

Grade

1

Anthology Story 2

Lesson Plan

Term 1**Lesson 2****Title:**

Jabulani's new shoes

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's new shoes*
Poster 1 – *Jabulani's new shoes*
Flashcards
Audio recordings
Photocopies of Activity Sheet 1
Stationery

Introduction:

Day 1
Listening and Speaking
(15 minutes)

1. Sing the song: "New shoes"

*I've got new shoes on my feet!
I've got new shoes to keep the beat!
I've got new shoes, I'm dancing down the street!
Dee-dee-dee-dee-deet!*

(Listen to the audio clip <https://www.youtube.com/watch?v=7PRjTPTIq6I> 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 a time they had new shoes

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's new shoes*

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

- Link to the learners' context
 - Ask questions about their favourite shoes
 - Do you have favourite shoes? What do they look like? Tell a partner?
 - How do you keep your new shoes on? Velcro? Laces? Straps? Anything else?
 - Is it comfortable when your shoes keep falling off?
- Read the title
 - Ask questions related to the title
 - Do you remember a story about Jabulani? What was he doing?
 - What do you think Jabulani will do in this story?
- Show learners the poster and discuss each of the pictures
 - Ask learners to describe what they see and ask a few questions e.g.
 - Does Jabulani like his new shoes? How do you know?
 - Can he do his shoes up? How do you know?
 - Who does he ask to help him?
 - What happens to his shoes on the way to school?
 - Who helps him?
- 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. shiny, laces, slipping

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
 - What grade is Jabulani in?
 - What do Jabulani's new shoes look like?
 - What can Jabulani not do?
 - Where did Jabulani put his school bag?
 - Who did Jabulani ask to tie his shoe laces?
 - Who tied Jabulani's shoe laces?
 - How did Jabulani's feet feel when his shoe laces were nicely tied?

Day 3: 15 minutes

- Read the story to the learners/repeat the audio
- Follow up with questions which encourage higher order thinking
 - Can you guess why Jabulani cannot tie his shoe laces? (accept different answers – there is no one correct answer)
 - Can you guess what Jabulani's granny might have been cooking in this story? (different answers will be correct here)
 - Who in Jabulani's family goes to work in the morning?
 - Can you make some guesses about why Jabulani's sister might have been sleepy in this story? (different answers will be correct here)
 - Can you make some guesses about why Jabulani's brother had dirty hands in this story? (different answers will be correct here)
 - Why do you think Jabulani wants to be like Siphos?

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

Day 4

(15 minutes)

Words: shoe, foot, feet, mother, father, granny, school

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 recorded story

Listen to Types of Shoes and copy the noises each type of shoe makes.

LEAP on WhatsApp isiZulu story Types of Shoes

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 children to look at illustrations of the story Jabulani's new shoes and at the flashcards, and what they can see in the illustration that they can match to the flashcards - shoe, foot, feet, mother, father, granny and school. They must also say which flashcards do not match anything in the story.
2. Ask the children to work in pairs and act out part of this story. In each pair let one be Jabulani trying to walk to school with his shoes slipping off. Let the other one be Siphso who sees what Jabulani's problem is and stops and ties his shoe laces for him.
3. Ask the children to think about things that they need help with and need to learn to do. Get them to work in small groups of three or four and make a list in their heads, count on their fingers, etc of things they would like to learn to do while they are in Grade 1. If they are comfortable, ask them to share what they would like to learn with the class. Then talk about who they may be able to learn these things from.

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">• Listen attentively to the story?• Match pictures to the correct part of the story?• Answer comprehension questions about the story?• Answer questions which encourage thinking skills?• Answer questions about setting, characters, etc.?• Retell the story in their own words?	Oral and practical	Checklist
Vocabulary	Is the learner able to: <ul style="list-style-type: none">• Read the flash cards?• Recognise the words?	Oral and practical	Checklist
Integrated skills Activity sheets	Is the learner able to: <ul style="list-style-type: none">• Follow instructions?• Complete the written activity correctly?	Oral and practical, written recording	Checklist