
- Learners read their sentences to the class.

- Divide learners in groups.
- Each group must pretend to be an animal.
- The other groups must guess which animal is which group.
- Learners are only allowed to mime.

- Learners write short sentences about the animals they pretended to be.
- Attention is paid to capital letters and full stops.

**AS 3.1** ask questions and searches for information;

**AS 3.4:** Solves picture and word puzzles

## **LO 6: LANGUAGE STRUCTURE AND USE**

**AS 1:** Relates sounds to letters and words

**AS 1.1:** uses phonics to read and write words

**AS 2:** Works with words

**AS 2.1:** knows where a written word begins and

ends and leaves spaces between words

**AS 2.2:** spells some familiar words correctly

**AS 3:** Works with sentences

**AS 3.1:** writes simple sentences (eg. Jay won the race)

**AS 3.2:** uses punctuation – a capital letter at the beginning of a sentence and a full stop at the end

**AS 5:** Develops critical language awareness:

**AS 5.2:** explores why different language is used in different contexts

**AS 6:** uses meta-language (terms such as sentence, capital letter, full stop, dictionary)

**REFLECTIONS:**

**SUMMARY OF FORMAL ASSESSMENT TASKS FOURTH TERM**

**LITERACY: HL**

<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>LO 1 AS 3.4</b> <b>LO 4 AS 5.4</b> <b>LO 4 AS 5.5</b>	<b>LO 3 AS 4.3</b> <b>LO 3 AS 5.7</b>	<b>LO 2 AS 4</b> <b>LO 4 AS 6.3</b>	<b>LO 1 AS 6</b> <b>LO 5 AS 4.1</b> <b>LO 6 AS 3.1</b>

**LESSON PLAN**  
**LEARNING PROGRAMME: LITERACY (HL)**

**GRADE: 1**

**CONTENT IN CONTEXT:**

**OUR COUNTRY: DIFFERENT RELIGIONS**

**DURATION: 2 Weeks**

## Selected LO's and AS's

### LO 1: LISTENING

**AS 1:** Listens attentively to instructions and announcements and responds appropriately

**AS 2:** Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, taking turns to speak and asking questions for clarification

**AS 3:** Listens with enjoyment to short stories, rhymes, poems and song from a variety cultures and shows understanding

**AS 3.1:** listens for the main idea and important details in the story

**AS 3.2:** acts out parts of story, song or rhyme

**AS 3.3:** joins in choruses

**AS 3.4:** draws a picture of the story and writes a

few words about it

**AS 3.5:** puts picture in the correct sequence and matches captions with pictures

## Learning Activities

Tell learners a story, poems, rhymes or sing songs – all about different cultures.

- Show pictures to the learners.
- Let them put the pictures in the correct sequence.
- Learners write their own sentences.
- Note the capital letters and full stops.
- Ask learners open questions.
- Learners must express their feelings.

## Resources

Story books

Pictures

Workbook

Crayons

Flashcards

Scissors

Rhyme cards

**AS 3.6:** answers open question about the story

**AS 3.7:** expresses feelings about the story

**AS 3.8:** communicates back the sequence of ideas

**AS 4:** Listens, enjoys and responds appropriately to riddles and jokes

**AS 5:** Listens to messages and conveys them correctly

**AS 6** Develop phonic awareness:

**AS 6.1:** distinguishes phonemes, especially of the beginning and the end of words

**AS 6.2:** recognise some rhyming words in common rhymes and songs (e. g. "We're going to the zoo, you can come too, too, too")

**AS 6.3:** recognises plurals ('s' and 'es'), '-ing' and '-ed' at the end of words

## **LO 2: SPEAKING:**

**AS 1:** Talks about personal experiences, feelings and news

**AS 2:** Communicates ideas using interesting descriptions and action words

- Use words in the story and ask learners to identify the first and the last sound.
- Let learners identify rhyming words.
- Learners must also identify singular and plural forms in the story.

