

ECD/FOUNDATION PHASE

LESSON PLANS: FIRST ADDITIONAL LANGUAGE – ENGLISH

GRADE 2 TERM 3

MAXIMUM TIME OF 3 HOURS

Week: 1 – Traditions

COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LISTENING AND SPEAKING: 3 days per week: Mondays, Wednesdays & Fridays	Greeting		Greeting		Greeting
SONG / RHYME	Lyrics: These are Grandmother's glasses Actions: Make circles around each eye with fingers Lyrics: This is Grandmother's cap Actions: hold fingers interlocked overhead Lyrics: This is the way she folds her hands Actions: fold hands Lyrics: And lays them in her lap Actions: lay hands in lap.		Lyrics: These are Grandmother's glasses Actions: Make circles around each eye with fingers Lyrics: This is Grandmother's cap Actions: hold fingers interlocked overhead Lyrics: This is the way she folds her hands Actions: fold hands Lyrics: And lays them in her lap Actions: lay hands in lap.		Lyrics: These are Grandmother's glasses Actions: Make circles around each eye with fingers Lyrics: This is Grandmother's cap Actions: hold fingers interlocked overhead Lyrics: This is the way she folds her hands Actions: fold hands Lyrics: And lays them in her lap Actions: lay hands in lap.
QUESTION OF THE DAY	Adapt the question to be related to your theme and vocabulary taught for the week		Adapt the question to be related to your theme and vocabulary taught for the week		Adapt the question to be related to your theme and vocabulary taught for the week
VOCABULARY	slaughter, animal, celebration, tradition		song, dance, learn, culture		pot, clay, dry, design
SIGHT WORDS	soil, mixed, own, round, night		soil, mixed, own, round, night		soil, mixed, own, round, night

SHARED READING: Title: _____ _____ 2 days per week: Tuesdays and Thursdays. Use same Big Book over two weeks. One written activity per week. (use Six Bricks)		Tuesday 1: Pre Read Tuesday 2: Second read		Thursday 1: First Read Thursday 2: Post reading activity	
PHONICS: 3 days per week (Mondays, Wednesdays & Fridays) and 1 spelling test. Use own Phonics programme.	Do revision of sounds taught in term 1 on the first two days Introduce the sound and words sp: spill, spell, spank, spunk, spit, spat, spin, spot		Segmenting and blending Play a game like letter swap Learners write the words in their exercise books		CONSOLIDATION Spelling Test and Dictation Worksheet / Activity
WRITING: 2 days per week: Tuesdays and Thursdays		Day 1: I want to learn how to...just like my... He / she is...		Day 2: I am...	
GROUP-GUIDED READING: 1 group for reading every day = 5 groups per week.	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____
EXTENSION ACTIVITY		DBE Workbook 1 Pages 67,69 and 70		Draw your last birthday	
HOMEWORK	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	
REFLECTION					

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MAXIMUM TIME OF 3 HOURS

Week: 2 – Traditions

COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LISTENING AND SPEAKING: 3 days per week: Mondays, Wednesdays & Fridays	Greeting		Greeting		Greeting
SONG / RHYME	Lyrics: These are Grandmother's glasses Actions: Make circles around each eye with fingers Lyrics: This is Grandmother's cap Actions: hold fingers interlocked overhead Lyrics: This is the way she folds her hands Actions: fold hands Lyrics: And lays them in her lap Actions: lay hands in lap.		Lyrics: These are Grandmother's glasses Actions: Make circles around each eye with fingers Lyrics: This is Grandmother's cap Actions: hold fingers interlocked overhead Lyrics: This is the way she folds her hands Actions: fold hands Lyrics: And lays them in her lap Actions: lay hands in lap.		Lyrics: These are Grandmother's glasses Actions: Make circles around each eye with fingers Lyrics: This is Grandmother's cap Actions: hold fingers interlocked overhead Lyrics: This is the way she folds her hands Actions: fold hands Lyrics: And lays them in her lap Actions: lay hands in lap.
QUESTION OF THE DAY	Adapt the question to suit your theme, e.g. "Did you ever have an argument with your friend? "		Adapt the question to suit your theme, e.g. "Did you ever have an argument with your friend? "		Adapt the question to suit your theme, e.g. "Did you ever have an argument with your friend? "
VOCABULARY	church, mosque, religion, pray		carry on, scratch, shiny, inside		holidays, celebrate, clothing, jewellery
SIGHT WORDS	rain, woke, ruined, dance, first		rain, woke, ruined, dance, first		rain, woke, ruined, dance, first

