

LESSON PLAN
LEARNING PROGRAMME: LITERACY

GRADE 1 **CONTENT IN CONTEXT** - **This is me**
DURATION : **11 WEEKS**

Selected LO's and AS's	Learning Activities	Resources
<p>FAT 1,2,3 HL LO 1 LISTENING AS 1: Listens attentively to instruction and announcements and responds appropriately AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, taking turns to speak and asking questions for clarification AS 3: Listens with enjoyment to short stories, rhymes, poems and songs from a variety</p>	<p>I discover more about my unique body</p> <p>News: (Daily activity)</p> <ul style="list-style-type: none"> • The learners introduce themselves to their friends to get to know each other. • The learners tell the teacher and the friends about their experiences over the weekend • Teacher discuss the weather chart e.g. Is it hot or cold? Do you think it will rain today? etc • Teachers discusses the birthday chart – Whose birthday is in which month? • Toilet routine • Appoint class leaders on a weekly basis <p>Activities</p> <ul style="list-style-type: none"> • Tell the story of Emphasis and explain the words in bold print • Shuffle the pictures and let the learners put them in the correct sequence while they say what happens in each picture • Tell the story again. This time emphasise the body parts mentioned. Let the learners show and name the corresponding body parts 	<p>Weather chart</p> <p>Duty chart</p> <p>Birthday chart</p> <p>Sequence pictures of a story</p> <p>Workbook</p> <p>Crayons</p> <p>Scissors</p> <p>Flashcards</p>

