



**LESSON PLAN**  
**LEARNING PROGRAMME: LITERACY (HL)**

**GRADE: 1**



**CONTENT IN CONTEXT: SAFETY – Fire, Home, School and surroundings**

**DURATION: 4 Weeks**

Selected LO's and AS's	Learning Activities	Resources
<p><b>LO 1: LISTENING</b></p> <p><b>AS 1:</b> Listens attentively to instructions and announcements and responds appropriately</p> <p><b>AS 2:</b> Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, taking turns to speak and asking questions for clarification</p> <p><b>AS 3:</b> Listens with enjoyment to short stories, rhymes, poems and song from a variety cultures and shows understanding</p>	<p><b>LISTENS TO INSTRUCTIONS:</b></p> <p>*Learner listens to stories, rhymes, riddles, poems and simple jokes</p> <p>*Learner is able to carry out three instructions</p> <p></p> <p><b>STORIES:</b></p> <p>*Educator reads stories/poems (using pictures of books) to learners about safety (home/school/surrounding, fire, water and pollution)</p> <p>*Learners listen to stories</p> <p style="text-align: right;">*Retells</p>	<p><b>Fire men, fire brigade</b></p> <p></p> <p><b>Fire extinguisher, aerosol can, matches, gas cilinder</b></p>

AS 3.1: listens for the main idea and important details in the story	in correct sequence.	*Puts pictures in	Story books
AS 3.2: acts out parts of story, song or rhyme	correct sequence.		Pictures
AS 3.3: joins in choruses	*Learners act out part of the story (by using costumes, masks etc)		Workbook
AS 3.4: draws a picture of the story and writes a few words about it	*Answers questions about story in full descriptive sentences		Crayons
AS 3.5: puts picture in the correct sequence and matches captions with pictures	*Expresses feelings about the story (using descriptive words) Give reasons for feelings (I feel ..... because .....)		Flashcards
AS 3.6: answers open question about the story	*Learners reads story with educator and names the characters and tells where the story took place eg. woods, farm, town, etc.		Scissors
AS 3.7: expresses feelings about the story			Rhyme cards
AS 3.8: communicates back the sequence of ideas			
AS 4: Listens, enjoys and responds appropriately to riddles and jokes			
AS 6 Develop phonic awareness:	<b>NEWS</b>		
AS 6.1: distinguishes phonemes, especially of the beginning and the end of words	*Learner tells about news (read or seen on television) on theme		
AS 6.3: recognises plurals ('s' and 'es'), '-ing' and '-ed' at the end of words	Must use at least 4 full sentences		Letter cards
	*Draws pictures		
<b>LO 2: SPEAKING:</b>	*Writes at least one sentence on news		Pencils
AS 1: Talks about personal experiences, feelings and	<b>POEMS/SHORT STORIES</b>		Resource books