SHARED READING: Title: _____ _____ 2 days per week: Tuesdays and Thursdays. Use same Big Book over two weeks. One written activity per week. (use Six Bricks)		Tuesday 1: Pre Read Tuesday 2: Second read		Thursday 1: First Read Thursday 2: Post reading activity	
PHONICS: 3 days per week (Mondays, Wednesdays & Fridays) and 1 spelling test. Use own Phonics programme.	Do revision of sounds taught Introduce the sound and words s sh: ship, shop, shut, shed, shell, shack, shock, shall		Segmenting and blending Learners write the words in their exercise books.		Consolidation: Spelling Test Written activity / Worksheet
WRITING: 2 days per week: Tuesdays and Thursdays		Day 1: In my family we... We do this because...		Day 2: I like when... I also like...	
GROUP-GUIDED READING: 1 group for reading every day = 5 groups per week.	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____
EXTENSION ACTIVITY		DBE Workbook 1 Pages 67,69 and 70		Draw your best birthday present ever	
HOMEWORK	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	
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MAXIMUM TIME OF 3 HOURS

Week: 3 – Community

COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LISTENING AND SPEAKING: 3 days per week: Mondays, Wednesdays & Fridays	Greeting		Greeting		Greeting
SONG / RHYME	Lyrics: Stone soup, stone soup Bubbling in the pot Actions: Shimmy and shake to show water bubbling Lyrics: Stone soup, stone soup Getting nice and hot! Actions: Rub hands together in anticipation Lyrics: Let's each add a little to the water in the pot Actions: Pretend to put something in a pot Lyrics: Then stir it altogether, what a lot we've got! Actions: Pretend to stir a pot Lyrics: Stone soup, stone soup Bubbling in the pot Actions: Shimmy and shake to show water bubbling		Lyrics: Stone soup, stone soup Bubbling in the pot Actions: Shimmy and shake to show water bubbling Lyrics: Stone soup, stone soup Getting nice and hot! Actions: Rub hands together in anticipation Lyrics: Let's each add a little to the water in the pot Actions: Pretend to put something in a pot Lyrics: Then stir it altogether, what a lot we've got! Actions: Pretend to stir a pot Lyrics: Stone soup, stone soup Bubbling in the pot Actions: Shimmy and shake to show water bubbling		Lyrics: Stone soup, stone soup Bubbling in the pot Actions: Shimmy and shake to show water bubbling Lyrics: Stone soup, stone soup Getting nice and hot! Actions: Rub hands together in anticipation Lyrics: Let's each add a little to the water in the pot Actions: Pretend to put something in a pot Lyrics: Then stir it altogether, what a lot we've got! Actions: Pretend to stir a pot Lyrics: Stone soup, stone soup Bubbling in the pot Actions: Shimmy and shake to show water bubbling

	Lyrics: Stone soup, stone soup Getting nice and hot! Actions: Rub hands together in anticipation		Lyrics: Stone soup, stone soup Getting nice and hot! Actions: Rub hands together in anticipation		Lyrics: Stone soup, stone soup Getting nice and hot! Actions: Rub hands together in anticipation
QUESTION OF THE DAY	Adapt the question to be related to your theme and vocabulary taught for the week		Adapt the question to be related to your theme and vocabulary taught for the week		Adapt the question to be related to your theme and vocabulary taught for the week
VOCABULARY	town, city, village, community		helpful, teacher, farmer, herder		helpful, teacher, farmer, herder
SIGHT WORDS	spare, worried, quickly, village, delicious		spare, worried, quickly, village, delicious	spare, worried, quickly, village, delicious	spare, worried, quickly, village, delicious
SHARED READING: Title: _____ 2 days per week: Tuesdays and Thursdays. Use same Big Book over two weeks. One written activity per week. (use Six Bricks)		Tuesday 1: Pre Read Tuesday 2: Second read		Thursday 1: First Read Thursday 2: Post reading activity	
PHONICS: 3 days per week (Mondays, Wednesdays & Fridays) and 1 spelling test. Use own Phonics programme.	Do revision of previous sounds and words Introduce the sound and words -sh: wish, fish, cash, bush, push, wash, crash, trash		Segmenting and blending Learners write the words in their exercise books.		Consolidation: Spelling Test Written activity / Worksheet
WRITING: 2 days per week: Tuesdays and Thursdays		Learners write about a place in their community that they like Day 1: I like... I like it because...		Day 2: When I go there, I... I also...	

