

Grade

Anthology Story 4

2

Lesson Plan

Term 1

Lesson 4

Title:

The terrible road, the terrible toilets and the tippy tap

Aims:

The learners develop and practice:

- 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:

7–8 years (Gr 2 South Africa)

Time:

90 minutes over a week

Materials:

Teachers' copy of *The terrible road, the terrible toilets and the tippy tap*
Poster 1: *The terrible road, the terrible toilets and the tippy tap*
Flashcards
Audio recordings – text and flashcards
Photocopies of Activity Sheet 1
Stationery

Introduction:

Day 1
Listening and Speaking
(15 minutes)

1. Sing the song: "Twinkle, twinkle little star, Look how clean my two hands are"

*Twinkle, twinkle little star,
Look how clean my two hands are,
Soap and water, wash and scrub,
Get those germs off rub-a-dub,
Twinkle, twinkle little star,
Look how clean my two hands are*

(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 two or three volunteers to tell the others about a time they were scared of another, bigger child/share a time they saw someone being bullied

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 *The terrible road, the terrible toilets and the tippy tap*

Day 1: 15 minutes**Before reading**

- Link to the learners' context
 - Ask questions about how they come to school
 - Is the road smooth or bumpy? Is there a lot of traffic?
 - What sort of toilets do you have at your school?
 - Where do you wash your hands at school?
- Read the title
 - Ask questions related to the title
 - How many parts of this story do you think there are? Why?
 - Have you ever heard of or seen a tippy-tap? What do you think it is?
- Show learners the poster and discuss the picture
 - Ask learners to describe what they see and ask a few questions e.g.
 - What is the boy doing?
 - What parts of the tippy-tap can you see?
 - How do you think it works?
 - Do you think it is useful? Why?
- 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. taxi, toilet, tippy-tap

Day 2: 15 minutes

- Play the audio recording of the story
- Point to the appropriate parts of the picture
- Pause between each section and check for understanding

After Listening:

Questions to check comprehension: e.g.

- Why did Ayanda and her school friends go to another school?
- How did they get to the other school?
- What was the road to the other school like?
- Who needed to go to the toilet?
- Who showed them the toilets?
- What did they use the tippy tap for?
- What did Ayanda and her friends help her teacher make?

Day 3: 15 minutes

Read the story to the learners/repeat the audio

Follow up with questions to practice thinking skills: e.g.

- The taxi driver was talking to himself. What do you think he was saying?
- What were some of the differences between Ayanda's school and the school they went to?
- The kind of toilets at the school Ayanda visited are called pit toilets. How can these toilets be dangerous?
- How did using the tippy tap help the children at the school that was far from town?
- What did Ayanda's teacher think about the pit toilets?
- How do you get the water out of a tippy tap when you wash your hands?
- Can you think of places you know where it would be a good idea to have a tippy tap?
- 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: toilet, netball, road, driver, hands, wash, bottles

Activity:

Day 3 and 4

Reading and Writing

Integrated Skills

(15 minutes)

Group Guided Reading (GGR)

- Have a class discussion about how important it is to wash our hands. Make sure that all the children know that our hands get germs on them that can make us sick. Make sure everyone understands that when we wash our hands with soap and water we get rid of germs that make us sick
- Explain to the learners how to complete the Activity sheet

Conclusion:

Day 5

Listening and Speaking

(15 minutes)

Game

End the week with a game

- Play Pass the germ handwashing game: <https://www.twinkl.co.za/resource/t-tp-5346-pass-the-germ-handwashing-game>

Further ideas and resources:

- Watch a video of how to make a tippy tap: <https://www.youtube.com/watch?v=6F9jcA8Zai0>
- Make tippy taps with the class
- South Africa: DBE EFAL Workbook

Additional Activities

- Have a class discussion about how important it is to wash our hands. Make sure that all the children know that our hands get germs on them that can make us sick. Make sure everyone understands that when we wash our hands with soap and water we get rid of germs that make us sick
- Show the children a labelled picture of a tippy tap and go through the labels with them. Then ask the children to circle the words in that name parts of the tippy tap, and cross out the names of things you would not find in a tippy tap eg tin, wire, pen, box, food, soap, paper, taxi, plastic bottle, string, poles, gate, toilet, water, pencil
- Watch a video of how to make a tippy tap, or look at the diagram in the tippy tap story. Collect what you need and let the children help to make some tippy taps in the school grounds. Teach them all how to use the tippy tap. (Note: it is easier and less messy to put a little liquid soap – hand wash or dishwashing liquid – in the water in the tippy tap bottle rather than to try to tie up a bar of soap.)

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 that 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: Activities 1 & 2	Is the learner able to: <ul style="list-style-type: none">• Follow instructions• Complete the written activity correctly	Oral and practical, written recording	Checklist