

Grade | Anthology Story 1

# 2 | Lesson Plan

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**Term 1****Lesson 1**

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**Title:**I am Ayanda

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**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 activity
  - Integrated language skills (listening, speaking, reading, comprehension and writing)
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**Age/Level:**7–8 years (Gr 2 South Africa)

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**Time:**90 minutes over a week

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**Materials:**

Teachers' copy of *I am Ayanda*  
Poster 1: *I am Ayanda*  
Flashcards  
Audio recordings – text and flashcards  
Photocopies of Anthology 1 Activity 1  
Stationery

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**Introduction:**

Day 1  
Listening and Speaking  
(15 minutes)

**1. Sing the song: "I am special"**

[LEAP Gr 1 Lesson 11]

(Listen to the audio clip and practise singing the song before the lesson as part of your preparation)

- Practise and sing the song at least 3 times

**2. Link to learners' context**

- Ask 2 or 3 volunteers to tell the others about themselves

**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 2 Story: *I am Ayanda*

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

- Link to the learners' context
  - Ask questions about the things they do at home and school
  - e.g. What games do you play in the playground at school?
  - Who looks after you when you get home from school?
  - What do you like to do at home?
- Read the title
  - Ask questions related to the title
    - Do you think this story is about a girl or a boy? Why?
    - What do you think we will hear about Ayanda?
- Show learners the poster and discuss each picture
  - Ask learners to describe what they see and ask a few questions e.g.
    - Do you think Ayanda likes her uncle? How do you know?
    - What is the game the girls are playing called? Have you ever played a game similar to this?
    - What do you think granny is doing?
- 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. hopscotch, uncle, granny, chickens

**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:**

Whole class discussion

- Question of the day: Which part of the story did you like the most?
- Ask learners to raise their hands and allow 2 or 3 to share their answers

**Day 3: 15 minutes**

- Read the story to the learners/repeat the audio
- Follow up with questions which relate to the:
  - Setting, main ideas, characters (e.g. names of friends, name of the bully, etc.)
- Allow learners to share their own experiences related to the story

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

Day 4

(15 minutes)

Words: girl, sister, brother, mother, granny, home, school

**Activity:**

Day 3 and 4

Reading and Writing

Integrated Skills

(15 minutes)

**Group Guided Reading (GGR)**

Explain Anthology 1 Activity 1 with the learners

**Conclusion:**

Day 5

Listening and Speaking

(15 minutes)

End the week with a game

Play "Who is?"

**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 pages 2 and 3

**Additional activities:**

- In groups, learners role play sections of the story, using their own words
- Draw an outline of Ayanda on the board. As a class, learners brainstorm words which describe her feelings at different times in the story. Write the words on the outline. Read them to and with the class
- Learners illustrate their favourite part of the story
- During listening, give each group a flashcard with the name of one of the characters. When they hear the name, the group leader holds up their flashcard, prompted by the group  
(Names: Ayanda, sister, brother, granny, uncle, mother, boyfriend, Dora, teacher, Jakob, small children)

## 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"><li>• Listen attentively to the story</li><li>• Match pictures to the correct part of the story</li><li>• Answer comprehension questions about the story</li><li>• Answer questions which encourage thinking skills</li><li>• Answer questions about setting, characters, etc.</li><li>• Retell the story in their own words</li></ul>	Oral and practical	Checklist
Vocabulary	Is the learner able to: <ul style="list-style-type: none"><li>• Read the flash cards recognise the words</li></ul>	Oral and practical	Checklist
Integrated skills: Activities 1 & 2	Is the learner able to do Anthology 1 Activity 1: <ul style="list-style-type: none"><li>• Follow instructions</li><li>• Complete the written activity correctly</li></ul>	Oral and practical, written recording	Checklist