GROUP-GUIDED READING: 1 group for reading every day = 5 groups per week.	Group: _____	Group: _____	Group: _____	Group: _____	Group: _____
	Title: _____	Title: _____	Title: _____	Title: _____	Title: _____
EXTENSION ACTIVITY		DBE Workbook 2 Pages 3 and 4		Draw a picture of your community.	
HOMEWORK	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	
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Week: 4 – Community

COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LISTENING AND SPEAKING: 3 days per week: Mondays, Wednesdays & Fridays	Greeting		Greeting		Greeting
SONG / RHYME	Lyrics: I will share my food with my brothers and my sisters Actions: Hold out your hands Lyrics: will share my food with love Actions: Make a heart shape with your hands Lyrics: I will share my food with my brothers and my sisters Actions: Hold out your hands Lyrics: In the name of God above Actions: Point to the sky and smile		Lyrics: I will share my food with my brothers and my sisters Actions: Hold out your hands Lyrics: will share my food with love Actions: Make a heart shape with your hands Lyrics: I will share my food with my brothers and my sisters Actions: Hold out your hands Lyrics: In the name of God above Actions: Point to the sky and smile		Lyrics: I will share my food with my brothers and my sisters Actions: Hold out your hands Lyrics: will share my food with love Actions: Make a heart shape with your hands Lyrics: I will share my food with my brothers and my sisters Actions: Hold out your hands Lyrics: In the name of God above Actions: Point to the sky and smile
QUESTION OF THE DAY	Adapt the question to be related to your theme and vocabulary taught for the week		Adapt the question to be related to your theme and vocabulary taught for the week		Adapt the question to be related to your theme and vocabulary taught for the week
VOCABULARY	soup, ingredient, slaughter, stir		trick, villagers, plan, thin		sneaky, clever, rich, poor

SIGHT WORDS	famous, share, tasty, bowl, more		famous, share, tasty, bowl, more		famous, share, tasty, bowl, more
SHARED READING: Title: _____ _____ 2 days per week: Tuesdays and Thursdays. Use same Big Book over two weeks. One written activity per week. (use Six Bricks)		Tuesday 1: Pre Read Tuesday 2: Second read		Thursday 1: First Read Thursday 2: Post reading activity	
PHONICS: 3 days per week (Mondays, Wednesdays & Fridays) and 1 spelling test. Use own Phonics programme.	Review past sounds and words Introduce the sound and words th: then, theft, they, think, thank, that, theft, the		Segmenting and blending Learners write the words in their exercise books.		Consolidation: Spelling Test Written activity / Worksheet
WRITING: 2 days per week: Tuesdays and Thursdays		Learners write about persons in their community they admire Day 1: I want to be like..... I think he/she is...		Day 2: Write a message on a card to thank a person in your community.	
GROUP-GUIDED READING: 1 group for reading every day = 5 groups per week.	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____
EXTENSION ACTIVITY		DBE Workbook 2 pages 5,6 and 7		Learners write about the people and places in their community.	
HOMEWORK	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	
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MAXIMUM TIME OF 3 HOURS