Letter cards

Pencils

Resource books

Books with pictures of the themes/topics

Activity cards

Phonic flashcards

Glue

- Learners speak about their own religion.
- Invite a minister to the class and allow learners to

**AS 3:** Sings, recites, acts out and mimes songs, poems and rhymes

**AS 4:** Uses language imaginatively for fun and fantasy

**AS 5:** Passes on messages.

**AS 6:** Recounts in sequence personal experiences

**AS 7:** Tells a familiar story that has a beginning, middle and ending, using pictures for support if

necessary

**AS 8:** Contributes to class and group discussions:

**AS 8.1:** by taking turns, asking questions and showing sensitivity to the rights and feelings of others;

**AS 8.2** reports back on behalf of the group following group work;

**AS 8.3:** responds to questions asked by listeners

**AS 9:** uses appropriate language for different occasions and with different people:

**AS 9.1** interviews and adult visitor to the class;

**AS 9.2** role-plays relevant situations (e. g. making new friends);

ask questions.

- Learners discuss different festival days.
- Learners discuss why these days are so important.
- Discuss the dates that these festivals take place.

Labels

Chalkboard

Use pictures and tell learners about the different religions.

TV, DVD

Video recorder

Tape recorder

*Jews*

- The minister is known as a Rabbi.
- Their Bible is known as a Talmoed.
- The men and women are not allowed to sit together in the synagogue.
- They must sit in different venues.
- Men wear small hats, that they call 'kippahs'.
- Their Sabbath starts on a Friday just after sunset until sunrise on Saturday.
- Their symbol is the 'Star of David'.

Magazines

Pamphlets

Newsprint

*Muslims*

Newspaper

- Their church is known as a mosque.
- Their minister is called the Imam.

**AS 9.3** varies tone and volume of voice.

### **LO 3: READING AND VIEWING**

**AS 1:** Uses visual cues to make meaning:

**AS 3:** Makes meaning of written text:

**AS 3.1:** reads a story with the teacher and

-discusses the main idea

-identifies the details (example eg. Main characters, sequence of events , setting)

-says whether the story was liked and why

**AS 4:** Recognises letters and words and makes meaning of written text:

**AS 4.1:** reads simple written materials (labels, stories etc.) for different purposes

**AS 4.3:** uses phonics and word recognition skills to decode new or unfamiliar words in context (eg. Visual cues like shape of word and letter patterns, picture clues, context clues and letter-sound relationship)

**AS 5:** Develops phonic awareness:

**AS 5.1:** recognises and names letters of the alphabet

**AS 5.5:** \*Segments simple words with single initial

- Their bible is called the Koran.
- The Koran comes from Allah and every word in the Koran is holy.
- Shoes must be taken off before you can go into the mosque.
- The men wear a 'fes' and the women must cover their heads, arms and legs.
- Their Sabbath is on Friday.

### *Christians*

- They believe in the Bible.
- Their minister preaches on a Sunday in a church.
- They believe that God is their ultimate saviour.
- They celebrate Christmas, Good Friday, etc.
- Their symbol is the cross.

### *Hindu*

- Their church building is the temple of Mandir.
- Their holy book is the Vedas.
- Their minister is a priest that guides them when

consonants short vowels (CVC pattern) into onset (the first sound) and rhyme (the last part of the syllable) eg. f- at, c-at, h-at

\*groups common words into families (eg. hat, fat, sat)

**AS 5.10:** recognises some high-frequency sight words

#### **LO 4: WRITING**

**AS 1:** Writes with increasing legibility

**AS 1.1:** manipulates writing tools like crayons and pencils effectively

**AS 1.2:** develops letter formation and handwriting skills, drawing patterns, tracing and copying words

**AS 1.3:** forms letters of the alphabet successfully

**AS 2:** Does pre-writing

**AS 5.1:** uses letters to form single words and short sentences.

**AS 5.2:** leaves spaces between words.

**AS 5.3:** uses left to right, top to bottom orientation to write

**AS 5.4:** writes own sentences, with the support of writing frames where necessary (eg. Words on blackboard)

**AS 5.5:** starts to use basic punctuation (capital and full

they are meditating.

