

**LEARNING PROGRAMME: LITERACY (HL)
THIRD TERM LESSON PLANS**

GRADE: 2



CONTENT IN CONTEXT

SAFETY – FIRE, HOME, SCHOOL, SURROUNDINGS

DURATION:

4 WEEKS

Selected LO's and AS's	Learning Activities	Resources
<p>LO 1: LISTENING</p> <p>AS 1: Listens attentively for a longer period (with extended concentration span) and responds to an extended sequence</p> <p>AS 2: Demonstrates appropriate listening behaviour showing respect to the speaker, taking turns to speak, asking questions for clarification and summarising commenting on what has been heard, if appropriate</p> <p>AS 3: Listen with enjoyment to stories, poems, songs and other</p> <p>AS 3.1: Listens for the topic or main idea</p> <p>AS 3.2: Listens for detail</p> <p>AS 3.3: Predicts what will happen</p> <p>AS 3.4: Communicates back a sequence of events or ideas in the oral text</p> <p>AS 3.5 Answers questions about the oral text</p>	<p>ORAL WORK</p> <p>The “morning message” is read daily. Learners follow instructions. Respond to 5 instructions</p>  <p>LISTENING AND SPEAKING</p> <p>*Learners listen to stories, poems and other oral text and comment on what they heard.</p> <p>*Answers questions based on content.</p> <p>Higher order questions, “why, how, what if, what Do you think.”</p> <p>*Teacher asks riddles or tells a joke, learners respond.</p> <p>A little man stands on the mountain,</p>	 <p>Wall charts Magazines Story books Poem books</p> <p>Picture cards Readers Newspapers</p> <p>Toys: firemen, helmet, hosepipe</p> <p>Envelopes Writing pad Stamps pencils rubber</p>

<p>AS 3.6 Express feelings about the oral text given, giving reasons.</p> <p>AS 4: Listens, enjoys and responds appropriately to riddles and jokes. text, giving reasons</p> <p>AS 5 Listens to a speaker the learner cannot see (eg. On the telephone) and responds to questions and instructions.</p> <p>LO 2: SPEAKING:</p> <p>AS 1: Recounts personal experiences, and more general news events.</p> <p>AS 2: Use languages imaginatively for fun and fantasy(eg. Telling jokes and riddles, playing word games and making up own rhymes)</p> <p>AS 3: Creates and tells simple stories with a beginning, middle, ending which use descriptive language, avoid repetition.</p> <p>AS 4: Contributes to group and class</p>	<p>He wears a brown hat and a white suite.</p> <p>Guess what it is. (matches)</p> <p>Learners will listen to a story. The teacher uses pictures without script; the learners look at the pictures and talk about what they see.</p> <p>They tell the full story to a partner.</p> <p>*The learner is also asked to give the story a title. (Initially teacher directed: teacher starts telling the story eg. “Once upon a time there was a little boy. His name is Peter. Peter was doing his homework using a candle (learners complete the story)</p> <p>Discussions on safety – fire, home, school, surroundings.</p> <p>Learners bring news articles to school. (show and tell)</p> <p>*Play word games (At first teacher directed)</p> <p>Eg. “<u>30 seconds</u>”: 4 picture cards with objects.</p> <p>A selected learner tries to describe the objects to the class within a given time i.e. “30 seconds” without naming the object on the card. The rest of the class tries to guess the answer.</p> <p>Eg.. “<u>20 questions</u>”</p> <p>Learner has an object in a bag.</p>	
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<p>discussions</p> <p>AS 4.1 Initiates topics in group discussion</p> <p>AS 4.2 Take turns and ask relevant questions</p> <p>AS 4.3 Suggest and elaborates ideas.</p> <p>AS 4.4 Shows sensitivity to the rights and feelings of others.</p> <p>AS 4.5 Reports back on groups work</p> <p>AS 4.7 Answers questions and gives reasons for answers.</p> <p>AS 4.8 Give constructive feedback to others</p> <p>AS 5 Suggest ways of solving problems</p> <p>AS 6 Uses appropriate language for different purposes (eg apologies, invitations) and with different people (eg. Interviews people, role plays)</p> <p>AS 7 Uses appropriate volume and intonation (eg. speaking quietly with a partner in class and more loudly with friends on the playground)</p>	<p>The class tries to guess object. Ask questions eg. “Can you smell it?” “Is it made of plastic?” etc. The learner with the object may only answer YES or NO. Class has to guess the answer within 20 questions.</p> <p>*Each learner chooses a card with a written scenario on it. The learner reads it and explains what the cause of the scenario is and what the effect would be example: “You came home and you saw that your house was on fire.....”</p> <p>*The learners discuss real life stories that they have read or heard.</p> <p>*Learners describe how characters felt and how they would respond in the same situation.</p> <p>*Learners report on ideas and solutions. Another learner gives three positive comments after the presentation. They suggest workable solutions.</p> <p>*Learners act out scenario based on theme eg. Phone ambulance, fire brigade, parents</p> <p>* Learners complete <u>letters</u> written to firemen.</p>	
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LO 3: READING AND VIEWING

AS 1: Uses visual cues to make meaning:

AS 1.1: Predicts from the cover of a book what the story will be about.