<p>news</p> <p>AS 2: Communicates ideas using interesting descriptions and action words</p> <p>AS 3: Sings, recites, acts out and mimes songs, poems and rhymes</p> <p>AS 4: Uses language imaginatively for fun and fantasy</p> <p>AS 6: Recounts in sequence personal experiences</p> <p>AS 7: Tells a familiar story that has a beginning, middle and ending, using pictures for support if necessary</p> <p>AS 8: Contributes to class and group discussions:</p> <p>AS 8.1: by taking turns, asking questions and showing sensitivity to the rights and feelings of others</p> <p>AS 8.3: responds to questions asked by listeners</p> <p><b>LO 3: READING AND VIEWING</b></p> <p>AS 1: Uses visual cues to make meaning:</p> <p>AS 1.1: predicts from the cover of the book what the story is about</p> <p>AS 1.2: uses illustrations to interpret the meaning of stories and tells the story</p> <p>AS 3: Makes meaning of written text:</p>	<p>*Learner is able to memorise and recite short poems</p> <p>*Mime or perform own actions</p> <p>*Role play</p> <p>*Dramatising</p> <p>*Learner retells 3 – 5 steps in a sequence (eg.What to do in case of a fire)</p> <p>1. Phone the fire brigade</p> <p>2 .Evacuate</p> <p>3. Wait for the fire brigade etc.</p> <p><b>PHONICS</b></p> <p>*Auditory activities is done <b>daily</b></p> <p>*Learner is able to identify double sounds (vowel diagraph eg. “oo” book, look “ou” house, mouse</p> <p>*Identifies plurals and the past tense</p>	<p>Books with pictures of the themes/topics</p> <p>Activity cards</p> <p>Phonic flashcards</p> <p>Glue</p> <p>Labels</p> <p>Chalkboard</p> <p>TV, DVD</p> <p>Video recorder</p> <p>Tape recorder</p> <p>Magazines</p> <p>Pamphlets</p>
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<p>AS 3.1: reads a story with the teacher and</p> <ul style="list-style-type: none"> <li>-discusses the main idea</li> <li>-identifies the details (example eg. Main characters, sequence of events, setting)</li> <li>-says whether the story was liked and why</li> </ul> <p>AS 4: Recognises letters and words and makes meaning of written text:</p> <p>AS 4.1: reads simple written materials (labels, stories etc.) for different purposes</p> <p>AS 4.3: uses phonics and word recognition skills to decode new or unfamiliar words in context (eg. Visual cues like shape of word and letter patterns, picture clues, context clues and letter-sound relationship)</p> <p>AS 5: Develops phonic awareness:</p> <p>AS 5.1: recognises and names letters of the alphabet</p> <p>AS 5.5: *Segments simple words with single initial consonants short vowels (CVC pattern) into onset (the first sound) and rhyme (the last part of the syllable) eg. f- at, c- at, h-at</p> <p>*groups common words into families (eg. hat, fat, sat)</p>	<p>*Learner must at least give two examples (plurals and past tense) from the story</p> <p>*Learner is able to use one descriptive word eg. small fire, big truck etc.</p> <p>*Learners builds words with a two letter combination at the beginning of the word eg. dr -um, sh -ot etc</p> <p><b>READING</b></p> <p>*Learners place words taken from story and place it on given pictures</p> <p>*Place jumbles letters in correct sequence to make a word eg. efir = fire, rweta = water</p> <p>*Give sentences with two optional words of which one correct word must be selected eg. I see a (big, bik) fire.</p> <p>*Give 5 words and 3 sentences, learners selects correct words to fill in eg.</p> <p>cans      trees      sharp      fire      run</p> <p>Do not play with .....</p>	<p>News print</p> <p>News paper</p>
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<p><b>LO 4: WRITING</b></p> <p>AS 1: Writes with increasing legibility</p> <p>AS 1.1: manipulates writing tools like crayons and pencils effectively</p> <p>AS 1.2: develops letter formation and handwriting skills, drawing patterns, tracing and copying words</p> <p>AS 1.3: forms letters of the alphabet successfully</p> <p>AS 5.1:uses letters to form single words and short sentences.</p> <p>AS 5.2:leaves spaces between words.</p> <p>AS 5.3:uses left to right, top to bottom orientation to write</p> <p>AS 5.4: writes own sentences, with the support of writing frames where necessary (eg. Words on blackboard)</p> <p>AS 5.5: starts to use basic punctuation (capital and full stops)</p> <p>AS 6: Begins to build vocabulary and starts to spell words so that they can be read and understood by others:</p> <p>AS 6.2: spells common words correctly</p>	<p>Climbing ..... are dangerous.</p> <p>Empty spray ..... can explode in flames.</p> <p>*Give a short written piece. Learners must be able to find/identify and say several sounds eg. find all the words beginning with “b”, “t”, “k”</p> <p>*Do unprepared reading: use reading cards with familiar and unfamiliar words in order for learners to use decoding skills</p> <p>*”DROP ALL AND READ”</p> <p>*Reads for own enjoyment and information</p> <p><b>WRITING</b></p> <p>*Learners writes words and sentences understanding the concept from left to right and continuing from the top to the bottom</p> <p>*Learners write short sentences with spacing for easier reading</p> <p>*Learners write sentences with correct punctuation, capital letters, full stop, prepositions, nouns eg. What is your name?</p> <p>My name is John.</p>	
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**LO 5: THINKING AND REASONING**

