



Province of the
EASTERN CAPE
EDUCATION

ENGLISH
HOME LANGUAGE
LESSON PLAN EXEMPLARS

GRADE 2
TERM 4
2009



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION
CURRICULUM SECTION

NOTE TO SCHOOL MANAGEMENT TEAMS AND TEACHERS IN THE FOUNDATION PHASE

The exemplar Literacy Lesson Plans for **Grade 1 teachers** had been developed by the Provincial and District Foundation Phase Curriculum Advisors and Foundation Phase teachers as well. This is intended to support teachers in the Planning, Teaching and Assessment process for Term 4.

The contents include the 3 Learning Programmes (Literacy, Life Skills and Numeracy) in an integrated, flexible and very user friendly manner. The lesson plans provide specific content and context which should guide the teacher in the planning process.

We trust that these support materials will provide the necessary clarity and guidance for teachers to manage the NCS implementation process successfully and confidently.

It is the responsibility of the School Management Team to monitor and support teachers in the use of these resources. The teachers are responsible for using these resources to manage the Planning, Teaching and Assessment process successfully in the classroom. These are **exemplars** that are aligned to National Policies and prescripts and teachers are encouraged to use and adapt these lessons to suit the needs and context of the learners and the school.

If schools need more clarity and guidance on the use of these Resource Materials the District and Provincial Offices can be contacted.

We trust that every school will now be better equipped to improve learner performance in the Foundation Phase.

Yours in Quality Education

Dr T Reddy

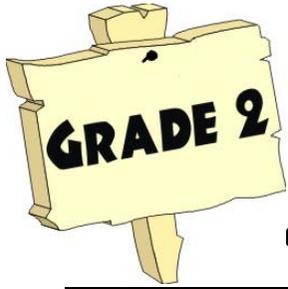
CES: ECD/Foundation Phase: Head Office: Zwelitsha

INTRODUCTION

The Eastern Cape Department of Education, Curriculum Chief Directorate in collaboration with the District Curriculum Advisors developed this document to support teachers in planning for teaching, learning and assessment for effective implementation of the National Curriculum Statement (NCS) and the Foundations for Learning (FFL) in the Foundation Phase

The Home Languages, Afrikaans, English, IsiXhosa and SeSotho deal with the holistic development of the child, socially, emotionally, personally and physically. Language is of utmost importance in learners lives. It is the means of communication and conversation. No Learning Area (LA) can be taught without the use of language. So it is necessary for learners to master all aspects of language usage. This includes the ability to talk clearly, fluently and to express themselves without ambiguities; to listen with ease and understanding and to express clearly their thoughts **orally** and in **writing**. It also includes the ability to the **Listening, Speaking, Reading and Writing** in order to enrich their own lives and the lives of others.

This document serves to assist teachers to pace teaching, learning and assessment in Afrikaans, English, IsiXhosa and SeSotho Home Languages for Grades 1- 3, starting from Grade R in IsiXhosa and English First Additional Language (FAL) for Grade 3. A Work Schedule for term 4 has been developed in Learner Attainment Targets (LAT) documents. Integration of Assessment Standards has been done for the teachers. Planning accommodates Formal Assessment Tasks (FATs) and Learner Attainment Targets (LAT) as indicated in the Afrikaans, English, IsiXhosa, SeSotho Home Languages and First Additional Language (FAL) LAT documents available in all the Foundation Phase schools. Lesson plan exemplars can be adapted and refined so that they meet the needs and the context of the learner. The resources that are indicated are a guide. Teachers are at liberty to use other relevant material. The contact time for Literacy Learning Programme is 1 hour 50 minutes **daily** for **Grade 1**(10mins for FAL),1hr 50mins for **Grade 2** (20 mins for FAL) 2hours for **Grade 3** (30 mins for FAL). 5 hours 15 minutes **weekly** for the learners and 7 hours weekly for the teachers (1 hr 45 mins for preparations) according to FFL. All the aspects of Literacy have separate time on daily basis, for example **Drop All and Read** for 30 minutes. This time allocation for Literacy must be adhered to.