- They are not allowed to wear shoes in the temple.
- The burn incense when they are meditating.
- In the temple they sit on the floor.
- Women must cover their heads, arms and legs,
- Men and women must sit separately in the temple.
- Their symbol is “Om”.
- Have a discussion about the various religions.
- Show learners pictures about the symbols, the church buildings, etc.
- Let learners put the right pictures by the different religions.

Show learners pictures out of the picture box.

- Learners write down the letters the pictures begin with.
- Each learner gets a page out of a newspaper or magazine.
- Flash a letter and ask learners to look for those letters on that specific page.
- Learners must try to read these words.
- Write the new words in their personal dictionaries.

Divide learners into groups:

- Each group gets a “teacher”.
- The leader flashes words and the learners must read these words.



stops)

**AS 6:** Begins to build vocabulary and starts to spell words so that they can be read and understood by others:

**AS 6.2:** spells common words correctly

#### **LO 5: THINKING AND REASONING**

**AS 1:** Uses language to develop concepts

**AS 1.1:** demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence

**AS 2:** Uses language to think and reason

**AS 2.2:** classifies information (eg. Groups of different kinds of animals)

**AS 3:** Uses language to investigate and explore

**AS 3.4:** Solves picture and word puzzles

#### **LO 6: LANGUAGE STRUCTURE AND USE**

**AS 1:** Relates sounds to letters and words

**AS 1.1:** uses phonics to read and write words

**AS 2:** Works with words

- When the learners in that specific group know all the words, they must exchange with the other groups.
- Learners must also write down plural and gender forms.

**AS 2.1:** knows where a written word begins and

ends and leaves spaces between words

**AS 2.2:** spells some familiar words correctly

**AS 2.4:** uses capital letters for names (eg. Brenda)

**AS 2.5:** groups words (eg. Word that rhyme)

**AS 3:** Works with sentences

**AS 3.1:** writes simple sentences (eg. Jay won the race)

**AS 3.2:** uses punctuation – a capital letter at the beginning of a sentence and a full stop at the end

**AS 3.4:** uses simple present and past tenses correctly

**AS 4:** Works with texts :

**AS 4.2:** talks about texts (eg. Stories) using terms like 'beginning', 'middle', and 'end'

**AS 5:** Develops critical language awareness:

**AS 5.2:** explores why different language is used in different contexts

**AS 6:** uses meta-language (terms such as sentence, capital letter, full stop, dictionary)

**DETAILS OF ASSESSMENT:**

**BARRIERS TO LEARNING:**

**LESSON PLAN**  
**LEARNING PROGRAMME: LITERACY (HL)**

**GRADE: 1**

**CONTENT IN CONTEXT:**

**OUR COUNTRY: Different cultures**

**DURATION: 2 Weeks**

**Selected LO's and AS's**

**Learning Activities**

**Resources**

**LO 1: LISTENING**

Learners listen to appropriate stories and answer questions. Use appropriate pictures so that learners can

**AS 1:** Listens attentively to instructions and announcements and responds appropriately

**AS 2:** Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, taking turns to speak and asking questions for clarification

**AS 3:** Listens with enjoyment to short stories, rhymes, poems and song from a variety cultures and shows understanding

**AS 3.1:** Listens for the main idea and important details in the story

**AS 3.2:** acts out parts of story, song or rhyme

**AS 3.3:** joins in choruses

**AS 3.4:** draws a picture of the story and writes a few words about it

**AS 3.5:** puts picture in the correct sequence and matches captions with pictures

**AS 3.6:** answers open question about the story

**AS 3.7:** expresses feelings about the story

put it in the right sequence.

### Thoko's wedding

Thoko told her friend, Amaqhikiza, that she loves Vela very much. Amaqhikiza gave some beads to Vela and told him that Thoko loves him very much.