AS 1: Uses language to develop concepts

AS 1.1: demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence

AS 2: Uses language to think and reason

AS 2.2: classifies information (eg. Groups of different kinds of animals)

AS 3: Uses language to investigate and explore

AS 3.4: Solves picture and word puzzles

**LO 6: LANGUAGE STRUCTURE AND USE**

AS 1: Relates sounds to letters and words

AS 1.1: uses phonics to read and write words

AS 2: Works with words

AS 2.1: knows where a written word begins and ends and leaves spaces between words

AS 2.2: spells some familiar words correctly

AS 2.4: uses capital letters for names (eg. Brenda)

\*Writes 3 letter words from phonic list (test)

**THINKING AND REASONING**

\*Learner shows understanding by talking and explaining consequences:

CAUSE

EFFECT

Playing with matches


Getting burnt

Running over the street

Getting run over/hurt

\*Graph is given and learners must find given words and colour them in on word puzzle eg. bus, bad, sit, man

x	b	u	s	s
k	a	m	i	n
j	d	a	t	e
l	h	n	p	t
h	a	t	z	w

<p>AS 2.5: groups words (eg. Word that rhyme)</p> <p>AS 3: Works with sentences</p> <p>AS 3.1: writes simple sentences (eg. Jay won the race)</p> <p>AS 3.2: uses punctuation – a capital letter at the beginning of a sentence and a full stop at the end</p> <p>AS 3.3: uses nouns, pronouns (I, you, she, he, etc.) and prepositions correctly</p> <p>AS 3.4: uses simple present and past tenses correctly</p> <p>AS 4: Works with texts :</p> <p>AS 4.2: talks about texts (eg. Stories) using terms like ‘beginning’, ‘middle’, and ‘end’</p> <p>AS 5: Develops critical language awareness:</p> <p>AS 5.2: explores why different language is used in different contexts</p> <p>AS 5.3: uses meta-language (terms such as sentence, capital letter, full stop, dictionary)</p>		
<p><b>DETAILS OF ASSESSMENT:</b></p>		
<p><b>BARRIERS TO LEARNING:</b></p>		
<p><b>REFLECTIONS:</b></p>		

**LESSON PLAN**  
**LEARNING PROGRAMME: LITERACY (HL)**

**GRADE: 1**

**CONTENT IN CONTEXT**

Water and sanitation  
Pollution – water  
Vegetation - trees

**DURATION:**

**5 Weeks**


Selected LO's and AS's	Learning Activities	Resources
<p><b>LO 1: LISTENING</b></p> <p><b>AS 1: Listens attentively to instructions and announcements and responds appropriately</b></p> <p><b>AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, taking turns to speak and asking questions for clarification</b></p> <p><b>AS 3: Listens with enjoyment to short stories, rhymes, poems and song from a variety cultures and shows understanding</b></p>	<p><b>I can see:</b></p> <p><b>*Ask learners to look at different glasses eg.</b></p> <ol style="list-style-type: none"> <li><b>1. Learners identify colours of substances in each glass.</b></li> <li><b>2. Learners identify glass that contains water (emphasis the fact that water is colourless)</b></li> <li><b>3. Learners discuss which body part helped them to decide which glass contains water</b></li> </ol> <p><b>I can taste:</b></p> <p><b>*Ask learners to explore another property of water eg.</b></p> <ol style="list-style-type: none"> <li><b>1. Place glasses of various liquids on the table eg.</b></li> </ol>	<p><b>Pictures</b></p> <p><b>Crayons</b></p> <p><b>Tooth brushes</b></p> <p><b>Tooth paste</b></p> <p><b>Buckets</b></p>




