

Grade

Big Book 1

1

## Lesson Plan 1

---

Term 1	Lesson 1
<b>Title:</b>	About us
<b>Topic</b>	About me
<b>Aims:</b>	<p>The learners develop and practise:</p> <ul style="list-style-type: none"><li>• Listening and speaking skills<ul style="list-style-type: none"><li>– Action rhymes and songs, games</li><li>– Listening to a story</li><li>– Questions and discussion</li></ul></li><li>• Oral vocabulary and word recognition skills around the theme of “Me”</li><li>• Shared reading skills using the Big Book 1 <i>Mbali and Phila</i></li><li>• Writing skills – complete Activity Sheet 1: <i>This is me</i></li><li>• Integrated language skills (listening, speaking, reading, comprehension and writing)</li></ul>
<b>Age/Level:</b>	6–7 years (Gr 1 South Africa)
<b>Time:</b>	120 minutes over 5 days
<b>Materials:</b>	<p>Big Book – <i>Mbali and Phila</i> Flashcards and Sentence cards Cardboard cut outs (recycled cardboard) Audio recordings – text and flashcards Photocopies of Activity Sheet 1 Stationery</p>

---

**Introduction:**

Day 1  
Listening and Speaking  
(30 minutes)

**1. Introduction**

- Begin every lesson with a good morning chant e.g.

*Good morning, good morning to you  
Good morning, good morning to you  
And how are you today*

*Good morning, good morning to you  
Good morning, good morning to you  
And how are you today*

**2. Greetings**

- Model greetings with the game Tebo says
- Good morning Thando/Jamiel/ Sisa (Choose 5 different children for each lesson)

**3. Main Activity**

- Sing the song: "Special, special, special me"  
(Tune: *Twinkle, twinkle little star*)

*Special, special, special me,  
How I wonder what I'll be  
In this big world I can be,  
Anything I want to be,  
Special, special, special me,  
How I wonder what I'll be*

- Encourage learners to stand at their tables and do actions as they sing with you. If you have enough space, learners make a circle in front of the class or do this activity outside
- Practise and sing the song at least 3 times

**Reading:**

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

**See Teacher notes on the procedure for Shared Reading**

For this lesson use the Grade 1 Big Book 1: *Mbali and Phila*

**Day 1: 15 minutes****Before Reading:**

- Read the title
  - Ask learners questions related to the title
    - Do you know anyone named Mbali?
    - Do you think Mbali is a girl or a boy?
    - Do you know anyone named Phila?
    - Do you think Phila is a girl or a boy?
    - What do you think the story will be about?
- Discuss the cover
  - Ask learners what they can see in the picture
    - Point to the picture and ask learners to describe what they see
    - How many people can you see in the picture? Which one is Mbali?
    - Which one is Phila?
    - What are the children wearing?
- Link the picture to the learners' context
  - Do you wear a school uniform? Does it look similar or different from the uniforms in the picture?
- Ask learners to predict what will happen in the story or text
  - What do you think we are going to read about in this book?  
Remember what we said and we can check if we were right
- Do a "picture walk" talking about the illustrations
  - Ask learners to describe what they see on each page
  - Elicit the vocabulary related to the pictures e.g.
    - Do you think Mbali and Phila are happy children? Why? (they are smiling)
    - How do you know it is a birthday?
    - How do you know they love their pets? (they are hugging them)
- Give learners the opportunity to express their opinions and ask questions

**During Reading:**

- First Read: Read the story aloud, and as you read the text page by page discuss the pictures

**Day 2: 15 minutes****Second Read:**

- Learners read the complete text with the teacher and respond to a few questions posed by the teacher
  - Are their houses the same? What is different?
  - Whose birthday comes first?
  - Who is older?
  - Is Phila's brother older or younger than him?

**After Reading:**

## Whole class discussion

- Question of the day: Do you know how old you are?
- Ask learners to raise their hands, count the responses and write the number on the board
- Call a group of at least 10 learners and give them each their own cardboard cut-out with their full name, age and birthday
- Ask the learners to read their cards to the class. Support each learner with the reading
- Group the learners according to their ages and then their birthdays

Teacher notes: Before the lesson make cardboard cut outs for the whole class e.g.

Mbali Shongwe  
6 years  
Birthday: 20 May

Phila Nene  
6 years  
Birthday: 20 May

**Day 3: 15 minutes****Third Read:**

- Learners read aloud the complete text with the teacher
- Follow up with questions which relate to the text:
  - Who is Mbali?
  - Who is Phila?
  - When is Mbali's birthday?
  - How old is Phila?
  - What do you know about Mbali and Phila?

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

Day 4

(15 minutes)

Words: girl, boy, brother, sister, cat, dog

**Activity:**

Day 3 or 4

Reading and Writing

Integrated Skills

(30 minutes)

- Small focused groups (6–8 learners)
  - Learners practise reading their cardboard templates to their partner first and then to the whole group
  - Learners practise reading each of the sentence cards
  - Explain Activity sheet 1
- These activities should be repeated over 3–4 week cycle

**Conclusion:**

Day 5

Listening and Speaking  
(30 minutes)

End the lesson with a fun activity like an action rhyme, song or game)  
Play/Sing the song "Now I am six"

*When I was one  
I stood up and fell  
When I was two  
I was busy as a bee  
When I was three ,  
I threw away my nappies  
When I was four  
I could sing and dance  
When I was five  
I went to play school  
But now I am 6  
I am as clever as can be  
I can read and write my name  
This is me*

**Further ideas and  
resources:**

LEAP materials and South Africa: DBE EFAL Workbook Book 1 Term 1 & 2  
(2022 edition) pages 15

## Assessment Activities

What will be assessed?	How will it be assessed?	Recording Tool
<p>Listening and speaking: Responds to:</p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Questions</li> <li>• Instructions</li> <li>• Songs, chants and action rhymes</li> </ul> <p>Reading: Responds to:</p> <ul style="list-style-type: none"> <li>• Pictures in the text</li> <li>• Questions related to a text</li> </ul> <p>Phonics: Identifies the initial sounds in words</p>	<p>Observation and Oral</p>	<p>Checklist, rubric, Activity sheet 1</p>