LEARNING PROGRAMME: LITERACY (HL)

GRADE: 2
 CONTENT IN CONTEXT: OUR COUNTRY DURATION: 2 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>	<ul style="list-style-type: none"> • Tell a story about Nelson Mandela, using flashcards and pictures. • Explain what 'democracy' means. • Have a discussion on how our country became a democratic country. • Put a photo of the president on the chalkboard. • Ask learners whether this person must do all the work in the country. • Discuss some of the portfolios, e.g. Education, Social development, Health, Defence, etc. • Ask easy questions so that learners will understand which duties belong to the various ministers. • Let learners put the photos of the different ministers by their portfolios (not all the ministers!) <p>Read the following story to the learners:</p> <p><u>The happy flag</u></p> <p>"It is so wonderful to be free and on my own here high up in the sky," sings the national flag.</p> <p>"Hey you, little baby-flag," he calls when he noticed a child down</p>	<p>Wall charts</p> <p>Magazines</p> <p>Story books</p> <p>Poem books</p> <p>Picture cards</p> <p>Readers</p> <p>Newspapers</p> <p>pencils</p> <p>rubber</p> <p>flags</p>

<p>AS 3.6 Express feelings about the oral text given, giving reasons;</p> <p>AS 3.7 works out cause and effect in the oral text.</p> <p>AS 4: Listens, enjoys and responds appropriately to riddles and jokes.</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 (e.g. 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 discussions</p> <p>AS 4.5 Reports back on groups work</p> <p>AS 4.7 Answers questions and gives reasons for answers.</p>	<p>there on the ground, waving a small flag.</p> <p>“Are you really so small or is it just because you are so far away?”</p> <p>The little flag did not even hear him.</p> <p>The national flag is so excited today – everywhere you look you just see people waving flags – flags in all sizes.</p> <p>Suddenly a big gate was opened and so many people entered the gate – what a surprise! Even on their faces they have the colours of the national flag.</p> <p>The national flag also see other flags – perhaps they are family!</p> <p>“What is going on today?” he asked the wind.</p> <p>But the wind is in too much of a hurry to answer the flag.</p> <p>Then he sees a beautiful car entering the gate. It is the President!</p> <p>“Welcome South Africa, welcome to the World Soccer Games!</p> <p>The crowd is cheering and singing, waving their flags.</p> <p>Now the national flag is so happy that he is there high up in the sky, he will be able to see everything and won’t miss a thing!</p> <ul style="list-style-type: none"> • Show learners different flags and ask learners to identify our country’s flag. • Discuss the various flags; explain that each flag is 	
--	--	--

<p>AS 4.8 Give constructive feedback to others</p> <p>AS 6 Uses appropriate language for different purposes (e.g. apologies, invitations) and with different people (e.g. Interviews people, role plays).</p> <p>AS 7 Uses appropriate volume and intonation (e.g. speaking quietly with a partner in class and more loudly with friends on the playground)</p> <p>LO 3: READING AND VIEWING</p> <p>AS 1: Uses visual cues to make meaning:</p> <p>AS 1.1 predicts from the cover of a book what the story is about;</p> <p>AS 1.2 in relation to images, print media and advertising:</p> <p>AS 1.2.1 interprets the main message;</p> <p>AS 1.2.2 identifies purpose, audience and where it will be found.</p> <p>AS 1.3 expresses personal response to print and media images.</p> <p>AS 2 Makes meaning of written text:</p> <p>AS 2.2 reads simple instructions in the classroom</p>	<p>unique.</p> <ul style="list-style-type: none"> • Guide learners to be able to answer questions about the origin of the flag. • Learners can go in groups to the library to get information. • Learners report back to the rest of the class. <p>Use the story to look for:</p> <ul style="list-style-type: none"> • Synonyms • Antonyms • Singular • Plural • Present tense • Past tense • Futu <ul style="list-style-type: none"> • Show learners a picture or drawing of the National Coat of Arms. • Explain to them that it is a symbol of our country. • Learners must indicate the different pictures on the coat of arms; the teacher must explain the meaning of each of these pictures. • Exhibit various pamphlets, newspapers, etc in the reading corner. 	
---	---	--

AS 3; Recognizes and makes meaning of letters and words in longer text:

AS 3.1 reads with increasing speed and fluency;

AS 3.2 Reads aloud and uses correct pronunciation and appropriate stress;

AS 3.3 uses phonic and other word recognition and *comprehension skills* such as phonics, context clues, and making predictions in order to make sense of text;

AS 3.4 Uses word recognition and comprehension skills to read unfamiliar text (E.g. Phonics, contextual cues, predicting)

AS 3.1.4 Uses self - correcting strategies such as re-reading, pausing and practising a word before saying it out loud.