<p>AS 3.1: listens for the main idea and important details in the story</p> <p>AS 3.2: acts out parts of story, song or rhyme</p> <p>AS 3.3: joins in choruses</p> <p>AS 3.4: draws a picture of the story and writes a few words about it</p> <p>AS 3.5: puts picture in the correct sequence and matches captions with pictures</p> <p>AS 3.6: answers open question about the story</p> <p>AS 3.7: expresses feelings about the story</p> <p>AS 3.8: communicates back the sequence of ideas</p> <p>AS 4: Listens, enjoys and responds appropriately to riddles and jokes</p> <p>AS 6 Develop phonic awareness:</p> <p>AS 6.1: distinguishes phonemes, especially of the beginning and the end of words</p> <p>AS 6.3: recognises plurals ('s' and 'es'), '-ing' and '-ed' at the end of words</p>	<p>vinegar, juice, milk, water</p> <ol style="list-style-type: none"> <li>2. Ask learners to taste each of the liquid</li> <li>3. Learners discuss which body part helped them to decide which glass contains water and if it is hot or cold</li> </ol> <p>*Identifies various sources of water</p> <p>*Answers questions to demonstrate understanding of sources of water in the immediate environment</p> <ol style="list-style-type: none"> <li>1. Use pictures that reflects different sources of water eg. swimming pool, dam, river, tap etc (learners use magazines to cut out pictures)</li> <li>2. Learners are introduced to the concept of the water cycle – emphasis on the fact that water is used over and over again. (use pictures – the sun heats, tiny drops of water, form clouds rain)</li> </ol> <p>*Teacher reads stories/poems using pictures and books – Learners retell in correct sequence</p> <p>Dramatise parts of the story</p> <p>Answers questions using descriptive full sentences</p> <p>Expresses feelings about story and give reasons</p> <p>Learners read stories with educator and names the</p>	<p>Mug</p> <p>Story books</p> <p>Magazines</p> <p>Resource books</p> <p>Pencils</p> <p>Glue</p> <p>Wall charts</p> <p>News print</p> <p>Newspaper</p> <p>Flashcards</p> <p>TV</p>
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<p><b>LO 2: SPEAKING:</b></p> <p><b>AS 1:</b> Talks about personal experiences, feelings and news</p> <p><b>AS 2:</b> Communicates ideas using interesting descriptions and action words</p> <p><b>AS 3:</b> Sings, recites, acts out and mimes songs, poems and rhymes</p> <p><b>AS 4:</b> Uses language imaginatively for fun and fantasy</p> <p><b>AS 6:</b> Recounts in sequence personal experiences</p> <p><b>AS 7:</b> Tells a familiar story that has a beginning, middle and ending, using pictures for support if necessary</p> <p><b>AS 8:</b> Contributes to class and group discussions:</p> <p><b>AS 8.1:</b> by taking turns, asking questions and showing sensitivity to the rights and feelings of others</p> <p><b>AS 8.3:</b> responds to questions asked by listeners</p>	<p>characters and tells where the story took place</p> <p><b>NEWS</b></p> <p>*Discuss news events about cholera, diarrhoea, bilharzia and water pollution</p> <ol style="list-style-type: none"> <li>1. Make learners aware not to drink dirty water</li> <li>2. Causes of water pollution eg. factories, drain pipes and dumping of rubbish</li> <li>3. Methods to clean water: boil, add chemicals, filtering etc</li> </ol> <p>*Draws a picture based on news eg. water pollution and writes a few words.</p> <p><b>ORAL</b></p> <p>*The usage of water:</p> <ol style="list-style-type: none"> <li>1. Clean our bodies and teeth</li> <li>2. Cooking</li> <li>3. Wash cars</li> <li>4. Plant growth, animals and humans</li> </ol> <p>*Experiment to show how to save water when brushing your teeth:</p> <p><b>SONG</b></p>	<p><b>DVD</b></p> <p><b>Concrete apparatus:</b> Eg. axe, wood</p>