Week: 5 - Creative Thinking

COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LISTENING AND SPEAKING: 3 days per week: Mondays, Wednesdays & Fridays	Greeting		Greeting		Greeting
SONG / RHYME	Lyrics: I use newspaper, newspaper, newspaper; I use newspaper to make a soccer ball Actions: Pretend to wrap newspaper around a small ball Lyrics: I use a packet, a packet, a packet; I use a packet to make a soccer ball Actions: Pretend to wrap a packet around the ball Lyrics: I use a handbag, a handbag, a handbag Actions: Pretend to put the ball into a handbag Lyrics: I use a handbag to make a soccer ball; I use a plastic bag, plastic bag, plastic bag I use a plastic bag to make a soccer ball. Actions: Pretend to put the ball into a plastic bag and		Lyrics: I use newspaper, newspaper, newspaper; I use newspaper to make a soccer ball Actions: Pretend to wrap newspaper around a small ball Lyrics: I use a packet, a packet, a packet; I use a packet to make a soccer ball Actions: Pretend to wrap a packet around the ball Lyrics: I use a handbag, a handbag, a handbag Actions: Pretend to put the ball into a handbag Lyrics: I use a handbag to make a soccer ball; I use a plastic bag, plastic bag, plastic bag I use a plastic bag to make a soccer ball. Actions: Pretend to put the ball into a plastic bag and		Lyrics: I use newspaper, newspaper, newspaper; I use newspaper to make a soccer ball Actions: Pretend to wrap newspaper around a small ball Lyrics: I use a packet, a packet, a packet; I use a packet to make a soccer ball Actions: Pretend to wrap a packet around the ball Lyrics: I use a handbag, a handbag, a handbag Actions: Pretend to put the ball into a handbag Lyrics: I use a handbag to make a soccer ball; I use a plastic bag, plastic bag, plastic bag I use a plastic bag to make a soccer ball. Actions: Pretend to put the ball into a plastic bag and

	to close it Lyrics: Now I play soccer, soccer, soccer; Now I play soccer with this soccer ball		to close it Lyrics: Now I play soccer, soccer, soccer; Now I play soccer with this soccer ball		to close it Lyrics: Now I play soccer, soccer, soccer; Now I play soccer with this soccer ball
QUESTION OF THE DAY	Adapt the question to relate to your theme, e.g. which animal do you like? A zebra with stripes or a leopard with spots?		Adapt the question to relate to your theme, e.g. which animal do you like? A zebra with stripes or a leopard with spots?		Adapt the question to relate to your theme, e.g. which animal do you like? A zebra with stripes or a leopard with spots?
VOCABULARY	creative, idea, old, new		find, newspaper, handbag, packet		toy, make, search, practice
SIGHT WORDS	it's, friend, there, thinks, uses		it's, friend, there, thinks, uses		it's, friend, there, thinks, uses
SHARED READING: Title: _____ _____		Tuesday 1: Pre Read Tuesday 2: Second read		Thursday 1: First Read Thursday 2: Post reading activity	
2 days per week: Tuesdays and Thursdays. Use same Big Book over two weeks. One written activity per week. (use Six Bricks)					
PHONICS: 3 days per week (Mondays, Wednesdays & Fridays) and 1 spelling test. Use own Phonics programme.	Review past sounds and words Word families: Group common words into word families		Rearrange the words: bin, bed, why, fed, pin, my, fly, shed, tin		Consolidation: Spelling Test Written activity / Worksheet
WRITING: 2 days per week: Tuesdays and Thursdays		Learners write about a toy they would love to make Day 1: I want to make a... First, I need...		Day 2: Next I need..... I can't wait	
GROUP-GUIDED READING: 1 group for reading every day = 5 groups per week.	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____

EXTENSION ACTIVITY		DBE Workbook 2 pages 8 and 9		Learners write about an idea they have	
HOMEWORK	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	
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MAXIMUM TIME OF 3 HOURS

Week: 6 - Creative Thinking

COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LISTENING AND SPEAKING: 3 days per week: Mondays, Wednesdays & Fridays	Greeting		Greeting		Greeting
SONG / RHYME	Lyrics: Let's get creative Actions: Point to your head Lyrics: Let's make something new Actions: Pretend to make something Lyrics: Then we can sit and play together, me and you Actions: Point to yourself, point to your friend Lyrics: Let's get creative Actions: Point to your head Lyrics: Creativity is free. Then we can sit and play Actions: Pretend to make something Lyrics: Together you and me!		Lyrics: Let's get creative Actions: Point to your head Lyrics: Let's make something new Actions: Pretend to make something Lyrics: Then we can sit and play together, me and you Actions: Point to yourself, point to your friend Lyrics: Let's get creative Actions: Point to your head Lyrics: Creativity is free. Then we can sit and play Actions: Pretend to make something Lyrics: Together you and me!		Lyrics: Let's get creative Actions: Point to your head Lyrics: Let's make something new Actions: Pretend to make something Lyrics: Then we can sit and play together, me and you Actions: Point to yourself, point to your friend Lyrics: Let's get creative Actions: Point to your head Lyrics: Creativity is free. Then we can sit and play Actions: Pretend to make something Lyrics: Together you and me!
QUESTION OF THE DAY	Adapt the question to relate to your theme		Adapt the question to relate to your theme		Adapt the question to relate to your theme
VOCABULARY	creative, idea, old, recycle, trash, bin, string		problem, solution, solve, determined		wear, necklace, music, instrument