AS 2 Makes meaning of written text

AS 2.1 Reads story on own or with teacher .

AS 2.1.1 Describes the main idea

AS 2.1.2 Identifies key details (main characters, sequence of events, setting)

AS 2.1.3 Identifies and discusses cultural values in the story

As 2.1.4 Identifies cause an effect relations(why something is happening in a story)

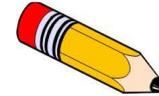
AS 2.1.5 Draws conclusions

AS 2.1.6 Expresses whether the story was liked and why.

AS 2.2 reads simple instructions in the classroom

AS 2.3 reads text at more complex level(simple instructions, invitations and

Dear Firemen



Thank you for saving my house.

I promise never

Love

Derek

***Learners address envelope to the firemen.**

Teacher gives an example.

READING AND WRITING

***Show learners the cover of the book.**

***Ask questions e.g. “What do you think the story is about and why?”**

***Give a suitable title for the story.**

***Do this activity as part of reading lesson,. when introducing a new reader.**

***Identifies key details eg.**

1. Main idea

<p>greetings cards, word puzzles, etc.)</p> <p>AS 3; Recognizes and makes meaning of letters and words in longer text:</p> <p>AS 3.1 reads with increasing speed and fluency</p> <p>AS 3.2 Reads aloud and uses correct pronunciation and appropriate stress</p> <p>AS 3.3 uses phonic and other word recognition and <i>comprehension skills</i> such as phonics, context clues, and making predictions in order to make sense of text</p> <p>AS 3.4 Uses word recognition and comprehension skills to read unfamiliar text (Eg. Phonics, contextual cues, predicting)</p> <p>AS 3.1.4 Uses self - correcting strategies such as re-reading, pausing and practising a word before saying it out loud</p> <p>AS 4 Develops phonic awareness</p> <p>AS 4.1 Recognise vowel sounds spelled with two letters (vowel digraphs) (e.g. ea, ee, ay, ai, ar, ou, oo, oi, ir ur)</p> <p>AS 4.4 recognises the first sounds (onset) and last syllable (rime) in more complex patterns</p>	<p>2. Main characters</p> <p>3. Sequence of events</p> <p>4. Cause and effect</p> <p>* A minimum of 3 written instructions to complete the task.</p> <p>Non fiction, simple fiction, magazines, newspapers, and comics: read text of 175 words.</p> <p>*Group/paired reading (mixed ability, simple text)</p> <p>*Guided reading with all reading groups</p> <p>*Sight words recorded in spelling books</p>  <p>*Vocabulary words recorded in Personal Dictionary</p> <p>*Comprehension based on shared text.</p> <p>* “DROP ALL AND READ”</p> 	
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<p>(e.g dr-eam ,cr-eam ,str-eam .scr-eam)</p> <p>AS 4.5 Recognises more complex word families (e.g dream, cream, stream, scream)</p> <p>AS 4.6 Recognises known rhymes (eg. Fly, sky, dry)</p> <p>AS 4.8 Recognises an increasing number of sight words</p> <p>AS 5 Reads for information and enjoyment</p> <p>AS 5.1 Reads picture books and simple stories of own choice</p> <p>AS 5.4 Reads a variety of texts for enjoyment such as magazines, comics, non-fiction books</p>	<p>*Read with expression, feeling and appropriate stress eg. Question and exclamation marks: voice rises. Comma: take a short breath and pause. Full stop: longer pause, etc.</p> <p>*Answers and questions</p> <p>*Make predictions by filling in phrase in a sentence e.g. I think</p> <p>*Re-reading and practice a word.</p> <p>*Learners read the first 150 words from the attached high frequency list as well as key words from reading books.</p> <p>*Learners must be able to recognise <u>750</u> words in total. <u>250</u> words include vocabulary used in themes, mathematical language.</p> <p>*Read text that takes up half a page, size of texts slightly smaller. Use dictionary to check spelling.</p>	
<p>LO 4: WRITING</p> <p>AS 1: Use pre-writing strategies to initiate writing</p> <p>AS 1.1: Participates in group brainstorming activities to get ideas for writing.</p> <p>AS 1.2: Shares ideas with classmates and teacher</p> <p>AS 1.3: Chooses a topic to write about that is personally significant and that is suitable to</p>	<div data-bbox="1310 1045 1465 1138" data-label="Image"> </div> <p>WRITING</p> <p>*In groups: mind maps. Teacher gives topic. Learner generates tasks. Discuss ideas on mind map and sequence ideas to make a story.</p> <p>*Thank you cards and letters e.g.</p>	