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<p><b>LO 3: READING AND VIEWING</b></p> <p><b>AS 1: Uses visual cues to make meaning:</b></p> <p><b>AS 1.1: predicts from the cover of the book what the story is about</b></p> <p><b>AS 1.2: uses illustrations to interpret the meaning of stories and tells the story</b></p> <p><b>AS 3: Makes meaning of written text:</b></p> <p><b>AS 3.1: reads a story with the teacher and</b>  <b>-discusses the main idea</b>  <b>-identifies the details (example eg. Main characters, sequence of events , setting)</b>  <b>-says whether the story was liked and why</b></p> <p><b>AS 4: Recognises letters and words and makes meaning of written text:</b></p> <p><b>AS 4.1: reads simple written materials (labels, stories etc.) for different purposes</b></p> <p><b>AS 4.3: uses phonics and word recognition skills to decode new or unfamiliar words in context (eg. Visual cues like shape of word and letter patterns, picture clues, context clues and letter-sound relationship)</b></p> <p><b>AS 5: Develops phonic awareness:</b></p>	<p><b>To the tune of Twinkle, Twinkle Little Star</b></p> <p><b>Here's my toothpaste</b></p> <p><b>Here's my brush</b></p> <p><b>I won't hurry, I won't rush</b></p> <p><b>Working hard to keep teeth clean</b></p> <p><b>Front and back and in between</b></p> <p><b>When I brush for quite a while I will have a happy smile</b></p> <p><b>Divide learners into two groups</b></p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><b>Group 1</b></th> <th style="text-align: center;"><b>Group 2</b></th> </tr> </thead> <tbody> <tr> <td><b>1. One person to show the group how to brush teeth</b></td> <td><b>1. Same</b></td> </tr> <tr> <td><b>2. She/he must collect the tooth brush, - paste and an empty bucket from the educator</b></td> <td><b>2. Same, but add mug</b></td> </tr> <tr> <td><b>3. Go to the tap</b></td> <td><b>3. Same</b></td> </tr> <tr> <td><b>4. Put the empty bucket under the tap</b></td> <td><b>4. Use mug to collect from tap</b></td> </tr> <tr> <td><b>5. Start brushing the teeth running tap and rinse</b></td> <td><b>5. Brush teeth</b></td> </tr> </tbody> </table>	<b>Group 1</b>	<b>Group 2</b>	<b>1. One person to show the group how to brush teeth</b>	<b>1. Same</b>	<b>2. She/he must collect the tooth brush, - paste and an empty bucket from the educator</b>	<b>2. Same, but add mug</b>	<b>3. Go to the tap</b>	<b>3. Same</b>	<b>4. Put the empty bucket under the tap</b>	<b>4. Use mug to collect from tap</b>	<b>5. Start brushing the teeth running tap and rinse</b>	<b>5. Brush teeth</b>	
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<p>AS 5.1: recognises and names letters of the alphabet</p> <p><b>LO 4: WRITING</b></p> <p>AS 1: Writes with increasing legibility</p> <p>AS 1.1: manipulates writing tools like crayons and pencils effectively</p> <p>AS 1.2: develops letter formation and handwriting skills, drawing patterns, tracing and copying words</p> <p>AS 1.3: forms letters of the alphabet successfully</p> <p>AS 5.1:uses letters to form single words and short sentences.</p> <p>AS 5.2:leaves spaces between words.</p> <p>AS 5.3:uses left to right, top to bottom orientation to write</p> <p>AS 5.4: writes own sentences, with the support of writing frames where necessary (eg. Words on blackboard)</p> <p>AS 5.5: starts to use basic punctuation (capital and full stops)</p>	<p>mouth into bucket</p> <p>6. Close tap                      6. Rinse your mouth into bucket</p> <p>6. Rinse your mouth into bucket</p> <p>*Discuss with whole class and choose the best way to save water when brushing teeth.</p> <p>*Use two pictures: one of child using a cup and one brushing teeth under running tap.</p> <p>Colour in the correct action.</p> <p>*Identify water that is save to drink and the importance of drinking clean water.</p> <p>Use pictures that demonstrates procedure that is followed when purifying water for drinking.</p> <p>Ask questions eg.</p>  <p>What do we use to clean water?</p> <p>Where must we store safe water ?</p> <p>What must we use to scoop water from the container?</p> <p>Give a worksheet with pictures that shows safe water.Tick the appropriate pictures.</p>	