<p>of cultures and shows understanding</p> <p>3.1 Listens for the main idea and important details in the story.</p> <p>3.2 Acts out parts of story, song or rhyme</p> <p>3.3 Joins in choruses</p> <p>3.4 Draws a picture of the story and writes a few words about it</p> <p>3.5 Puts pictures in right sequence and matches captions with pictures</p> <p>3.6 Answers open questions about the story</p> <p>3.7 Expresses feelings; about this story</p> <p>FAT 2,3</p> <p>AS 6: Develops phonic awareness:</p> <p>6.1: Distinguishes between different phonemes especially at the beginning of words</p> <p>FAT 1</p>	<ul style="list-style-type: none"> • The learners describe the differences between : tall, short, chubby, thin, long , short, etc • Discuss the concepts short and tall. The learners can also point to one learner in the class who is eg. short or tall. • Choose 3 to 5 learners at a time. Call out their names. Let the learners repeat and try to remember the names. Let the learners point out the shortest and the tallest learner in the group. • Discuss the concept that each person is unique and a person his/her own right. Mention that learners in the class also differ <p>WRITING</p> <ul style="list-style-type: none"> • Position in space: the teacher gives instructions - the learner carry out with their hands and arms e.g. it is above/under etc. • Body parts – do the same instructions with regard to body parts put your hands on top of your head, under your chin, in the middle of your head • Writing and positioning in space – give instructions such as: make a dot at the top of the page, on the right side, at the bottom, in the middle, etc. • Crayon grip: practice the correct crayon grip • Letter formation: the learners practice the letter in the air, note the starting point of the letter, the learners write the letter on the board • Size: write the letter as big small on your board <p>Teacher takes note of the following:</p> <p>Sitting posture</p> <p>Pencil grip</p> <ul style="list-style-type: none"> • Let them name the colours while they are working “teacher check if learners can distinguish for eg between yellow and 	<p>Rhyme cards</p> <p>Letter cards</p> <p>Stapler</p> <p>Pencils</p> <p>Crayons</p> <p>Glue</p> <p>Resource books</p> <p>Books with body parts</p> <p>Story books</p> <p>Activity cards</p> <p>Flashcards:</p> <p>Names</p> <p>Body parts</p> <p>Letters/alphabet</p> <p>Pictures</p>
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<p>LO 2 SPEAKING AS 1: Talks about personal experiences, feelings and news AS 3: sings, recites acts out and mimes songs, poems and rhymes FAT 4 AS 6: Recounts in sequence personal experiences FAT 1 LO 3: READING AND VIEWING AS 1: Uses visual cues to make meaning. As1,2: Uses illustrations to interpret the meaning of stories and tells a story AS 2: Role-plays reading: 2.1: Holds up a book the right way up; 2.2: Turns pages appropriately</p>	<p>red. Soundcard of prescribed letter The learners colour the letter and cut it out</p> <p>Oral language development</p> <ul style="list-style-type: none"> • Name the body parts • With which sound does the body part begin e.g. a –arm, b – body, t – tongue • Use body parts to indicate with what sound does the body part begin e.g. legs (l) arms (a) tongue (t) repeat the exercise until learners are able to recognize beginning sounds <p>Incidental Reading</p> <ul style="list-style-type: none"> • Flash the names of the learners let them recognize their names. Is there anybody whose name begins with a “t”, or “a” etc These learners gets a star on the forehead. <p>Rhymes and Stories</p> <ul style="list-style-type: none"> • Read lots of stories and rhymes about the body uniqueness of each learner <p>More activities on news</p> <ul style="list-style-type: none"> • Learners will be more able to be able to introduce themselves now: names and surnames • Conversation: Learners tells what they did the previous day • Teacher tells the story again – emphasis on behind, in front, first, second, last, on top of, over, under, below. • Discuss the uniqueness of learners again. Discuss disabilities and discuss the role of being thankful 	<p>Reading words</p> <p>Labels</p> <p>Numbers</p> <p>Skills</p> <p>Emotions</p> <p>Senses</p> <p>Phonics</p> <p>Colour cards</p> <p>Game rules</p> <p>Maths vocabulary</p> <p>Counters</p> <p>Clay, paint, starch</p> <p>TV _ CD, Video recorder Radio Tape recorder Chalkboard Flipchart</p>
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<p>2.3 Look at words and pictures 2.4 Uses pictures to construct ideas FAT 4 AS 4: Recognises letters and words and makes meaning of written text: 4.2: Reads own writing and the writing of classmates 4.3: Uses phonic and word recognition skills to decode new or unfamiliar words in context AS 5: Develops phonic awareness: 5.1 Recognises and names letters of the alphabet 5.2 Understands the difference between letter names and letter sounds FAT 4 5.10 Recognises some high frequency sight</p>	<p>WRITING:</p> <ul style="list-style-type: none"> • The teacher gives instructions – put your hand at the top/at the bottom/in the middle of your head • Writing letters: the learners practice letters in the air. • The learners practice writing their names – learners with challenges use name tags on table <p>Oral and Language development</p> <ul style="list-style-type: none"> • Name the body parts • Body parts – say words with the 2 prescribed letters • The learners colour the letters <p>Reading</p> <ul style="list-style-type: none"> • Eye exercise – the teacher takes a pencil and draws a line in the air from left to right – the learners follow with their eyes • Read names – Flash the names of the learners. Who can recognize their own name • Read the word card of the body parts matching the body picture <p>Assessment:</p> <ul style="list-style-type: none"> • The teacher names the body parts and learners repeat until they know the names • Touch and name 3 body parts in a row • Touch a body part and learners name it • Use the new vocabulary in the following sentence: this is my arm, my leg, my nose, my ear, my eye, my finger etc <p>Story time: DROP ALL AND READ – TO BE DONE DAILY</p> <ul style="list-style-type: none"> • Read a poem or story about my body 	<p>Paper dolls Dolls</p> <p>News print Magazines Newspaper Pamphlets</p>
