

Grade

Big Book 2

3

## Lesson Plan 2

Term 1

Lesson 2

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: “I smell fire”  
*I smell fire, I smell fire!*  
*Drop and roll*  
*Drop and roll!*  
*Fire’s out to get you*  
*Fire’s out to get you,*  
*Keep down low*  
*Keep down low!*

(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:**

- Ask: Can anyone remember the book about being safe?
- Learners recall the different situations they need to be safe and give some details of what they remember

**During Reading:**

- Read the text aloud, and as you read the text page by page discuss the pictures again. Learners use their prior knowledge to give more details of each picture

**Day 2:****Second Read:**

- Learners read the complete text with the teacher and respond to both lower order (answers can be found in the text) and higher order (answers require some thinking) questions posed by the teacher
  - what do you think the main message of the book was?
  - what was your favourite part?
  - do you think the title is a good fit for the book? Why or why not?

**After Reading:****Whole class discussion**

- Question of the day: How do you know which adults are safe to ask for help? Can you trust all strangers?
- Ask learners to raise their hands and ask at least 10 learners to tell the class their responses

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**Day 3:**

**Third Read:**

- Learners read the complete text aloud with the teacher
- Follow up with questions which relate to the content, especially from pages 6 and 7:

e.g.

- How can a fire start?
  - What should you do if you are near a fire?
  - Which adults do you know you can trust?
  - When must you keep away from a stranger?
  - What can you do if a stranger wants you to go somewhere with them?
  - Make a list of the ways to keep safe
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**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

Consolidate the words learnt in the previous lesson

**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 2 Activity (*Run! Yell! Tell!*) 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. *Thumbs up, thumbs down!*

- Describe a scenario that is either safe or unsafe e.g. A strange lady offers you some sweeties
- Learners give a thumbs up if it is safe or a thumbs down if it is unsafe
- Allow learners to make up scenarios for the others to react to

**Assessment:**

See Teacher notes and Assessment Activities below to choose from

**Further ideas and resources:**

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

## 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"><li>• Sing along a chant or song with the teacher</li><li>• Respond to greetings</li><li>• Follow instructions</li><li>• Respond to the questions related to the text: <i>Be Safe!</i></li><li>• Engage in the discussion related to the topic: Keeping my body safe</li></ul>	Observation Oral and practical	Checklist
Reading and Comprehension	Is the learner able to: <ul style="list-style-type: none"><li>• Respond to the illustrations in the Big Book text: <i>Be Safe!</i></li><li>• Respond orally to the questions related to the text: <i>Be Safe!</i></li></ul>	Oral and practical	Checklist
Vocabulary	Is the learner able to: <ul style="list-style-type: none"><li>• Read and memorise the words on the flash cards</li></ul>	Oral and practical	Checklist
Integrated skills: Listening & Speaking, Reading and Writing Activities 1 & 2	<ol style="list-style-type: none"><li>1. Is the learner able to do the Activity</li><li>2. Link knowledge to their own context e.g.<ul style="list-style-type: none"><li>– Discuss different situations and how to react.</li></ul></li></ol>	Oral and practical, written recording	Checklist