

Grade

Anthology Story 2

3

Lesson Plan 2

Term 1

Lesson 2

Title:

The end of Mr Jali

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 *The end of Mr Jali*
Poster – *The end of Mr Jali*
Flashcards
Audio recordings
Photocopies of Activity Sheet
Stationery

Introduction:

Day 1
Listening and Speaking
(15 minutes)

1. Sing the song: *I am special*

(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 2 or 3 volunteers to tell the others about a time they met an adult they did not like

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 2 *The end of Mr Jali*

Day 1: 15 minutes**Before reading**

- Link to the learners' context
 - Ask questions about people who show off e.g.
 - Do you know anyone who tries to impress you with the things they have?
 - How does it make you feel when someone shows off with their expensive things?
- Read the title
 - Ask questions related to the title
 - Do you remember the name of Nokuthula's mother's friend?
 - What do you think is going to happen to Mr Jali?
 - Do you think Nokuthula and Zama will be happy or sad?
 - 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 Mr Jali is rich? Why/why not?
 - Does he look like a kind man? Why/why not?
 - What do you think is in the boot of Mr Jali's car?
 - What do you think granny is going to do with the frying pan?
- 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 some key vocabulary words e.g. business, deal, illegal

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
 - What did Nokuthula's mother do with her phone?
 - Why didn't Nokuthula and Zama like Mr Jali?
 - Why didn't Granny like Mr Jali?
 - What did Nokuthula and Zama do when they washed Mr Jali's car?
 - What did they find?
 - What did Mr Jali say to Zama?
 - What did Granny do to Mr Jali?
 - What did Mr Jali do after Granny hit him?

Day 3: 15 minutes

- Read the story to the learners/repeat the audio
 - Follow up with questions which encourage higher order thinking
 - Why do you think Nokuthula felt as if she had lost her mother?
 - Why did Nokuthula and Zama make tea for Mr Jali?
 - What else did they do to make him think they liked him?
 - What was their reason for making him like them?
 - Where do you think all the cigarettes came from? Who do you think stole them?
 - What do you think the family did once Mr Jali stopped visiting?
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Vocabulary development: See Teacher notes on the procedure for using the flashcards

Day 4

(15 minutes)

Words: business, deal, secret, pretend, illegal

Activity:

Day 3 or 4 (1 day per group)

Reading and Writing

Integrated Skills

(15 minutes)

Group Guided Reading (GGR) (see Teacher notes)

Explain the Activity Sheet to the learners

Conclusion:

Day 5

Listening and Speaking

(30 minutes)

End the week with a game

Play a game like *At Grandmother's House*

In this game, learners need to listen carefully as each learner has a turn to say who he/she saw at grandmother's house. The first learner will say who he/she saw and then the second learner will say who the first learner saw and then who he/she saw. This continues and, with each learner adding someone new, it gets more difficult to remember. When someone makes a mistake, they are out of the game. This is an excellent auditory memory game.

Further ideas and resources:

South Africa: DBE EFAL Workbook

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 2