

Grade

1

Anthology Story 3

Lesson Plan

Term 1**Lesson 3****Title:**

Jabulani's bad day at school

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 bad day at school*
Poster 1 – *Jabulani's bad day at school*
Flashcards
Audio recordings
Photocopies of Activity Sheet 1
Stationery

Introduction:

Day 1
Listening and Speaking
(15 minutes)

1. Sing the song: "The days of the week"

*Monday, Tuesday, Wednesday, Thursday
Friday too, Friday too.
I go to school on these days
So do you, so do you.
Saturday, Sunday, Saturday, Sunday
My weekends begun
I play and rest on these days
They're just for fun.*

(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 a time they had a bad day

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 bad day at school*

Day 1: 15 minutes**Before reading**

- Link to the learners' context
 - Ask questions about their feelings when bad things happen e.g.
 - Have you ever had a bad day when things went wrong? How did you feel?
Tell a partner
- Read the title
 - Ask questions related to the title
 - Do you remember the two stories about Jabulani that we have already heard? 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.
 - How do you think Jabulani feels? How do you know?
 - What do you think the security guard is saying to Jabulani?
 - Why do you think the teacher is shouting at Jabulani?
 - Why do you think his friend is laughing at him?
 - What happened to his pen? How did it make him feel?
- 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. classroom, cat, cow

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 can Jabulani still not do?
 - Where were the other children when Jabulani got to school?
 - What could Jabulani not find?
 - What did the teacher tell the children to draw?
 - Who sat next to Jabulani?
 - Who told Jabulani to stop talking?
 - How did Jabulani's pen get broken?

Day 3: 15 minutes

- Read the story to the learners/repeat the audio
- Follow up with questions which encourage higher order thinking
 - Can you remember all the things that went wrong for Jabulani in this story?
 - Why could Jabulani not find his class?
 - How many classrooms did Jabulani look in before he found his own class?
 - Jabulani does a lot of waiting in this story. Who does he wait for first? Who does he wait for next?
 - Do you think Jabulani and Vusi were good at drawing cats?
 - Can you make some guesses about what the girl said to Jabulani when she stood on his pen? (different answers will be correct here)
 - How do you think Jabulani was feeling when he went home after school that day?

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

Day 4

(15 minutes)

Words: me, gate, man, big, cat, dog, cow

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 by playing a game e.g. *Mirrors*

In pairs, learners try to copy each others' actions and facial expressions

Further ideas and resources:

South Africa: DBE EFAL Workbook

Additional activities:

1. Ask the children to look at the illustration for the story Jabulani's bad day. Ask them to work in pairs and see how many things they can find in the illustration that they can name in English and in their home language.
2. Bring some free newspapers to class (you can pick these up in shopping centres or supermarkets). Let the children work in pairs, and give each pair a newspaper or some pages from a newspaper. Ask them to look at the pictures in the newspaper and see what they can see in the pictures that they can name in English and in their home language.

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