

LESSON PLAN

LEARNING PROGRAMME: LITERACY

CONTENT IN CONTEXT - This is me

GRADE: 2

DURATION: 11 WEEKS

TIME ALLOCATION : 1h50 per day

SELECTED LO'S & AS'S	LEARNING ACTIVITIES	RESOURCES
<p>Home Language FAT 3 LO 1: Listening: AS 1: Listens attentively for a longer period (with extended concentration span) and response to an extended sequence of instructions FAT 3 AS 2: Demonstrates appropriate listening</p>	<p>I discover more about families and self-assertion in the family <i>Introducing the story</i></p> <ul style="list-style-type: none"> • Read the story Emphasise and explain the words/concepts in bold print. • Learners discuss their families • Discuss family photographs. Emphasis family values – family component: single parents, divorced parent. Number of family members: eldest, youngest <p><i>Phonics awareness:</i></p> <ul style="list-style-type: none"> • Auditory discrimination – name 2 sounds that sound the same. • Auditory memory – Flash phonics cards to learners, remove. Learners must recall at least 3 phonics. 	<p>Books: Story books Readers Poems Dictionaries Magazines Newspapers Literacy workbooks Pamphlets/advertisements Pictures: family situation Photo's Poems and Stories Year calendar</p> <p>Picture series,</p>

<p>behaviour by showing respect for speaker, taking turns to speak, an asking questions for clarification, and commenting on what has been heard, if appropriate</p> <p>As 3: Listens with enjoyment to stories, poems, rhymes and songs from a variety of cultures, and shows understanding</p> <p>3.1: Listens for main idea and important details in the story</p> <p>3.2: Acts out parts of story, song or rhyme</p> <p>3.3: Predicts what will happen</p> <p>3.6: Answers open questions about the story</p> <p>FAT 1</p> <p>LO 2: SPEAKING</p> <p>AS 1: Recounts personal experiences, feelings and news</p>	<ul style="list-style-type: none"> • Write a word from the reading lesson on the board: Learners must underline chosen word. Learners look for and underline word/s in their readers. Learners count how many times the word appears. • Reinforcement – Name 3 – 4 words. Example: boat-bean-pear-ball. Learner must identify word that does not fit • Teach 3-letter consonant blends at beginning of words(str-ip,str-ap) • Teach 3-letter consonant blends at end of words(po-nds,sta-nds,ca-tch) • Teach at least 3 new vowel blends (e.g oa-boat,ea-eat,short oo-book) • Teach ‘magic e’ in words (e.g cake,time,hope,) • Word building – Name a word with ‘magic e’/3-letter consonant blends at beginning of word/ 3-letter consonant blends at end of word,learners repeat it orally. The learners write the new sounds in their dictionaries and classbooks. • Say a word and leave out a sound at the end of the word e.g. dro .., gra..., pra... The learners write the missing sound in their book. • Word building – flash words and the learners build them with their letter cards. • Flash 2 – 3 words that correspond visually e.g. see, hear, smell etc The learners write them in their books. They use flash cards to play “snap” with a friend. <p><i>READING HL</i></p>	<p>Objects on display table</p> <p>Classwork books</p> <p>Posters e.g Public holidays Special holidays</p> <p>Word charts Birthday charts Weather charts Alphabet charts Handwriting - pattern charts</p> <p>Chalkboard Dusters, chalk</p> <p>Rulers, pencils, rubbers</p> <p>Tape recorder TV Video machine</p> <p>Sentence strips Word cards Phonic cards Single/double sounds</p> <p>Big sound flascards</p>
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<p>AS 4: Contributes to class and group discussions 4.2: Takes turns and asks relevant questions 4.3: Suggests and elaborates ideas 4.4: Shows sensitivity to the rights and feelings of others 4.6: Asks questions for clarity and information 4.7: Answers questions and gives reasons for answers FAT: 3 AS 6: Uses appropriate language for different purposes e.g. apologies , invitations and with different people FAT 1 & 3 AS 7: Uses appropriate and intonation LO 3: READING AND VIEWING:</p>	<ul style="list-style-type: none"> • Sound revision – flash cards and sight word vocabulary in turn and the learners read as fast as they can • Auditory discriminations – name 3 words from a paragraph in the reading lesson and the learners draw circles around the words. They read the words in the same sequence as they heard it. • Revise breath control with comma and full stop. Point out the impact of volume when interpreting reading as a means of communication. • Group reading – the boys/girls take turns to read the lesson with concrete use of the comma. The other group listens whether they interpret the punctuation marks correctly. • “DROP ALL AND READ” Should be done daily <p>SHARED READING – (Read to and with the whole class)</p> <ul style="list-style-type: none"> • Examine the cover of the book, pointing out the title, and the author’s name • Ask questions about the text. Invite your learners to predict what will happen next. • Invite learners to join in the reading, praise but do not interrupt • At the end of the reading invite personal responses to the text. • Use text even more by planning other activities based on story + Dramatise the story. The learners act out roles in the story e.g. a cross person, a happy person etc + Learners draw their favourite part of the story 	<p>Flashcards Flashcards / play “snap” Word cards for incidental Readers Sight words</p> <p>Colour pencils</p>
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<p>AS 2: Makes meaning of written text: 2.1.1: Describes the main idea 2.1.2: Identifies key details 2.1.5: Draw conclusions AS 2.2: Reads simple instructions in the classroom FAT 2 & 4 AS 3: Recognises and makes meaning of letters and words in longer texts: 3.1: Reads with increasing speed and fluency 3.2: Reads aloud and uses correct pronunciation and appropriate stress 3.3: Uses phonic and other word recognition and comprehension skills such as phonics,</p>	<p>+ Hand out sentence strips to learners and ask them to sequence them</p> <p>NEWS - EXTENSION OF GRADE 1 ACTIVITIES e.g. Talk about special happenings Festivals and Public Holidays</p> <p>HANDWRITING:</p> <ul style="list-style-type: none"> • Practice the prescribed handwriting pattern. Small and capital letter Check pencil grip, sitting posture as well as position of the book Ruling off and erasing without tearing the page. <p>WRITING:</p> <ul style="list-style-type: none"> • Write sentences about (Give guidance) • Learners write personal news • Learners write sentences for sequence story • A text containing a number of spelling and punctuation errors are written on the board together as a class the children edit the piece. Which once corrected is rewritten by the learners in their books. <p>Hint: Guide the learners through the process identifying:</p> <ol style="list-style-type: none"> 1) Errors with capital letters and full stops 2) Spelling errors 3) Grammatical errors <ul style="list-style-type: none"> • Transcribes words correctly <p>HIGH FREQUENCY WORDS:</p>	
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context clues, and making predictions in order to make sense of text