AS 4 Develops phonic awareness:

AS 4.1 Recognise vowel sounds spelled with two letters (vowel diagraphs) (e.g. ea, ee, ay, ai, ar, ou, oo, oi, ir ur),

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-eam),

AS 4.5 Recognises more complex word families (e.g.

Read the following story to the learners:

A prayer for Africa

Long time ago a son was born. His name was Enoch Sontonga. He was a Xhosa and belonged to the Mpinga clan.

After he matriculated, he studied to become a teacher. Enoch loved children and music. He also loved god very much. He used to watch the children when they were playing outside and he prayed for them.

His prayer was: Dear Heavenly Father, just look after these children. Look after our beautiful country so that everybody will be treated the same. Enoch also wrote songs for the children to sing.

His songs were always about peace and love.

One day he wrote a new song. "Nkosi Sikelel'iAfrika".

<p>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 high frequency 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, and non-fiction books.</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 the learner's age and circumstances.</p> <p>AS 4: Publishes own writing:</p> <p>AS 4.1 shares work with others by reading it aloud</p>	<p>Enoch's song became famous. A well-known poet, Satwel Mqhayi, wrote more words for this song and all of us are singing it with pride. THIS IS Our National Anthem.</p> <ul style="list-style-type: none"> • Sing the national Anthem • Let learners show respect when singing the anthem. <p>Discuss the national symbols:</p> <p>Springbok</p> <p>Protea</p> <p>Yellowwood Tree</p> <p>Blue crane</p> <p>Galjoen</p> <p>Flash new words.</p> <ul style="list-style-type: none"> • Learners read words. • Write the words in their class work books. • Also write it in their dictionaries • Learners read appropriate reading lessons. • Ask comprehensive questions. • Learners write sentences, joining those using conjunctions. • Emphasize the capital letters at the beginning of the sentences and full stops at the end of a sentence. • Write simple sentences in the negative form 	
--	---	--

and /or displaying it in the classroom.

AS 5: Builds vocabulary and starts to spell words so that they can read and understood by others;

AS. 5.2 Spells common words correctly.

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

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

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 (e.g. Cause and effect, logical sequence).

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

AS 1: Relates sounds to letters and words:

AS 1.1 uses phonics to spell unfamiliar words.

AS 2: Works with words

AS 2.1: Spells familiar words correctly

AS 2.3: identifies some synonyms and antonyms

AS 3 Work with sentences

AS 3.1: Joins two simple sentences with a

conjunction (and/or but) to form a co-ordinate sentence (e.g. John knocked over the vase and it broke)

AS 3.2: uses negative forms correctly (e.g. “I will not do that”. “You cannot do that”. “She does not do that”).

AS 3.3: Identifies and uses nouns, adjectives, pronouns (my, your, etc.), verbs and prepositions correctly.

AS 3.6: Uses Punctuation correctly (question mark, comma, to separate items in a list, capital letters for proper names e.g. Gauteng

AS 4: Works with text :

AS 4.1: Links sentences to form paragraphs.

AS 5: Develop critical language awareness

AS 5.1: discusses the words commonly used to described boys, girls, colours associated with boys sand girls (e.g. tough, pretty)

AS 6: Uses meta language (terms such as noun, adjective, pronoun, verb, adverb, prepositions, comma, question mark, paragraph)

REFLECTIONS:

SUMMARY OF FORMAL ASSESSMENT TASKS

LITERACY: HOME LANGUAGE

FOURTH TERM

TASK 1	TASK 2	TASK 3	TASK 4
LO 2 AS 6 LO2 AS 7	LO 3 AS 3.1 LO 3 AS 3.2 LO 3 AS 3.3 LO 3 AS 4.2; 4.3; 4.4 LO 3 AS 4.6 LO 4 AS 3.1 LO 4 AS 7.2 LO 4 AS 6.2	LO 1 AS 1 LO 1 AS 2 LO 2 AS 6 LO 2 AS 7	LO 3 AS 3.1 LO 3 AS 3.2 LO 3 AS 3.3 LO 3 AS 4.2; 4.3; 4.4 LO 3 AS 4.6 LO 4 AS 3.1 LO 4 AS 7.2 LO 4 AS 6.2

	LO 4 AS 1.1; 1.2 LO 5 AS 4.1 LO 6 AS 2.1 LO 6 AS 3.1		LO 4 AS 1.1; 1.2 LO 6 AS 2.1 LO 6 AS 3.4
--	---	--	---

LEARNING PROGRAMME: LITERACY (HL)

