

Grade

Big Book 2

2

Lesson Plan 1

Term 1

Lesson 1

Title:

Healthy habits

Topic

What we need to be healthy

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 healthy habits
- Shared reading skills using the Big Book *Healthy habits*
- Writing skills – complete activities on aspects of healthy living
- Integrated language skills (listening, speaking, reading, comprehension and writing)

Age/Level:

7–8 years (Gr 2 South Africa)

Time:

120 minutes over 5 days

Materials:

Big Book (pdf to project via data projector) *Healthy habits*
Flashcards
Audio recordings – text and flashcards
Photocopies of Big Book 2 Lesson 1 Activity 1
Stationery

Introduction:

Day 1
Listening and Speaking
(30 minutes)

1. Begin every lesson with a good morning chant
 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: “Food”
[LEAP Gr 1 Term 2 Lesson 16]
- (Listen to the audio clip and practise singing the song before the lesson as part of your preparation)
- Encourage learners to stand at their tables and clap and do the 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 2 Big Book 1: *Healthy habits*

Day 1: 15 minutes

Before reading:

- Read the title
 - Ask learners questions related to the title
 - How do you keep healthy?
 - What is a habit?
 - Give examples of habits e.g. Reading a story every night before going to bed; Brushing your teeth every day; Drinking fizzy drinks with every meal; etc.
 - Which are good things to do? Which are bad habits?
 - Do you have any habits?
- 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 pictures can you count around the star? What are they?
 - Link the picture to the learners’ **context**
 - Do you like going to bed early? Why or why not? Is it healthy to stay up late?
 - Ask learners to **predict** what will happen in the story or text
 - What habits 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
 - What do we call foods like chicken and milk? (healthy foods) What are we doing when we play sports? (exercise)
 - Give learners the opportunity to express their opinions and ask questions

During reading:

- First read: Read the book 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

After reading:

Whole class discussion

- Question of the day: How do you keep healthy?
- Ask learners to raise their hands and ask at least 10 learners to tell the class their responses

Day 3 :15 minutes**Third read:**

- Learners read aloud the complete text with the teacher
 - Follow up with questions which relate to the content e.g.
 - What healthy foods do you like most? Which foods should you only eat sometimes?
 - Why should we only drink clean water?
 - What exercise do you enjoy the most?
 - Why must you keep your hands clean?
 - Have you had all your vaccinations? Why is it important?
 - What other kinds of screens can keep us awake?
 - Do you know that being happy is an important part of being healthy?
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Vocabulary development: See Teacher notes on the procedure for using the flashcards

Day 4

(15 minutes)

Words: friends, happy, sad, kind, help, share, play, fun, share

Activity:

Day 3 or 4 (1 day per group)

Reading and Writing

Integrated Skills

(15 minutes)

Group Guided Reading (GGR) (see Teacher notes)

- Divide the class into small groups with not more than 8 learners in each group
- Explain Big Book 2 Lesson 1 Activity 1 with 2 groups on Day 3, and 3 groups on Day 4
- Allocate 10–15 minutes per group

Conclusion:

Day 5

Listening and Speaking

(15 minutes)

End the lesson with a fun activity like an outdoor game where the learners have a chance to raise their heart rates or letting the children dance and stop when the signal is given.

e.g. “Freeze!” or “Statues!”

Assessment:

See Teacher notes and Assessment Activities below to choose from

Further ideas and resources:

LEAP materials and DBE Workbook

Assessment Activities

Main Activity	What will be assessed?	How will it be assessed?	Recording Tool
Listening and Speaking: Songs, chants, games	Is the learner able to: <ul style="list-style-type: none"> • Sing along a chant or song with the teacher • Respond to greetings • Follow instructions • Respond to the questions related to the text: <i>Healthy habits</i> • Engage in the discussion related to the topic: <i>Healthy habits</i> 	Observation Oral and practical	Checklist
Reading and Comprehension	Is the learner able to: <ul style="list-style-type: none"> • Respond to the illustrations in the Big Book text: <i>Healthy habits</i> • Respond orally to the questions related to the text: <i>Healthy habits</i> 	Oral and practical	Checklist
Vocabulary	Is the learner able to: <ul style="list-style-type: none"> • Read and memorise the words on the flash cards 	Oral and practical	Checklist
Integrated skills: Listening & Speaking, Reading and Writing Activities 1 & 2	Is the learner able to do Big Book 2 Lesson 1 Activity 1: <ul style="list-style-type: none"> • Read the names of the colours and colour the pictures in correctly • Remember some of the vocabulary words and write them from memory or copy from the word wall 	Oral and practical, written recording	Checklist