

Grade

Big Book 2

1

Lesson Plan 1

Term 1

Lesson 2

Title:

Going to school

Topic

I love 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 around the theme of “School”
- Shared reading skills using the Big Book 2 *Mbali goes to school*
- Writing skills – complete Activity Sheet 1 and 2: *I am going to school*
- Integrated language skills (listening, speaking, reading, comprehension and writing)

Age/Level:

6–7 years (Gr 1 South Africa)

Time:

120 minutes over 5 days

Materials:

Big Book (pdf to project via data projector) *My School*
Flashcards and Sentence cards (recycled cardboard)
Card board cut outs (recycled cardboard)
Audio recordings – songs and chants text, flashcards and sentence cards
Photocopies of Activity Sheet 1 & 2
Stationery

Introduction:

Day 1
Listening and Speaking
(30 minutes)

1. Introduction

- Begin every lesson with a good morning chant:
(Tune: "Jingle bells")

*Smiling faces, happy faces,
giggling all around
oh, what fun we'll have this way
in a happy class today.
He-he-he, he-he-he,
Ha-ha-ha, ha-ha-ha-ha,
In a happy class 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: Off to school we go
(Tune: "A-hunting we will go")

*Off to school we go,
It's off to school we go,
We'll take our lunch and ride the bus,
With everyone we know.*

*Off to school we go,
It's off to school we go,
We learn our ABC's and more,
With everyone we know.*

- 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
- These songs and chants should be repeated from Week 6 to 10, by that time most of the learners will be able to sing and recite on their own

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 goes to school*

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:
 - What does Mbali's mom put in her bag?
 - Who does Mbali go to school with?
 - What do they do in the classroom?
 - What do they do on the playground?
 - Do you think Mbali likes school? Why?

After Reading:

Whole class discussion

- Question of the day: How do I come to school?
- Ask learners to raise their hands, count the responses and write the number on the board next to the names of different modes of transport which you should display on the board
- Group the children according to their choices. Make each group stand in front of the class
- Make one group each day speak about their experiences when coming to school

Teacher notes: Before the lesson make cards of these words:
walk, bus, taxi, car

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

- Learners read aloud the complete text with the teacher
- Follow up with questions which relate to the text:
 - How old is Mbali?
 - How does Mbali come to school?
 - Who does she walk with?
 - What is in Mbali's lunch box?
 - What does Mbali do at school?
 - Do you think Mbali loves school? Yes/No (give a reason for your answer)

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

Day 4

(15 minutes)

Words: School, teacher, bag, children, walk, play, read

Activity:

Day 3 or 4

Reading and Writing

Integrated Skills

(30 minutes)

- Small focused groups (6–8 learners)
 - Learners practise reading each of the sentence cards with you
 - I **walk** to **school**.
 - I love my **teacher**.
 - The **children** walk to school.
 - The children **play** at school.
 - The children **read** at school.
- Explain Activity sheet 1 and Activity Sheet 2
- Activity Sheet 2 can be explained slowly over 2–3 week cycle

Conclusion:

Day 5

Listening and Speaking

(30 minutes)

End the lesson with a fun activity like an action rhyme, song , game)

Play/Sing the song “*I like to go to school*”(Tune: *Farmer in the Dell*)

*I like to go to school.
I like to go to school.
Heigh-ho-the-derry-oh,
I like to go to school.
I like to sing new songs.
I like to sing new songs.
Heigh-ho-the-derry-oh,
I like to sing new songs.
I like to play with friends.
I like to play with friends.
Heigh-ho-the-derry-oh,
I like to play with friends*

Further ideas and resources:

LEAP materials and South Africa: DBE EFAL Workbook Book 1 Term 1 & 2 (2022 edition) pages 32 to 42

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"> • Greetings • Questions • Instructions • Songs, chants and action rhymes <p>Reading: Responds to:</p> <ul style="list-style-type: none"> • Pictures in the text • Questions related to a text <p>Phonics: Identifies the initial sounds in words</p>	<p>Observation and Oral</p>	<p>Checklist, rubric, Activity sheet 1</p>