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<p><b>AS 6: Begins to build vocabulary and starts to spell words so that they can be read and understood by others:</b></p> <p><b>AS 6.2: spells common words correctly</b></p> <p><b>LO 5: THINKING AND REASONING</b></p> <p><b>AS 1: Uses language to develop concepts</b></p> <p><b>AS 1.1: demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence</b></p> <p><b>AS 2: Uses language to think and reason</b></p> <p><b>AS 2.2: classifies information (eg. Groups of different kinds of animals)</b></p> <p><b>AS 3: Uses language to investigate and explore</b></p> <p><b>LO 6: LANGUAGE STRUCTURE AND USE</b></p> <p><b>AS 1: Relates sounds to letters and words</b></p> <p><b>AS 1.1: uses phonics to read and spell words</b></p> <p><b>AS 2: Works with words</b></p> <p><b>AS 2.1: knows where a written word begins and ends and leaves spaces between words</b></p> <p><b>AS 2.2: spells some familiar words correctly</b></p>	<p><b>*Steps that should be taken to ensure personal hygiene.</b></p> <p><b>*Learn about some of the health habits that are essential for good health.</b></p> <p><b>*Importance of washing hands to prevent spread of germs.</b></p> <p><b>Ask learners the following questions</b></p> <ol style="list-style-type: none"> <li><b>1. Which toilet system do you use at home?</b></li> <li><b>2. Which toilet system is your friend using?</b></li> </ol> <p><b>Discuss the dangers of open toilet systems against flushing toilet system.</b></p> <p><b>Discussion about keeping the toilet clean.</b></p> <ol style="list-style-type: none"> <li><b>1. Always close the lid of the toilet seat.</b></li> <li><b>2. Always use toilet paper.</b></li> <li><b>3. Always flush the toilet after use.</b></li> <li><b>4. Always leave the toilet in a clean state.</b></li> </ol> <p><b>Use a picture to demonstrate ways of cleaning the toilet.</b></p> <div style="text-align: center;">  </div> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li><b>1. How many people do you see in the picture?</b></li> <li><b>2. What are they doing in the toilet?</b></li> <li><b>3. What do we use to clean toilets?</b></li> </ol>	
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<p>AS 2.4: uses capital letters for names (eg. Brenda)</p> <p>AS 2.5: groups words (eg. Word that rhyme)</p> <p>AS 3: Works with sentences</p> <p>AS 3.1: writes simple sentences (eg. Jay one the race)</p> <p>AS 3.2: uses punctuation – a capital letter at the beginning of a sentence and a full stop at the end</p> <p>AS 3.3: uses nouns, pronouns (I, you, she, he, etc.) and prepositions correctly</p> <p>AS 3.4: uses simple present and past tenses correctly</p> <p>AS 4: Works with texts :</p> <p>AS 4.2: talks about texts (eg. Stories) using terms like 'beginning', 'middle', and 'end'</p> <p>AS 5: Develops critical language awareness:</p> <p>AS 5.2: explores why different language is used in different contexts</p> <p>AS 5.3: uses meta-language (terms such as sentence, capital letter, full stop, dictionary)</p>	<p><b>HOW TO WASH YOUR HANDS</b></p> <p>1. Teach learners the song :This is the way we wash our hands.</p> <p>This is the way we wash our hands</p> <p>Wash our hands</p> <p>Wash our hands</p> <p>This is the way we wash our hands</p> <p>Before eating our food.</p> <p>This is the way we wash our hands</p> <p>Wash our hands</p> <p>Wash our hands</p> <p>This is the way we wash our hands</p> <p>After playing with our pets.</p> <p>This is the way we wash our hands</p> <p>Wash our hands</p> <p>Wash our hands</p> <p>This is the way we wash our hands</p> <p>After going to the loo.</p> <p>Emphasis to learners importance of washing their hands before and after a certain activity to improve the hygiene.</p>	
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**FORESTERY**

