

Grade

1

Anthology Story 1

# Lesson Plan

**Term 1****Lesson 1****Title:**

Jabulani gets ready

**Aims:**

The learners develop and practise:

- Listening and speaking skills
  - Action rhymes and songs, games
  - Listening to a story
  - Questions and discussion
- Oral vocabulary and word recognition skills
- Writing skills - complete worksheet
- Integrated language skills (listening, speaking, reading, comprehension and writing)

**Age/Level:**

6-7 years (Gr 1 South Africa)

**Time:**

90 minutes over a week

**Materials:**

Teachers' copy of *Jabulani gets ready*  
Poster 1 – *Jabulani gets ready*  
Flashcards  
Audio recordings  
Photocopies of Activity Sheet 1  
Stationery

**Introduction:**

Day 1  
Listening and Speaking  
(15 minutes)

**1. Sing the song: "It's time for school to start" [LEAP Gr 2 Lesson 2.1]**

*It's time for school to start.  
It's time for school to start.  
We'll do reading, maths and art.  
It's time for school to start.*

*So, sit down; take a seat.  
So, sit down; take a seat.  
We're in for an awesome treat  
So, sit down; take a seat.*

(Listen to the audio clip and practise singing the song before the lesson as part of your preparation)

- Practice and sing the song at least 3 times

**2. Link to learners' context**

- Ask 2 or 3 volunteers to tell the others about getting ready for school

**Read aloud:**

Day 1, Day 2, Day 3  
(15 minutes)

**See Teacher notes on the procedure for Read Aloud stories**

For this lesson use the Grade 1 Story 1 *Jabulani gets ready*

**Day 1: 15 minutes****Before reading:**

- Link to the learners' context
  - Ask questions about their morning routine e.g.
  - What do you do in the morning to get ready for school?
  - Who helps you get ready?
- Read the title
  - Ask questions related to the title
    - Do you know anyone called Jabulani? Is it a boy or a girl?
    - What do you think Jabulani will do in the story?
    - Can you think of anyone who could help him?
- Show learners the poster and discuss each of the pictures
  - Ask learners to describe what they see and ask a few questions e.g.
    - What clothes does Jabulani put on his bed for the morning?
    - What is he holding in his hand?
    - What do the lines around the pen tell us he is doing?
    - What noise do you think the pen makes?
    - Do his family members like the noise of the pen? Why?
- Learners make predictions about the story
  - Ask them to remember their predictions and check if they were right after you have read the story
- Teach one or two key vocabulary words e.g. school, click, pen, fresh

**Day 2: 15 minutes**

- Play the audio recording of the story
- Point to the appropriate pictures
- Pause between each section and check for understanding

**After Listening:**

- Questions that check understanding
  - How old is Jabulani?
  - What is Jabulani getting ready for?
  - Where did Jabulani put his school clothes?
  - Where did Jabulani put his school bag?
  - What are Jabulani's school shoes like?
  - What did Jabulani keep doing with his pen?
  - Why did Jabulani go to bed early?

**Day 3: 15 minutes**

- Read the story to the learners/repeat the audio
- Follow up with questions which encourage higher order thinking
  - Which things did Jabulani get that were new?
  - Which things did Jabulani get that had been used?
  - Why do you think Jabulani's brother wasn't still wearing the shirt and shorts that Jabulani got?
  - Can you guess why Jabulani kept clicking his pen?
  - Do you think Jabulani's sister likes to read? (give a reason)
  - Can you guess why everyone asked Jabulani to stop clicking his pen?
  - Do you want to learn how to type WhatsApps on a cell phone?

**Vocabulary development: See Teacher notes on the procedure for using the flashcards**

Day 4

Words: bed, bag, tea, pen, he, she, stop

(15 minutes)

**Activity:**

Day 3 and 4

Reading and Writing

Integrated Skills

(15 minutes)

**Group Guided Reading (GGR)**

Explain Activity Sheet 1 to the learners

**Conclusion:**

Day 5

Listening and Speaking

(15 minutes)

End the week with a game

- Play the Memory game using objects that can be found in the classroom
- Make a collection of 5 objects e.g. pencil, ruler, lunch box, chalk, etc.
- Learners look at the objects for 1 minute
- Learners close their eyes while you remove one object
- When they open their eyes, they identify which object is missing
- Repeat, adding an additional object each time

**Assessment:**

Assess ability to listen and respond to the story

See Teacher notes and Assessment Activities below to choose from

**Further ideas and resources:**

South Africa: DBE EFAL Workbook

**Additional activities:**

1. Get the learners to look at illustrations of the story Jabulani gets ready and at the flashcards, and match each flashcard (bed, bag, tea, and pen) to where in the picture they can see what the flashcard refers to
2. To practise using the terms “on top of” and “under”
  - Ask the children to hold up a picture of a shirt
  - Next ask the children to hold up a picture of shorts
  - Next ask the children to hold up a picture of shoes
  - Ask the children to put their picture of a shirt on top of their picture of shorts
  - Then ask the children to put their picture of a shoe under their other pictures
  - Repeat this a few times, putting different things on top of and under other things
  - Then let the children work in pairs to practise giving each other the same instructions, and to follow the instructions

## Assessment Activities

Main Activity	What will be assessed?	How will it be assessed?	Recording Tool
Listening and Speaking: Song	Is the learner able to sing the song with teacher and follow the actions?	Oral and practical	Checklist
Listening and Speaking: Story	Is the learner able to: <ul style="list-style-type: none"> <li>• Listen attentively to the story?</li> <li>• Match pictures to the correct part of the story?</li> <li>• Answer comprehension questions about the story?</li> <li>• Answer questions which encourage thinking skills?</li> <li>• Answer questions about setting, characters, etc.?</li> <li>• Retell the story in their own words?</li> </ul>	Oral and practical	Checklist
Vocabulary	Is the learner able to: <ul style="list-style-type: none"> <li>• Read the flash cards?</li> <li>• Recognise the words?</li> </ul>	Oral and practical	Checklist
Integrated skills Activity sheets	Is the learner able to: <ul style="list-style-type: none"> <li>• Follow instructions?</li> <li>• Complete the written activity correctly?</li> </ul>	Oral and practical, written recording	Checklist