

Grade

1

Anthology Story 4

Lesson Plan

Term 1**Lesson 4****Title:**

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

Introduction:

Day 1
Listening and Speaking
(15 minutes)

1. Sing the song: "If you're happy and you know it"

(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 good 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 good day at school*

Day 1: 15 minutes**Before reading**

- Link to the learners' context
 - Ask questions about things that make them happy e.g.
 - How do you feel when someone gives you a present? Tell a partner
- Read the title
 - Ask questions related to the title
 - What happened in the story we read about Jabulani last time?
 - 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? (centre picture)
 - Why do you think the big girl needs to tie Jabulani's shoes?
 - Do you think the teacher is happy or sad? How do you know?
 - Do you think it is easy to write with a broken pen? Why?
 - What do you think the teacher is teaching the class about?
- 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. cook, cut, lorry

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
 - Did Jabulani get up early or late?
 - What did Jabulani eat before he went to school?
 - Who showed Jabulani how to tie his shoe laces?
 - What letters did the children look for in newspaper that the teacher gave them?
 - Who gave Jabulani a new pen?
 - When did the children laugh at Jabulani?
 - Why did the teacher ask the other children to clap for Jabulani?

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 well for Jabulani in this story?
 - What did Jabulani learn to do in this story?
 - What mistake did Jabulani make in this story?
 - What did Jabulani's teacher say about making mistakes?
 - When we make mistakes, what should we do?
 - Can you make your face show how Jabulani felt when the other children laughed at him?
 - Can you make your face show how Jabulani felt when the other children clapped for him?

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

Day 4

(15 minutes)

Words: pap, cook, cut, look, lorry, we, hand

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.

Play a game e.g. *Opposites*.

Call out a word e.g. long. The learners call out the opposite e.g. short.

The first one to come up with the correct opposite chooses the next word.

Further ideas and resources:

South Africa: DBE EFAL Workbook

Additional activities:

1. Get the children to look at the flashcards (pap, cook, cut, look, lorry, we and hand) that go with the story Jabulani's good day. Ask the children to work in pairs, and give each pair a page from a newspaper. Ask each pair to choose one letter from the flashcards, and look for this letter in the newspaper text. This exercise is a very "elastic" one – even the children who work slowly should find some letters and the children who work fast will be kept busy finding a lot of letters. Make sure that they look for the letters in the newspaper text by pointing with a pencil or pen, and following the lines of text from left to right.
2. Ask the children to look at the illustration for the story Jabulani's good day or at the pictures in the newspaper they worked with in the activity above. Ask them to work in pairs and see how many things they can find in the illustration and/or the pictures that they can name in English and in their home language. Make sure they work in pairs. That way the children are more active. If you do this as an activity with the whole class most of the children spend all the time just waiting for a turn and not learning anything.
3. Talk about how babies learn to walk, and how we learn to ride bicycles. Talk about how many times we fall before we can learn to walk and to run. Talk about why we do not punish little children when they are learning to walk and fall over – if we did they would stop trying and never learn to stand up and walk and run! Ask the children to think of mistakes they have made that they have learnt from, and share them with the class.

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