**TREES ARE IMPORTANT**

**\*Teacher reads the following story to the learners**

**\*Shared reading**

**\*Unprepared reading**

**\*Reads for own enjoyment and information**

**\*"DROP ALL AND READ"**



**Where would we be without trees? Trees truly are our friends, generously giving us many things that we take for granted. In our school grounds, parks, gardens and along our streets, trees give us shade from the hot sun and shelter from wind and rain. Many bear fruit that people and animals can eat. Everyday trees and other plants give us clean air to breathe. Look closely at a tree**

and you will find a whole community of animals and other plants living in it. Even after they are chopped down, trees continue.

Even after they are chopped down, trees continue to give: the wood to make our school benches and pencils, the paper this book is written on and even some fabrics that we wear are all gifts from the tree. No wonder every year we set aside a special day to celebrate and give thanks for trees!

Not all plants are our friends. There are plants that are our friends, but there are those that are our enemies, because they invade the area where our true friends grow. These plants are not originally from this country, they come from other countries. They compete with the other trees for space, water and food. Some of our plants die because of this and would not give us all the things we have mentioned. Those plants are called Alien Invasive Plants. These plants must be removed, people are not allowed to grow or plant them.

**ACTIVITIES:**

\*Learner is able to identify double sounds eg. clean, breathe, bear or school, friends, true



**\*Learner identifies plurals tree – trees, plant – plants**  
**\*Learner identifies present tense – give, look, compete**  
**\*Learner identifies one descriptive word eg. hot sun, clean air**  
**\*Learner is able to retell the story**  
**\*Place jumbled letters in correct sequence to make a word eg. nac = can, etres = trees, toh = hot, nus = sun**  
**\*Give sentences with two optional words of which one correct word must be selected eg.**  
**Trees are chopped down to make (wood, hood)**  
**\*Give 5 words and 3 sentences. Learners select correct words to fill in:**  
**animals      clean      friends      plants      fruit**  
**Trees bear .....**  
**We breathe ..... air.**  
**Trees are truly our .....**  
**\*Learners find/identify and say several sounds eg.**  
**find all the words beginning: w-, g-, t-, etc.**  
**\*Learners builds words with two letter combination at the beginning of the word: tr- ees, fr- iends etc**



	<p><b>WRITING</b></p> <p><b>*Learners writes words and sentences understanding the concept from left to right and continuing from the top to the bottom</b></p> <p><b>*Learners write short sentences with spacing for easier reading</b></p> <p><b>*Learners writes sentences with correct punctuation</b></p> <p><b>*Learners writes 3 letter words from phonic list</b></p>	
<p><b>DETAILS OF ASSESSMENT: Peer, Self, Group, Teacher observation</b></p>		
<p><b>BARRIERS TO LEARNING:</b></p>		
<p><b>TEACHER REFLECTION:</b></p>		

FORMAL ASSESSMENT TASK	LO's and AS'S	ACTIVITIES
FAT 1	LO 1 AS 3.1 AS 6.1 AS 7	Correct sequence of story – oral Identify double sounds – written task/oral practical/flash cards (rubric) Beginning and end of story – oral (rubric)

	<b>LO 2</b> <b>AS 4.1</b> <b>LO 4</b> <b>AS 5.1</b> <b>LO 6</b> <b>AS 3.2</b>	<b>Read labels – practical (rubric)</b>  <b>Short sentences with spacing – written test (rubric)</b>  <b>3 – 5 sentences with correct punctuation - written task (rubric)</b>
<b>FAT 2</b>	<b>LO 3</b> <b>AS 5.1</b>	<b>Identify sounds in written piece – oral ( rubric)</b>
<b>FAT 3</b>	<b>LO 3</b> <b>AS 4.1</b> <b>AS 5.7</b>	<b>Reads books, simple short text – oral (rubric)</b> <b>Read familiar words – oral (rubric)</b>
<b>FAT 4</b>	<b>LO 4</b> <b>AS 3.2</b> <b>AS 5.1</b> <b>LO 5</b> <b>AS 3.4</b>	<b>Sentences about drawing/picture – written task (rubric)</b> <b>Short sentences with spacing – written test (rubric)</b>  <b>Find words in word puzzle – written test (rubric)</b>

