

Grade

Anthology Story 4

3

Lesson Plan 4

Term 1

Lesson 4

Title:

What we like to do

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 week

Materials:

Teachers' copy of *What we like to do*
Poster – *What we like to do*
Flashcards
Audio recordings
Photocopies of Activity Sheet
Stationery

Introduction:

Day 1

Listening and Speaking
(15 minutes)**1. Sing the song: The Game Song**

- LEAP Gr 3 Lesson 4

*School is over, it's time to play
time to play, time to play.
School is over, it's time to play,
boys and girls!*

*Hide and seek! Will you play?
Will you play? Will you play?
Skipping, hopping, catchers too -
will you play?*

(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 what they like to do after school.

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 4 *What we like to do*

Day 1: 15 minutes**Before reading**

- Link to the learners' context
 - Ask questions about what they do in their spare time
 - e.g. What do you do after school and on the weekend? Tell a partner
 - Do you know anyone who helps people who are poor or in trouble? What do they do?
- Read the title
 - Ask questions related to the title
 - What do you like to do most of all? Tell a partner
 - Who do you like to play with?
 - Show learners the poster and discuss each picture
 - Ask learners to describe what they see and ask a few questions e.g.
 - What is Oupa doing? What do you call that instrument? How does he make a sound with it?
 - Do you think it is safe to swim in a river? Why/why not?
 - What sport is Jennilee playing?
 - What sport is Zane playing??
 - What are the two people in the last picture doing?
- 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. poison, bowling, score, hungry

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 are some of the things the twins like to do?
 - What are some of the instruments their oupa can play?
 - Where do the twins like to swim?
 - What do the twins play at the Blue Bells club?
 - What do the twins play at the Lavender Hill Sports Club?
 - Who wants to be a good striker in soccer?
 - When did the coach at Lavender Hill Sports Club give free meals to children?

Day 3: 15 minutes

- Read the story to the learners/repeat the audio
- Follow up with questions which encourage higher order thinking
 - What are some of the things that the twins like to do?
 - Do you think it's easy to learn to play the saxophone? (say yes or no, and give some reasons)
 - Do you think it's safe to swim in streams that run past factories? (say yes or no, and give a reason)
 - Do you think the twins' mother knows that they swim in the stream? (say yes or no, and give a reason)
 - Do you think the twins' oupa played cricket when he was young? (say yes or no, and give a reason)
 - What does a striker try to do in a soccer game?
 - Why did children not get school meals during COVID lockdown?

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

Day 4

(15 minutes)

Words: swim, poison, sing, band, cricket, bowling, soccer, score, meals, hungry

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 *Freeze*

The learners dance or skip around the room while the teacher claps. Before the learners start moving around the teacher will give the instruction: "When I stop clapping everyone must stand on one leg and freeze." After each round, the teacher changes the instruction. The learners start moving around and then when the teacher stops clapping, the learners must freeze according to the instruction.

Further ideas and resources:

South Africa: DBE EFAL workbook

Additional activities for extension:

1. Divide your class into groups of three or four and talk about what games they like to play. After five or ten minutes let each group share the games that they have talked about and make a list of the games they mention on the board.
2. Have a class discussion about the good things children can learn in each game in the list you have made on the board. (If they are not sure, re-read the part in the story about what the twins' soccer coach says about playing soccer, and talk about whether what he says applies to the games listed on the board – then add whatever you can).
3. In groups ask the children to talk about what they remember about being in COVID lockdown in 2020 and 2021. Ask each group them to report back to the class. As they do ask the class to decide if each thing they mention was good or bad for children. List the good things on the left hand side of the board. List the bad things on the right hand side of the board.
4. NB Before you do this activity find out as much as you can about NGOs or government departments or any other organisations that give help to the community in your area. Talk about how the coach at Lavender Hill Sports Club made sure that the children near the club got food to eat during COVID lockdown, and how he saved them from being hungry. Have a class discussion about where people in your local community can get help if they are in need. Share what you have found out about places to get help with the children. Get them to practice writing down the names of the organisations where people can get help.

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