SIGHT WORDS	wants, didn't, because, asked, was		wants, didn't, because, asked, was		wants, didn't, because, asked, was
SHARED READING: Title: _____ _____ 2 days per week: Tuesdays and Thursdays. Use same Big Book over two weeks. One written activity per week. (use Six Bricks)		Tuesday 1: Pre Read Tuesday 2: Second read		Thursday 1: First Read Thursday 2: Post reading activity	
PHONICS: 3 days per week (Mondays, Wednesdays & Fridays) and 1 spelling test. Use own Phonics programme.	Review past sounds and words Introduce the sound and words ch: chin, chop, check, chain, much, such, each		Segmenting and blending Learners write the words in their exercise books.		CONSOLIDATION Spelling Test and Dictation Worksheet / Activity
WRITING: 2 days per week: Tuesdays and Thursdays		Learners write about a future invention Day 1: One day..... It will help with....		Day 2: We will all be The world will be	
GROUP-GUIDED READING: 1 group for reading every day = 5 groups per week.	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____
EXTENSION ACTIVITY		DBE Workbook 2 pages 10,12,13		Learners write about a time they were creative	
HOMEWORK	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	
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MAXIMUM TIME OF 3 HOURS

Week: 7 - Healthy Eating

COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LISTENING AND SPEAKING: 3 days per week: Mondays, Wednesdays & Fridays	Greeting		Greeting		Greeting
SONG / RHYME	Lyrics: Don't eat lots of snacks Actions: Wag your finger and shake your head Lyrics: Your body won't like that! Actions: Hold your fists up to fight Lyrics: Fruit and veg are good to eat Actions: Nod your head up and down Lyrics: Healthy foods can be a treat! Actions: Hold your thumbs up and smile		Lyrics: Don't eat lots of snacks Actions: Wag your finger and shake your head Lyrics: Your body won't like that! Actions: Hold your fists up to fight Lyrics: Fruit and veg are good to eat Actions: Nod your head up and down Lyrics: Healthy foods can be a treat! Actions: Hold your thumbs up and smile		Lyrics: Don't eat lots of snacks Actions: Wag your finger and shake your head Lyrics: Your body won't like that! Actions: Hold your fists up to fight Lyrics: Fruit and veg are good to eat Actions: Nod your head up and down Lyrics: Healthy foods can be a treat! Actions: Hold your thumbs up and smile
QUESTION OF THE DAY	Adapt the question to relate to your theme		Adapt the question to relate to your theme		Adapt the question to relate to your theme
VOCABULARY	healthy, unhealthy, snack, treat		protein, meat, eggs, peanuts		focus, strong, brain, body
SIGHT WORDS	auntie, better, dried, disgusting, other		auntie, better, dried, disgusting, other		auntie, better, dried, disgusting, other

SHARED READING: Title: _____ _____ 2 days per week: Tuesdays and Thursdays. Use same Big Book over two weeks. One written activity per week. (use Six Bricks)		Tuesday 1: Pre Read Tuesday 2: Second read		Thursday 1: First Read Thursday 2: Post reading activity	
PHONICS: 3 days per week (Mondays, Wednesdays & Fridays) and 1 spelling test. Use own Phonics programme.	Review past sounds and words Introduce the sound and words th: bath, cloth, with, mouth, maths, tooth, fifth, depth		Segmenting and blending Learners write the words in their exercise books		Consolidation: Spelling Test Written activity / Worksheet
WRITING: 2 days per week: Tuesdays and Thursdays		Day 1: Fruits and vegetables I like to eat: 1. I like... 2. I like... 3. I like...		Day 2: Proteins I like to eat: 1. I like... 2. I like... 3. I like...	
GROUP-GUIDED READING: 1 group for reading every day = 5 groups per week.	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____
EXTENSION ACTIVITY		DBE Workbook 2 Pages 14,25,16,17		Learners draw food they would love to eat	
HOMEWORK	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	
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LESSON PLANS: FIRST ADDITIONAL LANGUAGE – ENGLISH