<p>the learner's age and circumstances.</p> <p>AS.2 Writes for different purposes</p> <p>AS 2.1 Writes drafts and short text for various purposes lists, thank you cards, recipes, personal experiences, simple stories, poems and songs.</p> <p>As 2.2 Writes a title that reflects the contents</p> <p>AS 3: Revises own writing</p> <p>AS 3.1 Discusses own and others' writing to get or give feedback</p> <p>AS 3.2 Makes attempts at editing own writing (deleting, adding words, checking and correcting, spelling and punctuation.)</p> <p>AS 3.3 Revises own writing after talking with others</p> <p>AS 4: Publishes own writing</p> <p>AS 4.1 shares work with others by reading it aloud and /or displaying it in the classroom</p> <p>AS 4.2 Makes own books and contributes to class anthologies (life stories)</p> <p>AS 5: Builds vocabulary and starts to spell words so that they can read and understood by others</p>	<p>Use letters of to create poems.</p> <ol style="list-style-type: none"> 1. In pairs they edit, identify errors and see how many errors they were able to identify. 2. Rewrite the piece correctly. 3. Share work with class. 4. Display written work in classroom, book corner and passages etc. <p>*Book must have 6 pages and 4 – 5 sentences for each picture.</p>  <p>Fill in phrase for more complex sentence structures</p> <p>e.g.</p> <ol style="list-style-type: none"> 1. He was scared and 2. He was scared, because 3. He was scared, but <p>*Explain why punctuation marks are used and where.</p> <ol style="list-style-type: none"> 1. Learners copy sentences and add question- or exclamation marks eg. How did the fire start? <p style="text-align: center;">Help! The house is burning.</p>	
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AS 5.1 Experiments with word drawn from own language experience

AS. 5.2 Spells common words correctly

AS. 6 Writes so that others can understand, use appropriate grammatical structures and writing conventionsl

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

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

AS 6.3 Experiments with other punctuation marks such as exclamation and / or question marks

AS 7: Writes with increasing legibility

AS 7.1 Uses handwriting tools and implements effectively

AS 7.2 Forms letters clearly and easily

AS 7.3 Writes with greater speed as a result of frequent practice.

LO 5: THINKING AND REASONING

AS 1: Uses language to develop concepts



HANDWRITING

***Teacher observes correct pencil grip and pencil pressure, colouring skill, cutting skills, pasting skills, ruling off and erase without tearing the page.**

Teach upper case – D A E

***Learners copy a set piece of 50 words in 10 minutes.**

Written work must be legible.

PHONICS

- **Verb + ing: jumping, diving**
- **Verb + ed: jumped,**
- **ea – sea**
- **oa – boat**
- **ee – see**
- **oo – look**
- **ay – play**
- **or – for**
- **ow – cow**

AS 1.1: understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level

AS 2: Uses language to think and reason

AS 2.1: Understands and uses language for logic and reasoning (eg. Cause and effect, logical sequence).

2.3 Identifies similarities and differences (eg like the same as, different from) and classifies things.

AS 3: Uses language to investigate and explore

AS 3.1 Ask questions and searches for explanations.

AS 3.2 Offers solutions and alternatives.

AS 4 Processes information

AS 4.1 Picks out selected information from a text and processes it.

AS 4.2 Organises information in simple graphical forms such as a chart, time table