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<p>words FAT 2 & 3 LO. 4 Writing AS 1 Writes with increasing legibility 1.1: Manipulates writing tools like crayons and pencils effectively 1.2: Develops letter formation and handwriting skills, drawing patterns, tracing and copying words 1.3: forms letters of the alphabet successfully LO 5 THINKING AND REASONING AS 1: Uses language to develop concepts: 1.1: Demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed,</p>	<p>NEWS:</p> <ul style="list-style-type: none"> • Learners talk about events at home • Discuss the weather chart and birthday chart • Toilet routine <p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Tell a story about emotions • Name the emotions mentioned in the story • Learners dramatise emotions – teacher gives hints <p>WRITING:</p> <ul style="list-style-type: none"> • Learners draw lines from left to right on a piece of paper • Learners write their names. Emphasis the correct size of the letter of the letters <p>ORAL AND LANGUAGE</p> <ul style="list-style-type: none"> • Learners name emotions • Learners form words that end with the letter “t” e.g cat, sit, mat etc • Learners colour pictures, cut it out • Word building -with sounds already learnt words can now be built <p>ACTIVITY:</p> <ul style="list-style-type: none"> • Finger exercises – learners shrink and stretch their hands as big and a small as they can - repeat exercise • Demonstrate the correct sitting posture and pencil grip <p>Word building:</p>	
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<p>time, age, sequence AS 2: Uses language to think and reason: 2.2: Classifies information 2.3: Identifies parts from the whole 2.4: Identifies similarities and differences</p> <p>LO 6 LANGUAGE USE AND STRUCTURE AS 1: Relates sounds to letters and words 1.1: Uses phonics to Read and spell words AS 2: Works with words 2.2: Spells some familiar words correctly 2.3: Use capital letters for names AS 3: Works with sentences 3.1: Writes simple sentences 3.2: Uses punctuation – capital letter at the beginning of a sentence and a full stop at the end.</p>	<ul style="list-style-type: none"> • Capital letter: explain the difference a capital letter and a small letter – use the learners names • Read cards of the body parts and emotions • Flash the sight words <p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Show different emotions name them • Name an emotion and the learners mime it – I feel sad, I feel good, I feel proud, I feel angry. • Revise the body parts again • Let the learners name them in a sentence – this is my nose, these are my feet. Explain singular and plural. • Show a body part – name them in a sentence and let the learner show the body part. <p>POEM, SONGS, JINGLES AND RHYMES:</p> <ul style="list-style-type: none"> • e.g. This is the way I wash my face • This is my nose – I can smell with my nose. This is my ear – I can hear with my ear etc. <p>NEWS:</p> <ul style="list-style-type: none"> • The learners tell what they saw, heard, tasted, and smelled yesterday • The learners share local news about the previous day • Discuss weather chart and birthday's • Toilet routine <p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Tell learners a story – jingles or rhymes about body parts and matching senses – explain the concept senses. Let the 	
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<p>INTEGRATION: FIRST ADDITIONAL LANGUAGE: LO1: Listening: 1.2: Understands simple descriptions 1.3: Understands simple oral instructions by responding physically 1.4: Develops phonic awareness MATHEMATICS LO 1: Numbers operations and relationships AS 1: Counts to at least 34 everyday objects reliably LO 3: SPACE AND SHAPE: AS 6: Follows directions to move or place self Within the classroom or three dimensional objects in relations to each other</p> <p>LO 4: MEASUREMENT AS 5 Estimates, measures, compares and orders 3-d objects using</p>	<p>learners feel objects around them and let them describe their feelings. Let them lick their arms to taste. Let them smell their clothes and a friends clothes.</p> <ul style="list-style-type: none"> • Questions: Which senses are mentioned in the story • Learners point at the body part and names and demonstrates the sense <p>ORAL AND LANGUAGE DEVELOPMENT:</p> <ul style="list-style-type: none"> • Learners tell and demonstrates what each body part can do. Teachers writes words on board e.g. smell, hear, taste, feel etc <p>WRITING:</p> <ul style="list-style-type: none"> • Learners use blank pages to draw from top to bottom from left to right. <p>ACTIVITY:</p> <ul style="list-style-type: none"> • Finger exercises – learner stretch and shrinks their hands from left to right • Give learners pictures – to sequence from left to right • Learners page and read a book in groups from left to right • Learner repeats and dramatizes learnt poems • “DROP ALL AND READ” – TO DO DAILY • Read a story to learners <p>NEWS:</p> <ul style="list-style-type: none"> • The learners share new about previous day • Discuss weather chart • Discuss the birthday chart • Toilet routine – wash hands and faces 	
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<p>non-standard measures: length</p> <p>SOCIAL SCIENCE (history) LO 2: Historical Knowledge and Understanding AS 1: discusses own and other people's experiences in the past and present (chronology and time)</p> <p>GEOGRAPHY LO 1: Geographical enquiry AS 1 : indicates direction and position of objects in relation to self (e.g. left, right, in front, behind)</p> <p>ARTS AND CULTURE LO 1: Creating Interpreting and Presenting</p> <p>VISUAL ARTS AS 1: engages in creative art processes 1.1.1: presents images of own world in various media</p> <p>LIFE ORIENTATION</p>	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Use activities to consolidate left to right e.g. birdsnest, sheepkraal, beehive <p>Physical movement and development: Play games, catch balls etc</p>	<p>Wall charts from clinics, hospital, fire brigade Plastic of real fruit and vegetables</p>
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LO 1: Health Promotion
AS 5 : Recognises situations that may be, or may lead to sexual abuse and names a person to whom this can be reported
LO 3: PERSONAL DEVELOPMENT
AS 1 :States personal details
AS 2 :Describes own body
AS 3 :Shows and identifies different emotions, including respect for living things
LO. 4 PHYSICAL DEVELOPMENT
AS 2 :use a combination of body parts to locomote, rotate, elevate and balance without equipment

Physical movement and development:
Play games,catch balls

DETAILS OF ASSESSMENT

BARRIERS TO LEARNING:

TEACHER REFLECTION: