

English First Additional Language Grade 2 — Lesson 1

Term 3, Week 7: Creative movement, music and rhythm

CAPS 123 Generic School

CAPS Weekly Lesson Planner

Lesson 1

KEY VOCABULARY

move dance music rhythm clap

PREVIOUS LEARNING

Builds on learners' existing knowledge of simple greetings and action words used in daily classroom routines.

LEARNING OBJECTIVES

- Learners will be able to say and act out at least 4 movement/music-related words in English.
- Learners will be able to follow simple oral instructions involving movement (e.g., 'clap', 'jump', 'turn').
- Learners will participate in a group action rhyme using correct actions.

ACTIVITIES

Beginning

10 minutes

Greet learners and sing a familiar action rhyme (e.g., 'Head, Shoulders, Knees and Toes'). Ask learners in home language and English what it means 'to move'.

Resources: none

Middle

30 minutes

Introduce new vocabulary (dance, music, rhythm, clap, jump) using Total Physical Response - teacher says the word, learners perform the action. Learners work in pairs to practise saying and doing the actions. Whole class oral discussion: 'How do you like to move?' with sentence frame 'I like to ____.'

Resources: textbook (vocabulary picture page), open classroom space

End

5 minutes

Whole class recap: teacher calls out a word, learners perform the correct action to check understanding.

DIFFERENTIATION

SUPPORT

Pair weaker learners with confident peers; allow responses in home language first, then model the English word; use exaggerated gestures and repetition.

EXTENSION

Ask stronger learners to create their own movement, name it in English, and describe it in a full sentence to the class.

INFORMAL ASSESSMENT

Observe learners during TPR activity to check correct word-action matching and participation in oral discussion.

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Lesson 2

KEY VOCABULARY

clap beat syllable rhyme sound

PREVIOUS LEARNING

Builds on the movement vocabulary and action rhyme introduced in Lesson 1.

LEARNING OBJECTIVES

- Learners will be able to clap out the syllables in familiar theme words (e.g., mu-sic, dan-cing).
- Learners will be able to identify rhyming word pairs from a familiar rhyme (e.g., hop/top).
- Learners will be able to blend sounds to read simple CVC words related to movement (e.g., hop, tap, jump).

ACTIVITIES

Beginning

8 minutes

Recap Lesson 1 vocabulary through the action rhyme. Clap along to the rhythm of the words as a warm-up.

Resources: none

Middle

30 minutes

Model clapping syllables of theme words (music, dancing, rhythm, clapping) on the board. Learners practise in small groups clapping their own names and theme words. Identify and generate rhyming pairs (hop/top, tap/clap). Guided phonics practice: build and blend simple CVC words (hop, tap, jump) using letter cards or board writing.

Resources: chalkboard, textbook (phonics page)

End

7 minutes

Quick game: teacher says a name/word, class claps the syllables together to check understanding.

DIFFERENTIATION

SUPPORT

Use shorter, one-syllable words first; give physical hand-over-hand clapping support; repeat words slowly with teacher modelling.

EXTENSION

Challenge stronger learners to find their own rhyming words and identify multisyllabic theme words (e.g., ryth-mi-cal).

INFORMAL ASSESSMENT

Observe accuracy of syllable clapping and ask individual learners to identify a rhyming word during guided practice.

English First Additional Language Grade 2 — Lesson 3

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Lesson 3

KEY VOCABULARY

title poem story picture page

PREVIOUS LEARNING

Builds on the phonics and vocabulary work from Lessons 1 and 2, applying known words in a reading context.

LEARNING OBJECTIVES

- Learners will be able to predict what a poem/story is about using the title and pictures.
- Learners will be able to point to and read along with familiar words during shared reading.
- Learners will be able to answer simple 'who' and 'what' questions about the text.

ACTIVITIES

Beginning

8 minutes

Recap theme vocabulary. Show the cover/picture of the shared text (a poem/story about dancing or music from the textbook) and ask learners to predict what it is about.

Resources: textbook

Middle

30 minutes

Read the poem/story aloud with expression, pointing to words as you read. Pause to discuss pictures and check understanding. Learners join in choral reading of repeated lines/refrains. Ask simple comprehension questions (who is dancing? what sound do they hear?).

Resources: textbook, chalkboard for key words

End

7 minutes

Learners retell the main idea of the text using one movement/action to show what happened.

DIFFERENTIATION

SUPPORT

Point to pictures while reading, allow choral repetition, clarify difficult words using home language translation.

EXTENSION

Ask advanced learners to sequence events from the story in order or retell it in their own words.

INFORMAL ASSESSMENT

Ask targeted questions during shared reading and observe participation in choral reading to check comprehension.

English First Additional Language Grade 2 — Lesson 4

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Lesson 4

KEY VOCABULARY

letter pattern trace copy write

PREVIOUS LEARNING

Builds on vocabulary from the shared reading text, now applying it to fine motor and handwriting practice.

LEARNING OBJECTIVES

- Learners will be able to form lowercase letters correctly using proper pencil grip.
- Learners will be able to trace and copy simple theme words (dance, clap, jump, sing).
- Learners will be able to write rhythmic patterns (up-down strokes) neatly on the line.

ACTIVITIES

Beginning

8 minutes

Finger and hand warm-up exercises; learners 'air write' letters from theme words while saying the letter names aloud.

Resources: none

Middle

30 minutes

Teacher demonstrates letter formation and rhythmic patterns (up-down lines mimicking a beat) on the board. Learners practise pattern writing in exercise books, then trace and copy theme words (dance, clap, jump, sing). Teacher circulates to guide pencil grip and letter formation.

Resources: exercise books, pencils, chalkboard

End

7 minutes

Learners show a partner one word they wrote neatly; teacher does a quick visual check around the room.

DIFFERENTIATION

SUPPORT

Provide dotted/traceable letters and larger writing lines; give hand-over-hand guidance where needed.

EXTENSION

Ask stronger learners to write a simple sentence using a theme word (e.g., 'I can dance.').

INFORMAL ASSESSMENT

Observe pencil grip and letter formation while circulating; check completed patterns/words in exercise books.

English First Additional Language Grade 2 — Lesson 5

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Lesson 5

KEY VOCABULARY

draw write favourite because sentence

PREVIOUS LEARNING

Builds on the week's vocabulary, phonics, shared reading and handwriting practice, combining them into an independent writing task.

LEARNING OBJECTIVES

- Learners will be able to draw a picture showing themselves doing a movement/music activity.
- Learners will be able to write or attempt to write a simple label or sentence describing their picture.
- Learners will be able to share their work orally with a partner or the class.

ACTIVITIES

Beginning

8 minutes

Recap the week's vocabulary with a quick action song. Discuss orally: 'What is your favourite way to move?'

Resources: none

Middle

30 minutes

Learners draw a picture of themselves doing a movement/dance/music activity. Using a word bank and sentence frame on the board ('I like to ___ because ___'), learners attempt to write a label or simple sentence about their picture. Teacher circulates to support and scribe where necessary.

Resources: exercise books/drawing paper, crayons/pencils, chalkboard word bank

End

7 minutes

Learners share their drawing and sentence with a partner; a few volunteers share with the whole class.

DIFFERENTIATION

SUPPORT

Provide a word bank and sentence starter on the board; allow labelling only (single word) or scribe for learners who cannot yet write independently.

EXTENSION

Encourage stronger learners to write two or three sentences using descriptive words (e.g., 'I like to dance fast because it is fun.').

INFORMAL ASSESSMENT

Review drawings and writing informally during circulation; observe learners' oral sharing for vocabulary use and confidence.