LO 6: LANGUAGE STRUCTURE AND USE

- ai – main
- oi – coin
- ar – car
- ou – four

Fairy ‘e’

a – ‘e’ – dare

o – ‘e’ – more

i – ‘e’ - fire

u – ‘e’ - tune

all – ball

aw – saw

au – taught

THINKING AND REASONING

***Find relevant sources for particular information e.g. telephone directory for important phone numbers:**

1. Police



2. Fire brigade



<p>AS 1: Relates sounds to letters and words</p> <p>AS 2: Works with words</p> <p>AS 2.1: Spells familiar words correctly</p> <p>AS 2.3: identifies some synonyms and antonyms</p> <p>AS 3 Work with sentences</p> <p>AS 3.1: Joins two simple sentences with a conjunction (and/or but) to form a co-ordinate sentence (eg John knocked over the vase and it broke)</p> <p>AS 3.2: uses negative forms correctly (eg “I will not do that”. “You cannot do that”. “She does not do that”.</p> <p>AS 3.3: Identifies and uses nouns, adjectives, pronouns (my, your, etc.), verbs and prepositions correctly.</p> <p>AS 3.6: Uses Punctuation correctly (question mark, comma, to separate items in a list, capital letters for proper names eg. Gauteng</p> <p>AS 4: Works with text :</p> <p>AS 4.1: Links sentences to form paragraphs.</p>	<p>3. Doctor</p> <p>4. Ambulance</p>  <p>5. Child line</p>  <p>LANGUAGE STRUCTURE</p> <p>*Identify some synonyms antonyms – class activity: orally and written. Teacher supplies answer.</p> <p>*Learners must join two simple sentences using a conjunction e.g. The doctor examines the boy – he was hurt.</p> <p>*Negative form – orally at first and then in written form e.g. The boy plays with matches.</p> <p>The boy does not play with matches.</p> <p>*Verbs: swim, play</p> <p>Pronouns: he, she</p>	
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<p>AS 5: Develop critical language awareness</p> <p>AS 5.1: discusses the words commonly used to described boys, girls, colours associated with boys sand girls (eg tough, pretty)</p> <p>AS 6: Uses meta language (terms such as noun, adjective, pronoun, verb, adverb, prepositions, comma, question mark, paragraph)</p>	<p>Past Tense: swim – swam, play – played</p> <p>*Change statements into questions: Jane picks up the ball. Did Jane pick up the ball?</p> <p>*Capital Letters: Jane, Queenstown</p> <p>*Full stops: Jane picked up the ball.</p> <p>*Question marks: Did Jane pick up the ball?</p> <p>*Adverbs: Peter kicks the ball <u>far</u>.</p> <p>*Commas: She likes apples, pears, grapes and oranges.</p>	
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<p>DETAILS OF ASSESSMENT: Peer, Group, Self, Teacher observation</p>
<p>BARRIERS TO LEARNING:</p>
<p>TEACHER REFLECTION:</p>

LITERACY (HOME LANGUAGE)

GRADE: 2

THIRD TERM LESSON PLANS

CONTENT IN CONTEXT

WATER AND SANITATION
WATER POLLUTION

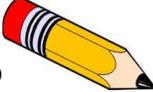


DURATION:

5 WEEKS

Selected LO's and AS's	Learning Activities	Resources
<p>LO 1: LISTENING</p> <p>AS 1: Listens attentively for a longer period (with extended concentration span) and responds to an extended sequence</p> <p>AS 2: Demonstrates appropriate listening behaviour showing respect to the speaker, taking turns to speak, asking questions for clarification and summarising commenting on what has been heard, if appropriate</p> <p>AS 3: Listen with enjoyment to stories, poems, songs and other</p> <p>AS 3.1: Listens for the topic or main idea</p> <p>AS 3.2: Listens for detail</p> <p>AS 3.3: Predicts what will happen</p> <p>AS 3.4: Communicates back a sequence of events or ideas in the oral text</p>	<p>ORAL WORK</p> <p>The “morning message” is read daily. Learners follow instructions. Respond to 5 instructions</p>  <p>LISTENING AND SPEAKING</p> <p>*Learners listen to stories, poems and other oral text and comment on what they heard.</p> <p>*In groups read the story to each other and then underline the descriptive words. (A descriptive word describes another word, e.g. The mad boy ran angrily down the stairs.)</p>	<p>Pictures</p> <p>Storybooks</p> <p>Poems</p> <p>Dictionaries</p> <p>Newspaper</p> <p>Magazines</p> <p>Newsprint</p> <p>Textbooks</p>