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MAXIMUM TIME OF 3 HOURS

Week: 8 - Healthy Eating

COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LISTENING AND SPEAKING: 3 days per week: Mondays, Wednesdays & Fridays	Greeting		Greeting		Greeting
SONG / RHYME	Lyrics: Proteins make us smart and strong Actions: Point at your head and then flex muscles Lyrics: Too much sugar is so wrong! Actions: Shake your head and cross your arms Lyrics: Fruit is a healthy treat Actions: Smile and hold up one finger Lyrics: And so are beans and eggs and meat! Actions: Hold up fingers two, three and four		Lyrics: Proteins make us smart and strong Actions: Point at your head and then flex muscles Lyrics: Too much sugar is so wrong! Actions: Shake your head and cross your arms Lyrics: Fruit is a healthy treat Actions: Smile and hold up one finger Lyrics: And so are beans and eggs and meat! Actions: Hold up fingers two, three and four		Lyrics: Proteins make us smart and strong Actions: Point at your head and then flex muscles Lyrics: Too much sugar is so wrong! Actions: Shake your head and cross your arms Lyrics: Fruit is a healthy treat Actions: Smile and hold up one finger Lyrics: And so are beans and eggs and meat! Actions: Hold up fingers two, three and four
QUESTION OF THE DAY	Adapt the question to relate to your theme		Adapt the question to relate to your theme		Adapt the question to relate to your theme
VOCABULARY	kitchen, cabinet, delicious, disgusting		culture, embarrassed, point, respect		full, hungry, yard, field
SIGHT WORDS	kitchen, boiled, strong, teased, ate		kitchen, boiled, strong, teased, ate		kitchen, boiled, strong, teased, ate
SHARED READING: Title: _____		Tuesday 1: Pre Read Tuesday 2: Second read		Thursday 1: First Read Thursday 2: Post reading	

2 days per week: Tuesdays and Thursdays. Use same Big Book over two weeks. One written activity per week. (use Six Bricks)				activity	
PHONICS: 3 days per week (Mondays, Wednesdays & Fridays) and 1 spelling test. Use own Phonics programme.	Review past sounds and words Introduce the sound and words sl/ and /-ing/ slash/slashing; slip/slipping; sling/slinging		Segmenting and blending Learners write the words in their exercise books.		Consolidation: Spelling Test Written activity / Worksheet Long and short vowel sounds not-note, rob-robe, ton-tone, hop-hope, cut- cute, tub-tube, cub-cube
WRITING: 2 days per week: Tuesdays and Thursdays		Day 1: My favourite healthy food is.... I love this food because.....		Day 2: I want to try..... I want to try because....	
GROUP-GUIDED READING: 1 group for reading every day = 5 groups per week.	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____
EXTENSION ACTIVITY		DBE Workbook 2 pages 18,19 and 20		Learners draw a picture of healthy food	
HOMEWORK	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	
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MAXIMUM TIME OF 3 HOURS

Week: 9 - Worried and Afraid

COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LISTENING AND SPEAKING: 3 days per week: Mondays, Wednesdays & Fridays	Greeting		Greeting		Greeting
SONG / RHYME	Lyrics: Don't keep worries in your head Actions: Wag your finger and shake your head Lyrics: Tell your teacher or mom instead Actions: Pretend to whisper in someone's ear Lyrics: Share your fears, yes you must; tell them to someone you trust! Actions: Smile		Lyrics: Don't keep worries in your head Actions: Wag your finger and shake your head Lyrics: Tell your teacher or mom instead Actions: Pretend to whisper in someone's ear Lyrics: Share your fears, yes you must; tell them to someone you trust! Actions: Smile		Lyrics: Don't keep worries in your head Actions: Wag your finger and shake your head Lyrics: Tell your teacher or mom instead Actions: Pretend to whisper in someone's ear Lyrics: Share your fears, yes you must; tell them to someone you trust! Actions: Smile
QUESTION OF THE DAY	Adapt the question to be related to your theme and vocabulary taught for the week		Adapt the question to be related to your theme and vocabulary taught for the week		Adapt the question to be related to your theme and vocabulary taught for the week
VOCABULARY	afraid, scared, spider, snake		worry, worried, nervous, trust		hungry, pay, paid, fees
SIGHT WORDS	heard, voice, how, couldn't, paid		heard, voice, how, couldn't, paid		heard, voice, how, couldn't, paid
SHARED READING: Title: _____ _____ 2 days per week: Tuesdays and		Tuesday 1: Pre Read Tuesday 2: Second read		Thursday 1: First Read Thursday 2: Post reading activity	