GRADE: 2

CONTENT IN CONTEXT: VARIOUS RELIGIONS

DURATION: 2 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>AS 3.6 Express feelings about the oral text given, giving reasons;</p> <p>AS 3.7 works out cause and effect in oral text.</p> <p>LO 2: SPEAKING:</p>	<p>Read a story to the learners and ask the following questions:</p> <ul style="list-style-type: none"> • How many churches are there in town? • What is religion? <p>Learners must name the different types of religion. Write the words on flashcards and put it on the chalkboard, e.g.</p> <ul style="list-style-type: none"> • Moslems • Christians • Roman Catholic • Methodist • Jews • Hindu <p>Places of worship:</p> <ul style="list-style-type: none"> • Church • Synagogue • Mosque • Temple <p>Symbols:</p> <ul style="list-style-type: none"> • Half-moon and star • Star of David • Cross • AUM • Wheel with 8 spokes 	<p>Wall charts</p> <p>Magazines</p> <p>Story books</p> <p>Poem books</p> <p>Picture cards</p> <p>Readers</p> <p>Newspapers</p> <p>Envelopes</p> <p>Writing pad</p> <p>Stamps</p> <p>pencils</p> <p>rubber</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 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 4.5 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 6 Uses appropriate language for different purposes (e.g. apologies, invitations) and with different people (e.g. Interviews people, role plays)</p> <p>AS 7 Uses appropriate volume and intonation (e.g. speaking quietly with a partner in class and more loudly with friends on the playground)</p> <p>LO 3: READING AND VIEWING</p> <p>AS 2 Makes meaning of written text</p>	<p>Scriptures:</p> <ul style="list-style-type: none"> • Koran • Vedas • Bible • Toras <p>Divide learners into groups. Ask the following questions:</p> <ul style="list-style-type: none"> • To which denomination do you belong? • Which scriptures are you using? • Tell us more about your religion. <p>Learners must write down some sentences</p> <p>PHONICS:</p> <ul style="list-style-type: none"> • Write down new phonics on chalkboard. • Learners add more words. • Learners write words in their dictionaries. • Flash new words, learners read and make own sentences with the words <p>Read appropriate stories about different churches.</p> <p>Learners draw pictures of the different churches.</p> <p>Ask questions, e.g. name the various churches that we read about</p> <ul style="list-style-type: none"> • Flash words from the story, learners must look for the words in the story and build sentences with these words. 	<p>dictionaries</p> <p>crayons</p>
---	--	------------------------------------

AS 2.2 reads simple instructions in the classroom

AS 3 Recognizes and makes meaning of letters and words in longer text:

AS 3.1 reads with increasing speed and fluency;

AS 3.2 Reads aloud and uses correct pronunciation and appropriate stress;

AS 3.3 uses phonic and other word recognition and *comprehension skills* such as phonics, context clues, and making predictions in order to make sense of text;

AS 3.4 Uses word recognition and comprehension skills to read unfamiliar text (E.g. Phonics, contextual cues, predicting)

AS 4 Develops phonic awareness

AS 4.1 Recognise vowel sounds spelled with two letters (vowel diagraphs) (e.g. ea, ee, ay, ai, ar, ou, oo, oi, ir ur)

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-eam)

AS 4.5 Recognises more complex word families (e.g dream, cream, stream, scream)

AS 4.6 Recognises known rhymes (eg. fly, sky, dry)

- Learners write own sentences individual/ or in groups.
- Share sentences with the rest of the class.
- Learners write poems about “Our church”

Edit own writing.

- Publish own writing.
- Discusses own and other’s writing.

Learners practise writing patterns and letters in their class work book. Teacher reads a story about festival days, e.g.

- In October/November the Hindu people light candles and decorate their houses. They then visit their friends and families. They eat special food that includes sweat meat. This is called Hindu Diwali.
- On the 25th of December the Christians celebrate the birth of Christ. This is called Christmas. They visit their friends and families. They decorate a Christmas tree. They eat a Christmas lunch and give one another gifts.
- For eight nights in November of December the Jews light a candle every night. They visit families and friends. They eat a special meal that includes potato “latkes”. They call this Yom Kippur.
- The Muslims fast for 30 days, only the adults. They don’t eat or drink anything from sunrise to sunset. At the end of Ramadan or Eid they visit friends and family. Everybody wears new clothes and they eat special food like, breyani and special cakes and biscuits.

