

Grade

Big Book 2

3

Lesson Plan 1

Term 1

Lesson 1

Title:

Be safe!

Topic

Keeping my body safe

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 personal safety
- Shared reading skills using the Big Book *Be safe!*
- Writing skills – complete activity sheets on aspects of feelings
- Integrated language skills (listening, speaking, reading, comprehension and writing)

Age/Level:

8–9 years (Gr 3 South Africa)

Time:

180 minutes over 1 week

Materials:

Big Book – *Be safe!*
Flash cards
Audio recordings
Photocopies of Activity Sheet 1
Stationery

Introduction:

Day 1
Listening and Speaking
(15 minutes)

1. Greetings

- Begin every lesson with a good morning chant
- Greetings (Model greetings with a game – Choose 5 different children for each lesson)

2. Main Activity

- Sing the song: “Keep Safe!”

LEAP Gr 2 Lesson 28

*Look left, right, left again,
before you cross the street.
Wait for all the cars to clear,
make sure they know we're near.*

(Listen to the audio clip and practise singing the song before the lesson as part of your preparation)

- Encourage learners to 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 3 Big Book 1: *Be safe!*

Day 1:**Before Reading:**

- Read the title
 - Ask learners questions related to the title
 - What does it mean to be safe?
 - What do you think the opposite of “safe” is?
 - Can you think of any dangerous places?
 - How can you keep safe in these places?
- Discuss the cover
 - Ask learners what they can see in the picture
 - point to the picture and ask learners to describe what they see
 - What does the sign in the middle of the page tell us?
 - Guess what each of the small pictures will tell us about.
 - Link the picture to the learners’ **context**
 - Have you ever been in a place where you didn’t feel safe?
 - What did you do?
 - Tell a partner.
 - Ask learners to **predict** what will happen in the story or text
 - What 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 e.g.
 - What are the dangerous things on each page?
 - How are the children in the picture keeping safe?
 - Which pictures show adults helping?
 - 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:**Second Read:**

- Learners read the complete text with the teacher and respond to a few questions posed by the teacher
 - How many things about safety did we read?
 - Why do we need to be careful around electricity?
 - Can we always trust adults to help us?
 - How do we know who to trust?

After Reading:

Whole class discussion

- Question of the day: What places do we need to be careful so that we are safe?
- Ask learners to raise their hands and ask at least 10 learners to tell the class their responses
- Write the places on the board or a chart

Day 3:**Third Read:**

- Display the text
- Learners read aloud the complete text with the teacher
- Follow up with questions which relate to the content:
e.g.
 - Why do you need to listen to adults at home?
 - Why must you never play with stoves or heaters?
 - Why is it important to think before you cross the road?
 - What happens when you play in the sun without protecting your body?
 - What can happen if you swim in deep water by yourself?
 - Think of a time you did something that made you feel unsafe
 - Tell a partner about the time and your feelings.

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

Day 4

(15 minutes)

Words: safe, cross, hat, water, deep, swim, fire, candles, stranger

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

(30 minutes)

End the lesson with a fun activity like a game.

e.g. *The safety game*

LEAP Gr 2 Lesson 28

Assessment:

See Teacher notes and Assessment Activities below to choose from

Further ideas and resources:

South Africa: DBE EFAL Workbook Book 1 Term 1 & LEAP materials and DBE

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>Be Safe!</i>• Engage in the discussion related to the topic: Keeping my body safe	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>Be Safe!</i>• Respond orally to the questions related to the text: <i>Be Safe!</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	1. Is the learner able to do Activity 1: <ul style="list-style-type: none">– Identify safe and unsafe situations– Write a sentence about keeping safe	Oral and practical, written recording	Checklist