

Grade

Anthology Story 1

3

Lesson Plan 1

Term 1

Lesson 1

Title:

My mother's new friend

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 worksheet
- Integrated language skills (listening, speaking, reading, comprehension and writing)

Age/Level:

8–9 years (Gr 3 South Africa)

Time:

90 minutes over a 2–3 week period

Materials:

Teachers' copy of *My mother's new friend*
Poster – *My mother's new friend*
Flashcards
Audio recordings
Photocopies of Activity 1
Stationery

Introduction:

Day 1
Listening and Speaking
(15 minutes)

1. Sing the song: Run! Yell! Tell!

- Tune: *I hear thunder*

*If a stranger
if a stranger
comes your way
comes your way.
What should you do?
What should you do?
Run! Yell! Tell!
Run! Yell! Tell!*

- Practice and sing the song at least 3 times

2. Link to learners' context

- Ask 2 or 3 volunteers to tell the others about their family

Reading:

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

See Teacher notes on the procedure for Read Aloud stories

For this lesson use the Grade 3 Story 1 *My mother's new friend*

Day 1: 15 minutes**Before reading**

- Link to the learners' context
 - Ask questions about the people who live in their home
 - e.g. Who lives at home with you?
 - Do you have any brothers and sisters?
 - Do you like to spend time with your granny?
- Read the title
 - Ask questions related to the title
 - The story is about a girl called Nokuthula
 - What sort of friend do you think her mother has?
 - Do you like all your parents' friends? Why/why not?
- Show learners the poster and discuss each picture
 - Ask learners to describe what they see and ask a few questions e.g.
 - What does the mom have in her hand? (cell phone) Does she like it? How do you know?
 - What is the man giving the baby to drink? Is that a good thing to do?
 - How do you think granny feels? Describe her face.
 - Does the big girl like her mother's friend?
- 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 cashier, cell phone, manners, mall

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:

- Questions that check understanding
 - Who is in Nokuthula's family?
 - What job did Nokuthula's mother get?
 - Who did she meet at work?
 - What did Mr Jali do when Nokuthula's little brother laughed at a tiny picture on the bottle?
 - Who was cross when Mr Jali let Nokuthula's little brother drink whisky from his glass?
 - What did Mr Jali say he would buy Zama?
 - Did Zama say she would go with Mr Jali in his car?

Day 3: 15 minutes

- Read the story to the learners/repeat the audio
- Follow up with questions which encourage higher order thinking
 - Do you think Nokuthula's mother likes Mr Jali? (say yes or no, and give a reason)
 - What kind of drink do you think Mr Jali brings to Nokuthula's house?
 - Why do you think Mr Jali and Nokuthula's mother laughed when Mr Jali let the baby drink from his glass?
 - Why do you think granny was cross when Mr Jali let the baby drink from his glass?
 - Do you think it would be a good idea for Zama to go for a ride alone with Mr Jali in his car? (say yes or no, and give a reason)
 - What do you think granny would say to Mr Jali if she saw him asking Zama to go with him alone?
 - Do you think Nokuthula's mother should carry on seeing Mr Jali? (say yes or no, and give a reason)

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

Day 4

(15 minutes)

Words: mother, granny, sister, brother, cashier, cell phone, money, mall, shop, manners

Activity:

Day 3 or 4 (1 day per group)

Reading and Writing

Integrated Skills

(15 minutes)

Group Guided Reading (GGR) (see Teacher notes)

Explain Activity 1 to the learners

Conclusion:

Day 5

Listening and Speaking

(30 minutes)

End the week with a game

Play "Who is?"

Further ideas and resources:

LEAP materials and South Africa: DBE EFAL Workbook Grade 3 Book 1 Term 1 & 2 (2022 edition)

Additional activities:

Draw a basic outline of Mr Jali on the board with chalk (he could be holding his car keys and a cell phone), and ask children to come up one by one and write with chalk to add whatever labels they can think of. Encourage them to help each other with spelling.

OR make this a team activity where you get the children to work in teams of four to draw a picture of Mr Jali and add as many labels as they can from the story. Whichever team adds the most labels wins. NB – don't worry about perfect spelling here – labels with spelling errors should still count. The goal is to encourage the children to "have a go" – a very important language skill. If the children don't know what to label you could suggest they start with e.g. hair, face, eyes, shirt, shoes, car keys etc.

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 which 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 Activity sheets	Is the learner able to: <ul style="list-style-type: none">• Follow instructions?• Complete the written activity correctly?	Oral and practical, written recording	Checklist & Activity Sheet 1