

Grade

Anthology Story 3

3

Lesson Plan 3

Term 1

Lesson 3

Title:

The beach picnic and the bakkie

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 beach picnic and the bakkie*
Poster – *The beach picnic and the bakkie*
Flashcards
Audio recordings
Photocopies of Activity Sheet
Stationery

Introduction:

Day 1
Listening and Speaking
(15 minutes)

1. Sing the song: *Happy birthday to you!*

(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 their last birthday and what they did

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 3 *The beach picnic and the bakkie*

Day 1: 15 minutes**Before reading**

- Link to the learners' context
 - Ask questions about what happens on birthdays
 - e.g. What do you do when it is your birthday?
 - Have you ever had a special outing or party? Tell a partner
- Read the title
 - Ask questions related to the title
 - Have you ever been in a bakkie? Where did you sit?
 - Have you ever been to the beach? If you haven't, would you like to go? What do you think the best part about the beach is?
 - Do you know what a picnic is? What could you eat at a picnic?
 - Show learners the poster and discuss each picture
 - Ask learners to describe what they see and ask a few questions e.g.
 - Jennilee and Zane are twins. What does that mean? Do they look exactly alike? What is similar? What is different?
 - What do you think their mother is packing into the bag?
 - Do you think it is safe to sit on the back of the bakkie?
 - What happens at the beach?
 - Why do you think the children are lying down in the bakkie?
- 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 twins, birthday, picnic, gangs

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
 - Why did the family in this story pack a special picnic?
 - Where did they go for their picnic?
 - What animal did they take with them?
 - How did they get to the beach?
 - Who tried to catch fish?
 - What happened when they were on their way home?
 - Why doesn't Oupa want to take them in the back of the bakkie again?

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 beer is not allowed on the beach? (More than one answer could be correct here)
 - Do you think Oupa was angry about not being able to take beer to the beach? (say yes or no, and give a reason)
 - Why do you think there is a rule against children riding in the back of a bakkie?
 - Do you think it is a good idea for fisherman to put small fish that they catch back in the sea? (say yes or no, and give a reason)
 - Why do you think the twins' big brother had to hold the dog on the way home?
 - Why do people lie flat on the floor if they are in a place where someone starts shooting?
 - How do you think the twins felt when Oupa said he would not let them ride in the back of the bakkie any more?

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

Day 4

(15 minutes)

Words: twins, birthday, beach, fish, picnic, cake, candles, gangs

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

(15 minutes)

End the week with a game

Play a game like *The Party Memory Game*

Set a party table in the classroom. Learners look at it for 1 minute. Cover it with a cloth and ask learners to remember what was on the table. You can use a picture to play this game as well. This is a good visual memory game.

Further ideas and resources:

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

Additional activities for extension

1. Let the children have a secret ballot about what their favourite food is. Give each child a small piece of paper and ask them to write on it what their favourite food is. They should not show each other what they have written. Then they should fold the pieces of paper and put them in a bag or a box. Then have a public tally of the votes on the black board. Don't worry about spelling mistakes – as long as you can see what the word is, it counts. Write the name of each food that gets a vote on the board and for each vote it gets add a mark next to it. Then count up the tallies.
2. Talk about which food “won” with the most votes. Make sure the children understand that this is basically how a voting system works.
3. Have a class discussion about the rule that says it is wrong to take children in the back of a bakkie with no cover. Talk about what can go wrong if you are riding in the back of a bakkie with no cover.
4. Draw a simple map of the roads or streets surrounding your school on the blackboard.
5. Ask children to come one by one and write on the board to label different land marks and places they know on your street plan. Make sure that all in the class understand how the street plan shows the area of their school.
6. Let the children work in groups of three or four and have a ten minute discussion about places near the school that they think are dangerous. Give each group a turn to come up to the board and mark places near the school or on the way home where they feel unsafe. Have a class discussion about what can be done (by the children, or you, or the school management, or someone else) that would address the danger and help them feel safe.

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 3