3.4: Use self correcting strategies such as rereading, pausing, practicing a word before saying it out loud.

AS 4: Develops phonic awareness:

4.1: Recognises vowel sounds spelled with two letters e.g. ea, ee, ay, ai

FAT 2 & 4

4.2: Recognises single consonants spelled with two letters e.g. wh, ph, sh

4.3: Recognises two-letter and three-letter consonant blends at the beginnings and ends of words e.g

bl,str,lp,nds

4.6: Recognises known rhymes e.g. fly,

Teacher gives the words. Learners make sentences. Use reading / high frequency/theme words.

Learners write words from dictation. Use words from high frequency and phonics lists.

sky, dry

4.8: Recognises an increasing number of high frequency sight words.

AS 5: Reads for information and enjoyment

5.1: Reads picture books and simple stories of own choice

FAT 2 & 4

LO 4: WRITING

AS: 2: Write for different purposes

2.1: Write drafts and short texts for

barriers purposes

2.2: Write a title that reflects the content

FAT 2 & 4

AS 5: Bolds

vocabulary and starts to spell words so that they can be read and understood by others

5.2: Spells common words correctly

5.4: Attempts to spell unfamiliar words using Knowledge of phonics

AS 6: Writes so that others can understand, using appropriate grammatical structures and writing conventions

6.1: Uses writing frames that show different kinds of sentence and text structures

FAT 2 & 4

6.2: Uses basic punctuation (capital letters and full stops)

AS 7: Writes with increasing legibility

7.1: Uses handwriting tools and implements effectively

7.2: Forms letters clearly and easily

7.3: Writes with greater ease and speed as a result of frequent

practice

FAT 2 & 4

LO 5: THINKING AND REASONING

AS 2: Uses language to think and reason

2.1: Understands and uses language for logic and reasoning e.g. cause and effect, logical sequence

2.3: Identifies similarities and differences for e.g. like, the same as, different from, and classifies things

AS 3: Uses language to investigate and explore

3.1: Ask questions and searches for explanations

FAT 2 & 4

AS 4: Processes information

4.1: Picks out selected information from a text and

<p>processes it LO 6: LANGUAGE STRUCTURE AND USE AS 1: Relates sounds to letters and words 1.1: Uses phonics to spell unfamiliar words FAT 2 & 4 AS 2: Works with words 2.1: Spells familiar words correctly AS 3: Works with sentences 3.6: Uses punctuation correctly (question mark, comma to separate items in a list, capital letters for proper names e.g. Gauteng</p> <p>INTEGRATION: Arts and Culture: LO 1: Creating, interpreting and presenting Visual Arts: AS 2: Identifies and uses patterns found in the</p>		
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immediate environment,
using various materials
in organized sequences
and in combination
LIFE ORIENTATION:
**LO 1: Health
Development**
**AS 1: Identifies
communicable diseases
and explains measures to
protect self and others**
**LO 3: Personal
Development**
**AS 1: Identifies positive
aspects of self**
**AS 2: Describes what to
do to treat own body well**
**AS 3: Demonstrates and
discusses emotions in
various situations.**
MATHEMATICS:
LO 4: Measurement
**AS 2: Names in order the
days of the week and the
months of the year**
**AS 4: Sequences events
according to days,
weeks, months and years**
**AS 5: Identifies
important dates on
calendars including dates**

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<p>of</p> <ul style="list-style-type: none"> • Religious festivals • Historical events. <p>SOCIAL SCIENCE – (H) LO 3: Historical interpretation AS 1: Retells a story about people and events in the past AS 2: Begins to distinguish between fantasy and reality AS 3: Chooses, describes and talks about an object that represents the past (e.g. photographs of pictures of grandparents, or items used for cultural celebrations or for specific purposes)</p>		
<p>DETAILS OF ASSESSMENT:</p>		
<p>BARRIERS TO LEARNING:</p>		
<p>REFLECTION:</p>		