Learners must complete the following diagram:

			Yom	
--	--	--	-----	--

<p>AS 4.8 Recognises an increasing number of high-frequency 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 5.3 starts to use the dictionary to check spelling and meaning of words;</p> <p>AS 5.4 Reads a variety of texts for enjoyment such as magazines, comics, non-fiction books.</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 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>		Diwali	Christmas	Kippur	Ramadan	
	When?					
	Who is celebrating?					
	What do they do?					
	What do they eat?					
	<p>Learners make Christmas cards and send it to their parents/friends</p> <p>Take words from the stories and let learners write:</p> <ul style="list-style-type: none"> • Singular • Plural • Antonyms • Synonyms <p>Let learners write sentences, using adjectives, adverbs, etc.</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>AS. 5.2 Spells common words correctly</p> <p>AS 5.5 builds word bank and personal dictionary.</p> <p>AS. 6 Writes so that others can understand, use appropriate grammatical structures and writing conventions:</p>		
---	--	--

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 6.5 applies knowledge of grammar.

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).

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

AS 1: Relates sounds to letters and words.

AS 2: Works with words

AS 2.1: Spells familiar words correctly

AS 2.3: identifies some synonyms and antonyms

AS 3 Work with sentences

AS 3.1: Joins two simple sentences with a conjunction (and/or but) to form a co-ordinate sentence (e.g. John knocked over the vase and it broke)

AS 3.2: uses negative forms correctly (e.g. “I will not do that”. “You cannot do that”. “She does not do that”).

AS 3.3: Identifies and uses nouns, adjectives, pronouns (my, your, etc.), verbs and prepositions correctly.

AS 3.6: Uses Punctuation correctly (question mark,

comma, to separate items in a list, capital letters for proper names e.g. Gauteng

AS 4: Works with text :

AS 4.1: Links sentences to form paragraphs.

AS 5: Develop critical language awareness

AS 5.1: discusses the words commonly used to described boys, girls, colours associated with boys sand girls (e.g. tough, pretty)

AS 6: Uses meta language (terms such as noun, adjective, pronoun, verb, adverb, prepositions, comma, question mark, paragraph)

REFLECTIONS

LEARNING PROGRAMME: LITERACY (HL)

GRADE: 2

CONTENT IN CONTEXT: I DISCOVER MORE ABOUT THE DIFFERENT CULTURES IN SA

DURATION: 2 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>AS 3.6: Express feelings about the oral text given, giving reasons;</p> <p>AS 3.7: Works out cause and effect in the oral text.</p>	<p>Learners listen to appropriate poems, songs and stories, e.g.:</p> <p><u>Parents' evening</u></p> <p>“Remember children, it is parents’ evening tonight,” reminded teacher the learners. That night a lot of parents attended the meeting. John looked at all the different people. He is so used to all the learners in the school, that he never realised that they are different.</p> <p>On their way home he asked his parents why there are so many different people, because he saw white, brown and black people at the meeting.</p> <p>“Yes, did you see that one of your friends, Farouk, is an Indian?” Mother asked.</p> <p>“No I didn’t”, John replied. “But must there be so many different people? Can’t we all be the same?”</p> <p>“Fortunately we don’t have to look the same.” Father said.</p> <p>“Think a bit,” Mother said. “ It would have been very boring, if all</p>	<p>Wall charts</p> <p>Magazines</p> <p>Story books</p> <p>Poem books</p> <p>Picture cards</p> <p>Readers</p> <p>Newspaper</p> <p>Musical instruments</p> <p>Class work books</p> <p>clothes</p>

<p>AS 4: Listens, enjoys and responds appropriately to riddles and jokes.</p> <p>text, giving reasons</p> <p>AS 5 Listens to a speaker the learner cannot see (e.g. 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 (e.g. Telling jokes and riddles, playing word games and making up own rhymes).</p> <p>AS 4: Contributes to group and class discussions</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 6 Uses appropriate language for different purposes (e.g. apologies, invitations) and with different people (e.g. Interviews people, role plays)</p> <p>AS 7 Uses appropriate volume and intonation (e.g.</p>	<p>of us were looking the same.”</p> <p>“If everybody looked the same, how would you have chosen a friend?” Father asked.</p> <p>“Oh! Then Farouk would not have Farouk and he would also not have been my friend. I am so glad that we don’t look the same.</p> <p>-----</p> <ul style="list-style-type: none"> • Discuss new and unfamiliar words. • Show pictures of different cultures and discuss similarities and differences. • Motivate learners to speak about their own cultures. • Discuss different languages, food, dances, and ways of greeting. • Let learners discuss their home languages emphasise that each language is unique and special. • Divide learners into groups, they draw pictures of their own choice of culture on a postcard. • Discuss how and where you must address a postcard. • Demonstrate how the message must be written. • Learners must write this postcard to one of his/her family members to tell about his/her culture. • The group leader read the postcard to the rest of the class. 	
--	---	--

speaking quietly with a partner in class and more loudly with friends on the playground)