<p>AS 3.5 Answers questions about the oral text</p> <p>AS 3.6 Express feelings about the oral text given, giving reasons.</p> <p>AS 4: Listens, enjoys and responds appropriately to riddles and jokes. text, giving reasons</p> <p>AS 5 Listens to a speaker the learner cannot see (eg. On the telephone) and responds to questions and instructions.</p> <p>LO 2: SPEAKING:</p> <p>AS 1: Recounts personal experiences, and more general news events.</p> <p>AS 2: Use languages imaginatively for fun and fantasy(eg. Telling jokes and riddles, playing word games and making up own rhymes)</p> <p>AS 3: Creates and tells simple stories with a beginning, middle, ending which use</p>	<p>1. What is the story about?</p> <p>2. Who are the main characters?</p> <p>3. How did the story end?</p> <p>*Learners give their own title for the story to the teacher The class.</p> <div data-bbox="932 500 1100 699" data-label="Image"> </div> <p>1. Reads a story eg. The people of Thembisa were fed up with paying high water bills. Everywhere there were leaking pipes, which caused mud puddles and dirt. The water bills were very high because toilets and taps were leaking and many pipes were old and had burst.</p> <p>Rand Water had found that lots of water was being wasted and that people could not afford to pay for this. So they started a committee in Thembisa and other communities to look into the problems.</p> <p>This committee saw to it that the leaking pipes were</p>	<p>Readers</p> <p>Crayons</p> <p>Pencils</p> <p>Colouring pencils</p> <p>Wall charts</p> <p>Flashcards</p> <p>Glue</p> <p>Scissors</p> <p>Posters</p> <p>Concrete aids: Rice Pots</p>
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<p>descriptive language, avoid repetition.</p> <p>AS 4: Contributes to group and class discussions</p> <p>AS 4.1 Initiates topics in group discussion</p> <p>AS 4.2 Take turns and ask relevant questions</p> <p>AS 4.3 Suggest and elaborates ideas.</p> <p>AS 4.4 Shows sensitivity to the rights and feelings of others.</p> <p>AS 4.5 Reports back on groups work</p> <p>AS 4.7 Answers questions and gives reasons for answers.</p> <p>AS 4.8 Give constructive feedback to others</p> <p>AS 5 Suggest ways of solving problems</p> <p>AS 6 Uses appropriate language for different purposes (eg apologies, invitations) and with different people (eg. Interviews people, role plays)</p> <p>AS 7 Uses appropriate volume and intonation (eg. speaking quietly with a partner in class and more loudly with friends on the playground)</p>	<p>fixed and new toilets were installed. They also educated the people of Thembisa on how to save water.</p> <p>Water is very scarce in South Africa. If we can save water, we also save lots of money.</p> <p>2.In your group decide – How can you save water at home.</p> <ul style="list-style-type: none"> • Report back as a group and give other groups the chance to ask you questions. <p>3. Fill in the questionnaire as a group </p> <p>To discover that not everybody has the same privileges at their homes.</p> <ol style="list-style-type: none"> 1. How many have running water? 2. How many have electricity at their homes? 3. Who has one bathroom? 4. Who has showers? 5. Who has more than one bathroom? 6. Who has borehole water? 7. If there is anyone in your group that doesn't have running water in their homes, where do they get their water from? 8. If anyone in your group doesn't have electricity, how 	<p>Water</p> <p>Cooldrink bottles</p> <p>Sand</p> <p>Stones</p> <p>Gravel</p> <p>Glass</p> <p>Straw</p> <p>Plastic bottle with wide mouth</p> <p>DVD</p> <p>Television</p> <p>Video Recorder</p>
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<p>LO 3: READING AND VIEWING</p> <p>AS 1: Uses visual cues to make meaning: AS 1.1: Predicts from the cover of a book what the story will be about.</p> <p>AS 2 Makes meaning of written text AS 2.1 Reads story on own or with teacher . AS 2.1.1 Describes the main idea AS 2.1.2 Identifies key details (main characters, sequence of events, setting) AS 2.1.3 Identifies and discusses cultural values in the story As 2.1.4 Identifies cause an effect relations(why something is happening in a story) AS 2.1.5 Draws conclusions AS 2.1.6 Expresses whether the story was liked and why.</p> <p>AS 2.2 reads simple instructions in the classroom AS 2.3 reads text at more complex level(simple instructions, invitations and greetings cards, word puzzles, etc.)</p>	<p>do they cook?</p> <p>9. What have you learnt from answering these questions?</p> <p>10. If there is anyone in our group who doesn't have running water at their homes, what do you think we can do about it?</p> <p>*Report back to the class on your findings.</p> <p>4. Discussions in class on water sanitation and water pollution.</p> <p>5. NEWS</p> <p>*Bring a current newspaper to class. *Cut out articles concerning:</p> <ol style="list-style-type: none"> 1. Environment 2. Weather Charts 3. Natural disasters – if are there any in current News. <p>*Organise articles that you have cut out in the groups provided above. *Using your weather chart decide what symbols stand for. Report on weather for that specific day.</p>	
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<p>AS 3; Recognizes and makes meaning of letters and words in longer text:</p> <p>AS 3.1 reads with increasing speed and fluency</p> <p>AS 3.2 Reads aloud and uses correct pronunciation and appropriate stress</p> <p>AS 3.3 uses phonic and other word recognition and <i>comprehension skills</i> such as phonics, context clues, and making predictions in order to make sense of text</p> <p>AS 3.4 Uses word recognition and comprehension skills to read unfamiliar text (Eg. Phonics, contextual cues, predicting)</p> <p>AS 3.1.4 Uses self - correcting strategies such as re-reading, pausing and practising a word before saying it out loud</p> <p>AS 4 Develops phonic awareness</p> <p>AS 4.1 Recognise vowel sounds spelled with two letters (vowel diagraphs) (e.g. ea, ee, ay, ai, ar, ou, oo, oi, ir ur)</p> <p>AS 4.4 recognises the first sounds (onset) and last syllable (rime) in more complex patterns (e.g dr-eam ,cr-eam ,str-eam .scr-</p>	<p>6. Teach learners poems to recite.</p> <p>7. Create own poems.</p> <p>8. Play the same games as in safety. Adapt to theme.</p> <p>9. Name the good and the bad things about rain.</p> <p>RAIN</p> <p>The water is in tiny droplets. Sometimes many droplets gather into a big drop. The drop is too heavy to float in the cloud. It falls to earth. It is a drop of rain. If raindrops fall through very cold air, they may freeze. They fall to the earth as sleet. If the air around a cloud is very, very cold, ice crystals form instead of raindrops. They fall to the earth as snow. If rain falls or snow melts, water soaks into the ground. Where there is very little rain and no other way of getting water, few plants grow. The ground is too dry for most plants. This kind of very dry land is called a desert. But it can rain too much. Then there may be a flood. Rain can be good or bad. It is not good for a picnic!</p> <table border="1" data-bbox="842 1295 1602 1349"> <tr> <td data-bbox="842 1295 1220 1349">GOOD</td> <td data-bbox="1220 1295 1602 1349">BAD</td> </tr> </table>	GOOD	BAD	
GOOD	BAD			

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 AS 5 Reads for information and enjoyment
 AS 5.1 Reads picture books and simple stories of own choice
 AS 5.4 Reads a variety of texts for enjoyment such as magazines, comics, non-fiction books

LO 4: WRITING

AS 1: Use pre-writing strategies to initiate writing
 AS 1.1: Participates in group brainstorming activities to get ideas for writing.
 AS 1.2: Shares ideas with classmates and teacher
 AS 1.3: Chooses a topic to write about that

10. Provide pictures and talk about what you see. Read the sentences and talk about what makes the weather change.

Picture 1: The sun shines on the sea and heats it up.

Picture 2: Very tiny drops of water rise from the sea.

Picture 3: These tiny drops of water forms clouds

Picture 4: The drops join together in the clouds and the clouds get bigger and darker.

Picture 5: The drops of water become big and heavy and they fall back to earth as rain in rivers, dams, streams



WRITING AND READING

*As learners to write short sentences to describe the steps of the water cycle. Give learners key words eg. Sun, sea, raindrops, cloud, rivers, dams, streams, grounds.

<p>is personally significant and that is suitable to the learner’s age and circumstances.</p> <p>AS.2 Writes for different purposes</p> <p>AS 2.1 Writes drafts and short text for various purposes lists, thank you cards, recipes, personal experiences, simple stories, poems and songs.</p> <p>As 2.2 Writes a title that reflects the contents</p> <p>AS 3: Revises own writing</p> <p>AS 3.1 Discusses own and others’ writing to get or give feedback</p> <p>AS 3.2 Makes attempts at editing own writing (deleting, adding words, checking and correcting, spelling and punctuation.)</p> <p>AS 3.3 Revises own writing after talking with others</p> <p>AS 4: Publishes own writing</p> <p>AS 4.1 shares work with others by reading it aloud and /or displaying it in the classroom</p> <p>AS 4.2 Makes own books and contributes to class anthologies (life stories)</p> <p>AS 5: Builds vocabulary and starts to spell</p>	<p>11. Make a mind map to write sentences.</p> <p>12. Design your own poster to advertise “A saving water campaign .”</p> <p>The poster should have:</p> <ol style="list-style-type: none"> 1. A border 2. Pictures 3. A slogan  <p>13. Ask learners to copy the underlined words in the passage and look for the meaning of the word and write it next to the word. Teach learners the skill to use a dictionary.</p> <p>WHEN IT RAINS</p> <p>When it rains, the raindrops fall and gets soaked into the ground. Some of the rainwater makes puddles or <u>ponds</u> on the ground. But if it rains heavily the and soil can hold no more, the water runs down the mountains, around the rocks, roots of trees and finally come together to form small <u>streams</u>. Several streams joined together to form a river. When the ground flattens the</p>	
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<p>words so that they can read and understood by others</p> <p>AS 5.1 Experiments with word drawn from own language experience</p> <p>AS. 5.2 Spells common words correctly</p> <p>AS. 6 Writes so that others can understand, use appropriate grammatical structures and writing conventionsl</p> <p>AS. 6.1 Uses writing frames that show different kinds of sentence and text structures</p> <p>AS 6.2 Uses basic punctuation (capital letters and full stops)</p> <p>AS 6.3 Experiments with other punctuation marks such as exclamation and / or question marks</p> <p>AS 7: Writes with increasing legibility</p> <p>AS 7.1 Uses handwriting tools and implements effectively</p> <p>AS 7.2 Forms letters clearly and easily</p> <p>AS 7.3 Writes with greater speed as a result of frequent practice.</p>	<p>river either keep on running past village, towns and cities until it reaches the <u>ocean</u> or it slows down and sometimes forms <u>lakes</u>. Some of the water soaks into the ground to become ground water, which comes out at different places as <u>springs</u>.</p> <p>People use different ways of collecting rainwater. Some people put up gutters on their roofs so as to collect this water into big tanks. Some fetch their water directly from the <u>river</u> with their buckets and pots. Some people direct the water from the river to the dams or <u>reservoirs</u> where it is cleaned and stored for our <u>taps</u>. Some people dig into the soil and pump the ground water to the <u>wells</u> from where people can fetch their water.</p> <table border="1" data-bbox="842 995 1602 1149"> <thead> <tr> <th>Word</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>Ponds</td> <td></td> </tr> <tr> <td>Streams</td> <td></td> </tr> </tbody> </table> <p>14.Mention things that we use water for and cannot survive without. Probe the discussion by asking the learners if plants, animals and people can live without</p>	Word	Meaning	Ponds		Streams		
Word	Meaning							
Ponds								
Streams								

LO 5: THINKING AND REASONING

AS 1: Uses language to develop concepts

AS 1.1: understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level

AS 2: Uses language to think and reason

AS 2.1: Understands and uses language for logic and reasoning (eg. Cause and effect, logical sequence).

2.3 Identifies similarities and differences (eg like the same as, different from) and classifies things.

AS 3: Uses language to investigate and explore

AS 3.1 Ask questions and searches for explanations.

AS 3.2 Offers solutions and alternatives.

AS 4 Processes information

AS 4.1 Picks out selected information from a text and processes it.

AS 4.2 Organises information in simple

water.

Put up a poster of the uses of water and learners write how people, plants and animals use water e.g.



People: washing, cooking, washing cars etc

Animals: swimming, habitat, drinking etc

Plants: growth, habitat

***You may ask learners the following questions:**

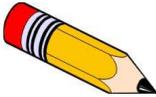
1. Which of the three uses more water than the other?

Etc

15. Learners conduct and audit on how water is used for different activities at home and school e.g. 1 week.

***Put a tick next to use of water**

graphical forms such as a chart, time table	Uses of water	Home	Total	School	Total	
<p>LO 6: LANGUAGE STRUCTURE AND USE</p> <p>AS 1: Relates sounds to letters and words</p> <p>AS 2: Works with words</p> <p>AS 2.1: Spells familiar words correctly</p> <p>AS 2.3: identifies some synonyms and antonyms</p> <p>AS 3 Work with sentences</p> <p>AS 3.1: Joins two simple sentences with a conjunction (and/or but) to form a co-ordinate sentence (eg John knocked over the vase and it broke)</p> <p>AS 3.2: uses negative forms correctly (eg “I will not do that”. “You cannot do that”. “She does not do that”.</p> <p>AS 3.3: Identifies and uses nouns, adjectives, pronouns (my, your, etc.), verbs and prepositions correctly.</p> <p>AS 3.6: Uses Punctuation correctly (question mark, comma, to separate items in a list, capital letters for proper names eg. Gauteng</p>	<p>Flushing toilet</p> <p>Watering garden</p> <p>Make ice cubes</p> <p>Washing dishes</p> <p>Washing hands</p> <p>Drinking</p> <p>Steam/iron</p>					<p>*Count number of ticks</p> <p>*Compare the number of each activity</p> <p>*Respond to questions:</p> <ol style="list-style-type: none"> 1. Which activity uses more water at home and at school? 2. List those things that use water sparingly. 3. List the things that can live without water. <p>*Write own story about the wonderful things that you</p>