Vela told his family this wonderful news. Vela's father offered to pay lobola to Toko's family.

After a while Busi was sent to invite Kule to their home. Thoko's parents discussed the presents and lobola they wanted for Thoko. When Vela took the labola to Toko's house, the families slaughtered a goat and drank utshwala. Thoko's family had to slaughter the goat, so that they could ask the ancestors to look after Thoko.

On the Friday they slaughtered a cow. On that Saturday they got dressed for the wedding and danced. A witness asked whether they love each other. Thoko's father was not happy. He said that Vela's parents still owed him three more cows.

On the Sunday Thoko gave presents to Vela's family.

- Learners write own sentences and draw a picture of the story.
- Pay attention to capital letters and full stops.

Story books

Pictures

Workbook

Crayons

Flashcards

Scissors

Rhyme cards

**AS 4:** Listens, enjoys and responds appropriately to riddles and jokes

**AS 5:** Listens to messages and conveys them correctly

**AS 6:** Develop phonic awareness:

AS 6.1: distinguishes phonemes, especially of the beginning and the end of words

**AS 6.3:** recognises plurals ('s' and 'es'), '-ing' and '-ed' at the end of words

**LO 2: SPEAKING:**

**AS 1:** Talks about personal experiences, feelings and news

**AS 2:** Communicates ideas using interesting descriptions and action words

**AS 3:** Sings, recites, acts out and mimes songs, poems and rhymes

**AS 4:** Uses language imaginatively for fun and fantasy

**AS 5:** Passes on messages

**AS 6:** Recounts in sequence personal experiences

**AS 7:** Tells a familiar story that has a beginning, middle and ending, using pictures for support if necessary

- Cut out some sentence strips of the story and learners must put it in the correct sequence.

- Learners must look for the plural form in the story.

- Look for the past tense in the story.

- Role-play the story in groups.

Tell the learners another appropriate story:

The big day

Going to the big school! Pako waited for this day.

He is no longer in the Grade R class in the community based centre. The school only starts tomorrow, but today they have to be enrolled at the school. The teacher wants to see how many learners she's going to have in her class.

Letter cards

Pencils

Resource books

Books with pictures of the themes/topics

Activity cards

Phonic flashcards

Glue

Labels

**AS 8:** Contributes to class and group discussions:

Chalkboard

**AS 8.1:** by taking turns, asking questions and showing sensitivity to the rights and feelings of others;

The teacher greets the children, but Pako is very nervous. He doesn't know what to call the teacher, but she says: "You can call me Teacher. Pako. This is a tradition at our school."

**AS 8.2:** reports back on behalf of the group following group work;

**AS 8.3:** responds to questions asked by listeners.

Magazines

**AS 9:** Uses appropriate language for different occasions and with different people:

The other children are all looking at Pako. Pako is from Swaziland and there they still wear traditional clothes. Another boy is wearing a long shirt-dress. His name is Anand Naidoo and Pako wonders whether they will become friends.

Pamphlets

**AS 9.1:** interviews an adult visitor to the class;

News print

**AS 9.2:** role-plays relevant situations (e. g. making new friends);

**AS 9.3:** varies tone and volume of voice.

There is also a girl with long black hair, Lily. She is Chinese and she was his friend in the Grade r class. He is very glad to see her again. The teacher gives them a list of clothes that they must wear to school. Pako doesn't like the school clothes, but teacher says they can wear their traditional clothes if they are going to celebrate special days.

Newspaper

### **LO 3: READING AND VIEWING**

**AS 1:** Uses visual cues to make meaning:

**AS 1.1:** predicts from the cover of the book what the story is about

**AS 1.2:** uses illustrations to interpret the meaning of stories and tells the story.

- Give learners a chance to ask questions about the story.
- Let learners speak about their own experiences.
- Show pictures of all the cultures in SA.
- Discuss the different clothing and put flashcards at the pictures.

**AS 2:** Role-plays reading

**AS 2.1:** holds a book the right way up;

**AS 2.2:** turns pages appropriately;

**AS 2.3:** looks at words and pictures;

**AS 2.4:** uses pictures to construct ideas.

**AS 4:** Recognises letters and words and makes meaning of written text:

**AS 4.3:** uses phonics and word recognition skills to decode new or unfamiliar words in context (e.g. Visual cues like shape of word and letter patterns, picture clues, context clues and letter-sound

relationship)

**AS 5:** Develops phonic awareness:

**AS 5.1:** recognises and names letters of the alphabet

**AS 5.5:** \*Segments simple words with single initial consonants short vowels (CVC pattern) into onset (the first sound) and rhyme (the last part of the syllable) eg. f- at, c-at, h-at

\*groups common words into families (eg. hat, fat, sat)

**AS 5.10:** recognises some high frequency sight words and including own name and print in the environment

- Discuss respect and attitude towards different cultures.

- Learners must put their writing boards on the table in front of them.
- They have to follow instructions, e. g.: Put your hand in the right corner, left corner, etc. Make use of colour, letters numbers and shapes.

- Learners practise all sounds learned so far.
- Write sentences and leave space in between the words.
- Revise writing patterns.
- Learners draw lines from left to right on their boards.
- Flash sight words and learners must say it as

#### **LO 4: WRITING**

**AS 1:** Writes with increasing legibility

**AS 1.1:** manipulates writing tools like crayons and pencils effectively

**AS 1.2:** develops letter formation and handwriting skills, drawing patterns, tracing and copying words

**AS 1.3:** forms letters of the alphabet successfully

**AS 2:** Does pre-writing;

**AS 2.2:** responds to a picture by writing simple sentences;

**AS 2.3** discusses topics and ideas for writing with classmates in pairs or groups.

**AS 3:** Writes for different purposes:

**AS 3.2** writes simple labels or captions for drawings

**AS 5.1:** uses letters to form single words and short sentences.

**AS 5.2:** leaves spaces between words.

**AS 5.3:** uses left to right, top to bottom orientation to write

**AS 5.4:** writes own sentences, with the support of writing frames where necessary (eg. Words on blackboard)

quickly as possible.

- Learners knowing the words may ask their friends the words.
- Read the reading lesson.
- Pay attention to intonation.
- Teacher explains unfamiliar words.
- Give individuals a chance to read



**AS 5.5:** starts to use basic punctuation (capital and full stops)

**AS 6:** Begins to build vocabulary and starts to spell words so that they can be read and understood by others:

**AS 6.2:** spells common words correctly

**AS 6.3:** attempts to spell unfamiliar words, using knowledge of phonics (emergent spelling);

**AS 6.4:** builds own word bank and personal diary.

#### **LO 5: THINKING AND REASONING**

**AS 1:** Uses language to develop concepts

**AS 1.1:** demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence

**AS 2:** Uses language to think and reason

**As 2.1:** understands and uses language for logic and reasoning (e. g . cause and effect);

**AS 2.2:** classifies information (eg. Groups of different kinds of animals)

**AS 3:** Uses language to investigate and explore

**AS 3.1** ask questions and searches for information;

**AS 3.4:** Solves picture and word puzzles

**AS 4:** Processes information;

**AS 4.1:** organises information in simple graphical forms (e.g. chart, timeline).

## **LO 6: LANGUAGE STRUCTURE AND USE**

**AS 1:** Relates sounds to letters and words

**AS 1.1:** uses phonics to read and write words

**AS 2:** Works with words

**AS 2.1:** knows where a written word begins and ends and leaves spaces between words

**AS 2.2:** spells some familiar words correctly

**AS 3:** Works with sentences

**AS 3.1:** writes simple sentences (eg. Jay won the race)

**AS 3.2:** uses punctuation – a capital letter at the beginning of a sentence and a full stop at the end

**AS 5:** Develops critical language awareness:

**AS 5.2:** explores why different language is used in different contexts

**AS 6:** uses meta-language (terms such as sentence, capital letter, full stop, dictionary)