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 1.2: in relation to images, print media and advertising:

AS 1.2.1 interprets the main message;

AS 1.2.2 identifies purpose, audience and where it will be found.

AS 2 Makes meaning of written text:

AS 2.2 read simple instructions in the classroom.

AS 3: Recognizes and makes meaning of letters and words in longer text:

AS 3.1 reads with increasing speed and fluency

AS 3.2 Reads aloud and uses correct pronunciation and appropriate stress

AS 3.3 uses phonic and other word recognition and *comprehension skills* such as phonics, context clues,

- Learners learn different songs.

Read an appropriate story about food to the learners.

- Learners must name the food they eat the most.
- Write the names of the food on flashcards and put it on the chalkboard.
- Discuss the various types of food, cutlery, how to lay the table, table manners etc. of the different cultures.
- Let learners discuss how and what they are eating at home.
- Come to the conclusion that cultures differ, but the one is not better than the other one.

- Learners read sight words.
- Flash words from the lesson, learners must look for the words in the lesson (this must be done everyday).
- Let learners read different texts. Prepare a Chinese meal and let learners eat this, using their pencils.

- Learners practise writing patterns and letters in their class work books.

- Read more stories and use pictures.
- Let learners put the pictures in the correct sequence, while they are telling the story.
- Discuss why people are telling stories, e.g. for pleasure.
- Learners must express their feelings, why they like or

<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 the learner's age and circumstances.</p> <p>AS.2 Writes for different purposes:</p> <p>AS 2.1 lists (e.g. tasks of the week);</p> <p>AS 1.2 simple expressive texts (e.g. thank you cards, letters);</p> <p>AS 1.3 simple informational texts (e.g. recipes);</p> <p>AS 1.4 simple recounts of personal experienced and events;</p> <p>AS 1.5 simple stories;</p> <p>AS 1.6 poems and songs;</p> <p>As 2.2 Writes a title that reflects the contents.</p> <p>AS 3: Revises writing</p>	<p>everyone can read it.</p> <p>Show pictures of clothes of the different cultures.</p> <ul style="list-style-type: none"> • Learners discuss their own traditional clothing. • Learners can have a fashion parade, showing off the clothes of their various cultures. <p>Learners write sentences on their favourite clothes. Write these sentences in paragraphs.</p> <p>Learners use the appropriate grammatical structure, using the correct punctuation and experiment with the exclamation and question marks.</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>AS. 5.2 Spells common words correctly</p> <p>AS 5.3 uses homophones with increasing accuracy (e.g. 'one/won', 'for/four', 'to/too')</p> <p>AS 5.4 builds work bank and personal dictionary;</p> <p>AS. 6 Writes so that others can understand, use appropriate grammatical structures and writing conventions:</p> <p>AS. 6.1 Uses writing frames that show different kinds</p>		
--	--	--

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 6.4 uses some narrative devices (e.g. "Once upon a time...", "The end");

AS 6.5 applies knowledge of grammar.

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

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 (e.g. Cause and effect, logical sequence).

2.3 Identifies similarities and differences (e.g. 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.

LO 6: LANGUAGE STRUCTURE AND USE

AS 1: Relates sounds to letters and words

AS 2: Works with words

AS 2.1: Spells familiar words correctly

AS 2.3: identifies some synonyms and antonyms

AS 3 Work with sentences

AS 3.6: Uses Punctuation correctly (question mark, comma, to separate items in a list, capital letters for proper names e.g. Gauteng)

- Read another story about musical instruments.
- Show learners different musical instrument.
- Demonstrate and play a song. (If you can't, invite somebody from the community to play the instrument).
- Discuss the various uses of the music instruments and also the different dances of the different cultures.

- Learners read flashcards.

- Name the plural form of the various instruments.

- Use the story to indicate the gender, degrees of comparison, etc.

- Use prefixes and suffixes to form new words.

<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>		
---	--	--

REFLECTIONS :