Thursdays. Use same Big Book over two weeks. One written activity per week. (use Six Bricks)					
PHONICS: 3 days per week (Mondays, Wednesdays & Fridays) and 1 spelling test. Use own Phonics programme.	Review past sounds and words Introduce the sound and words -oo-: pool, fool, tool, broom, spoon, soon, moon, troop		Segmenting and blending Play a game like letter swap		Consolidation: Spelling Test Written activity / Worksheet
WRITING: 2 days per week: Tuesdays and Thursdays		Day 1: Dear ____, I felt afraid of... When I felt afraid, you... ..		Day 2: It was kind when you... Thank you for... Love, ____...	
GROUP-GUIDED READING: 1 group for reading every day = 5 groups per week.	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____
EXTENSION ACTIVITY		DBE Workbook 2 pages 21,22,23,24		Learners draw something they are scared of	
HOMEWORK	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	
REFLECTION					

ECD/FOUNDATION PHASE

LESSON PLANS: FIRST ADDITIONAL LANGUAGE – ENGLISH

GRADE 2 TERM 3

MAXIMUM TIME OF 3 HOURS

Week: 10 - Worried and Afraid

COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LISTENING AND SPEAKING: 3 days per week: Mondays, Wednesdays & Fridays	Greeting		Greeting		Greeting
SONG / RHYME	Lyrics: When I'm not feeling fine Actions: Shake your head 'no' Lyrics: keep this in my mind Actions: Put your finger to your head Lyrics: I can take a breath or two Actions: Put your hand on your chest Lyrics: I take a deep breath in; breath let a slow breath out Actions: Breathe out slowly and again, in and out... Keep breathing		Lyrics: When I'm not feeling fine Actions: Shake your head 'no' Lyrics: keep this in my mind Actions: Put your finger to your head Lyrics: I can take a breath or two Actions: Put your hand on your chest Lyrics: I take a deep breath in; breath let a slow breath out Actions: Breathe out slowly and again, in and out... Keep breathing		Lyrics: When I'm not feeling fine Actions: Shake your head 'no' Lyrics: keep this in my mind Actions: Put your finger to your head Lyrics: I can take a breath or two Actions: Put your hand on your chest Lyrics: I take a deep breath in; breath let a slow breath out Actions: Breathe out slowly and again, in and out... Keep breathing
QUESTION OF THE DAY	Adapt the question to be related to your theme and vocabulary taught		Adapt the question to be related to your theme and vocabulary taught		Adapt the question to be related to your theme and vocabulary taught
VOCABULARY	cry, shake, scream, shoulder		exam, meet, people, sports		comfort, kiss, money, buy
SIGHT WORDS	ever, new, next, year, wondered		ever, new, next, year, wondered		ever, new, next, year, wondered

SHARED READING: Title: _____ _____ 2 days per week: Tuesdays and Thursdays. Use same Big Book over two weeks. One written activity per week. (use Six Bricks)		Tuesday 1: Pre Read Tuesday 2: Second read		Thursday 1: First Read Thursday 2: Post reading activity	
PHONICS: 3 days per week (Mondays, Wednesdays & Fridays) and 1 spelling test. Use own Phonics programme.	Review past sounds and words Introduce the sound and words ch/ and /-ed/ - rich, such, much, chatted, chipped, chopped, chilled, checked		Segmenting and blending Learners write the words in their exercise books.		Consolidation: Spelling Test Written activity / Worksheet
WRITING: 2 days per week: Tuesdays and Thursdays		Day 1: I am worried about..... I am also worried about.....		Day 2: I don't need to worry because..... I will tell.....	
GROUP-GUIDED READING: 1 group for reading every day = 5 groups per week.	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____	Group: _____ Title: _____
EXTENSION ACTIVITY		DBE workbook 2 pages 26,27,28		Learners draw a face that is frightened or frightening	
HOMEWORK	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	EFAL DBE W/B p _____	
REFLECTION					