<p>AS 4: Works with text :</p> <p>AS 4.1: Links sentences to form paragraphs.</p> <p>AS 5: Develop critical language awareness</p> <p>AS 5.1: discusses the words commonly used to described boys, girls, colours associated with boys sand girls (eg tough, pretty)</p> <p>AS 6: Uses meta language (terms such as noun, adjective, pronoun, verb, adverb, prepositions, comma, question mark, paragraph)</p>	<p>can do with water.</p> <p>16. Identify pollutants in their sources of water. Suggest ways to improve quality of water we use. It offers learners the opportunity to identify situations that are unsafe and detrimental to their health and environment .</p> <p>*Study a poster (river that is polluted) and ask questions:</p> <ol style="list-style-type: none"> 1. Circle activities that can be dangerous to our lives. 2. Discuss with partners what can we use this water for? 3. Place the ticks as follows: <p>We can use this water to/for:</p> <ol style="list-style-type: none"> 1. Drinking 2. Wash ourselves 3. Wash dishes 4. Water gardens 5. Wash cars 6. Cooking  <p>17.Explore methods of purifying water. Brainstorm:</p> <ol style="list-style-type: none"> 1. Where do we get water? 2. Is all water pure to drink? <p>*Demonstrate method of purifying water – boiling</p>	
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	<p>method</p> <ol style="list-style-type: none"> 1. Boil water 2. Add 1 tablespoon of bleach to 20L water. 3. Using filter paper 4. Purification tablets (pharmacy) 5. Using material to filter the water <p>*Fill in the missing words:</p> <p>Bleach Sand Water Boil</p> <ol style="list-style-type: none"> 1. To clean water you can the water 2. Add one teaspoon of to 20 L water <p>18. Read the paragraph:</p> <p>Loyiso's mother fetched the dirty water from the river. She prepared food for Loyiso's little brother. That germs, which cause diseases. Now Loyiso's little brother is sick.</p> <p>*Facilitate learners' discussion on the following questions:</p> <ol style="list-style-type: none"> 1. Why is Loyiso's brother sick? 2. Can the water with germs be made clean? <p>*Tell the learners that they are going to look at the ways they can purify water.</p> <p>*Study the two methods used by Loyiso to clean water.</p>	
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	<p>Method 1: Boiling the water.</p> <ol style="list-style-type: none">1. Bucket of dirty water.2. Boil water3. Cool down for 5 minutes4. Clean water <p>Method 2: Using bleach</p> <ol style="list-style-type: none">1. Unsafe water + bleach = 20 L safe water2. Muddy water + bleach = 20 L safe water <p>Learners answers questions and write in workbooks</p> <ol style="list-style-type: none">1. How much bleach do you use to put in 20 L water?2. What does bleach do to the germs in dirty water?3. How much time do we wait before we drink water with bleach? <p>18. Identify the kind of toilet systems used at school and at home. Take care of the toilets at school and at home.</p> <p>*Do this activity</p> <ol style="list-style-type: none">1. What kinds of toilets do you have at home and at school (Put answer in tabular form)	
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3. How do you take care of the toilets?



4. Why do we clean toilets on a daily basis

5. Why do we need water for toilets

***Let learners complete sentences by using the following words:**

Food wash soap toilet eating water

**1. your hand when you come from the
.....**

**2. Make sure that you your hands
before any**

3. Use and clean to wash your hands.

Recite the poem “I can stop cholera” etc

**19. Loyiso’s brother had diarrhea, he used the solution to
cure the disease.**

1. Boil 1 L water

2. Let it cool

3. Add 8 teaspoons of white sugar and half a teaspoon of

salt.

4. Stir

5. Wallah! You can drink the solution



20. Let learners copy a tree and colour and label the parts of a tree.

Read the functions of the tree to them.

(Make up your own stories about the parts of a tree and ask questions.)

- 1. Which part of the tree holds it in position?**
- 2. Which part absorbs water?**
- 3. Which part makes food for the tree?**
- 4. Which part transports water from the roots to the leaves?**
- 5. Which part gives off water?**

21. "DROP ALL AND READ"



22. Read for own enjoyment

23. Shared reading

24. Group reading

	<p>25. Independent reading</p> <p>26. Unprepared reading</p> <p>27. Re-reading and practice a word</p> <p>LANGUAGE STRUCTURE AND USE</p> <p>The same as in lessons on safety (previous lessons)</p>	
<p>DETAILS OF ASSESSMENT: Peer, Group, Self, Teacher observation</p>		
<p>BARRIERS TO LEARNING:</p>		
<p>TEACHER REFLECTION:</p>		