

## LESSON PLAN 04

**GRADE 3**

**( FIRST ADDITIONAL ENGLISH) : TERM 02**

**DURATION:- 1 WEEK 2 DAYS**

<b>Los &amp; Ass</b>	<b>INTEGRATION</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
<p><b>LO3 AS 2, 3 &amp; 4 READING AND VIEWING</b> AS2:-Makes meaning of written text by reading with the teacher:- .Reads the title .Predicts what the book is about from the title . answers literal questions about the story . Describes how the story makes self feel . Retells the story . Discusses in own home Language, social and ethical issues (eg whether something in the story is fair AS 3:- Recognises and makes meaning of letters and words:- . Recognises on sight an</p>	<ul style="list-style-type: none"><li>• <b>Within :</b> <b>LO 3 ; LO 4</b></li> <li>• <b>Across :</b> <b>A/C LO 3:</b> <b>AS 2</b> <b>A/C LO 4 :</b> <b>AS 2</b></li></ul>	<p><b>WHOLE CLASS</b> -Teacher allows learners to read the book title and predict what the book will be about. -teacher uses visual cues to help them understand the book. - Learners , together with teacher discuss what they think the book is about. -Teacher selects and writes new words on the chalkboard. - Together with learners they explain the meaning of new words. - The teacher reads for the learners thus observing punctuation, intonation and</p>	<p><b>FORMS:</b>  Oral response. Practical demonstration. Text writing.</p> <p><b>METHODS:</b> Teacher. Self assessment. Group</p> <p><b>TOOLS:</b>  Rubric Checklist</p>	<p>Reading difficulty e.g. struggling with consonants. (Words on the chart with pictures for frequent reading)</p> <p>Poor understanding due to LOLT not being home language. (Minimize code switching) and use of pictures; demonstrations; gestures;</p>

<p>increasing number of high-frequency words.          . Uses word recognition and comprehension skills such as phonics, context clues and prediction to make sense of text  <b>AS 4:- Reads with increasing speed and fluency</b>          .          --</p> <p><b>REFLECTIONS:</b></p>		<p>rhythm ( pattern reading).          - Learners read individually and aloud assisted by the teacher with pronunciation and appropriate stress when needed.          -Learners read the text using self-correcting / checking strategies.  <b>INDIVIDUAL ACTIVITY</b>          - Learners tell how they felt after reading the book.          - Teacher asks questions about what was read.          - Teacher asks learners to write own sentences using the vocabulary.  <b>PAIR WORK:</b>          Each learner retells the story of the book to a friend.          Learners draw a picture to show their comprehension of the story.</p> <p><b>RESOURCES:</b>          Reading book; Worksheets;          Colouring pencils;          Chalkboard.</p>	<p><b>Observation sheet</b></p>	<p>photographs; flash cards and sentence strips is encouraged.          Hardness of reading and eye movement.(          Learners to slide their fingers below the lines of the print, pointing to each word as they say it).          Note whether their finger and eye movements are correlating.</p>
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		<p><b>STORY TIME:</b> <i>As a teacher note that stories are a wonderful resource in the Foundation Phase when teaching a language. You can use a story at the beginning or end of a lesson. You can use it as an activity on its own.</i></p> <p><b>WHOLE CLASS</b> Teacher narrates a simple story using a picture and also demonstrating for learners to understand what the story is about. Teacher asks questions as they narrate the story.</p> <p><b>INDIVIDUAL WORK</b> Learners take turns to recount part of the story in sequence using language e.g. then he.....; Before.....;Next.....;After .....</p> <p>Learners write answers to questions.</p> <p><b>GROUP WORK</b> Learners discuss social and</p>		
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		<p><b>ethical issues and values in the story e.g. stealing; swearing; leaving home without permission; dangers in the environment e.g. swimming in the dams. Groups sequence pictures according to events in the story; answer questions from teacher and other learners.</b></p> <p><b>In their groups they take turns to read aloud one paragraph at a time.(The emphasis should be on pronunciation; word recognition; comprehension skills e.g. phonics.</b></p> <p><b>DRAMA:</b> <b>Learners dramatize the story.</b></p> <p><b>REFLECTIONS:</b></p>		
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