LESSON PLAN 01

GRADE 3

ENGLISH (FIRST ADDITIONAL); TERM 02

DURATION: - 1 WEEK 4 DAYS

LO's & AS's	INTEGRATION	LEARNING ACTIVITIES	DETAILS OF	BARRIERS TO
			ASSESSMENT	LEARNING
LO 1 : LISTENING	• Within:	<u>NB.</u> By now learners must have	FORMS:	Hard hearing
AS.2. Shows	LO 2; LO 3;LO 4 &	collected vocabulary of about	*Discussions	challenge
understanding of	LO 5; LO 6; AS.8	500 words. Add a further 1000	*Oral response	(Pair work)
recounts by recalling		words for term 2.	* Practical	
events in the right		To accomplish this, make sure	demonstrations	
sequence.		that every first day of the week,		Unable to sequence
AS.3. Shows		you have a chart with new		events.
understanding of	Across:	words.(Use word bank and	METHODS:	(More demonstrations
descriptions by noting	A/C LO 1	learner personal dictionaries).	Teacher	and individual
relevant	L/O LO 3		Peer	attention).
information(e.g.		Learners introduce	Group	Use of pictures to
completing simple		themselves and other		assist in sequencing
charts)		learners.	TOOLS:	events.
AS.4. Shows		• Introduce themselves to a	Observation sheet	
understanding of a		partner.	etc	
sequence of instructions		*		
by following them		• PAIR WORK: Listen		
correctly.		carefully to the partner		

 when they introduce themselves. Introduce the partner to the rest of the class. e.g. What is your name? Does your name have a meaning? Explain. Do you have brothers and sisters? Name them. With whom do you live? What do you live? Where do you live? Where do you live? Where do you live? Whet do you live? What do you live? Whet do you live? Whet do you live? What do you live? Whet do you live? Why and the programme do you like most? Why? Who are the characters in the programme? Do u know their names? Do u know their names? Can you tell us about what happened in the last programme? Etc. Recounting events through performing e.g. performing rhymes, poems; Drama and programme? 	
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SOUGS.	songs.
(Support learners with special	U U U U U U U U U U U U U U U U U U U

needs like hearing disability by making use of pair work- telling story slowly). Sequence events in a story. IN GROUPS: Complete birthday chart having listened to their birthday months e.g. names of learners born in January; February up to December. Learners read their names and words in the flash cards. DRAMA: Enact Birthday
-Touch your heard; shoulders; knees and toes. - Light a fire Fill a pot with water Put the pot onto a fire Stir in the meal Put a lid on the pot etc. INDIVIDUAL WORK: Learners transcribe sentences from sentence strips.e.g.
I fill a pot with water. RESOURCES:-

Name tags; Birthday chart (with names of months); Flash cards; Sentence strips and Pictures.REFLECTIONS:-		
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