

GRADE 4 LESSON PLAN

LESSON : 3

TERM : 3

LEARNING AREA : SOCIAL SCIENCE Geography

DURATION : 11 hours

CONTENT : FOOD PRODUCTION IN SOUTH AFRICA

KEY QUESTIONS : What is subsistence farming?
What is commercial farming?
Why is it important to produce and save food?
Why food and water are important resources

<i>Selected learning outcomes and assessment standards</i>	<i>Teaching and learning activities</i>	<i>Details of assessment</i>
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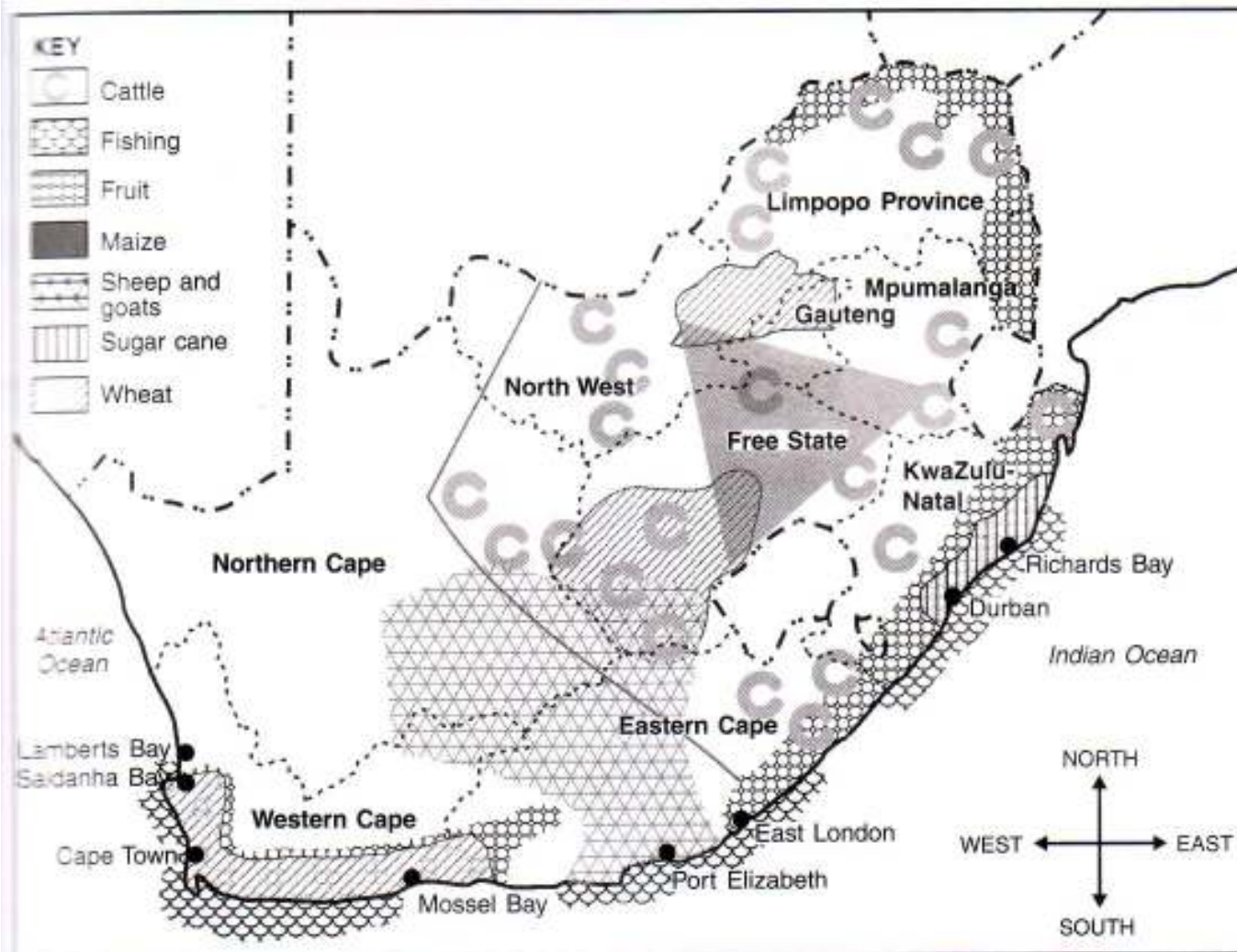
Selected learning outcomes and assessment standards	Teaching and learning activities	Details of assessments						
<p>LO 3 EXPLORING ISSUES</p> <p>AS 1 Identifies issues associated with resources and services in a particular context {identify issues}</p> <p>AS 2 Identifies the factors that influence why some people have better access to resources compared to others in a particular context [Factors affecting the issues]</p> <p>AS 3 Suggest ways to improve access to resources in a particular context {makes choices }</p> <p>INTEGRATION</p> <p>SS History [WITH IN]</p> <p>LO 2 Historical knowledge</p>	<p>ACTIVITY 1</p> <p>The teacher and learners brainstorm examples of natural resources; they plot on a mind map. The teacher targets food and water as a foci resources by giving learners the following questions to discuss</p> <ol style="list-style-type: none"> 1. What gives people energy? 2. How do you feel when you need something to drink? 3. How do you feel when you have no food? 4. What can happen when you have no water? 4. What can happen when you have no food? <p>ACTIVITY 2</p> <p>Growing food: Teacher acquires and shows learners a picture of a commercial farm and a picture of subsistence farm. Learners identify differences following guiding questions designed by the teacher. The teacher introduces new concepts e.g. market, products, crops expensive ,home consumption and commercial. Learners define the concepts and use them in sentences</p> <p>ACTIVITY 3</p> <p>Teacher brings the map of South Africa showing different types of farming in different provinces and let the learners identify these areas by using map key. Learners are given a table to fill in data extracting information from the map.</p> <table border="1" data-bbox="527 1248 1058 1395"> <thead> <tr> <th>Kind of activity</th> <th>Province</th> <th>A food product</th> </tr> </thead> <tbody> <tr> <td>Growing wheat</td> <td>Western Cape</td> <td>Bread</td> </tr> </tbody> </table>	Kind of activity	Province	A food product	Growing wheat	Western Cape	Bread	<p>Informal assessment</p> <p>Learners draw mind maps with resources</p> <p>Learners answer questions in their workbooks.</p> <p>Dictionary work Home work activity on other concepts</p>
Kind of activity	Province	A food product						
Growing wheat	Western Cape	Bread						

<p>and understanding AS 3 Identifies similarities and differences between the past and present ways of doing things in a given context</p> <p>Life Orientation [ACROSS] LO 1 Health promotion AS 1 Identifies nutritious choices from a range of commonly – available foods and drinks</p>				<p>ACTIVITY 4</p> <p>The teacher oversees that all the data have been plotted on the graph. The teacher leads the learners to observe and come out with their own conclusions on which areas are suitable for food production as well as those that are not. The teacher leads the learners to conclude that the areas suitable for food production should be used for commercial farming and those that are not for subsistence farming.</p>	<p>Home work : Data handling <i>Formal task : Test</i> Administered approximately over an hour</p>

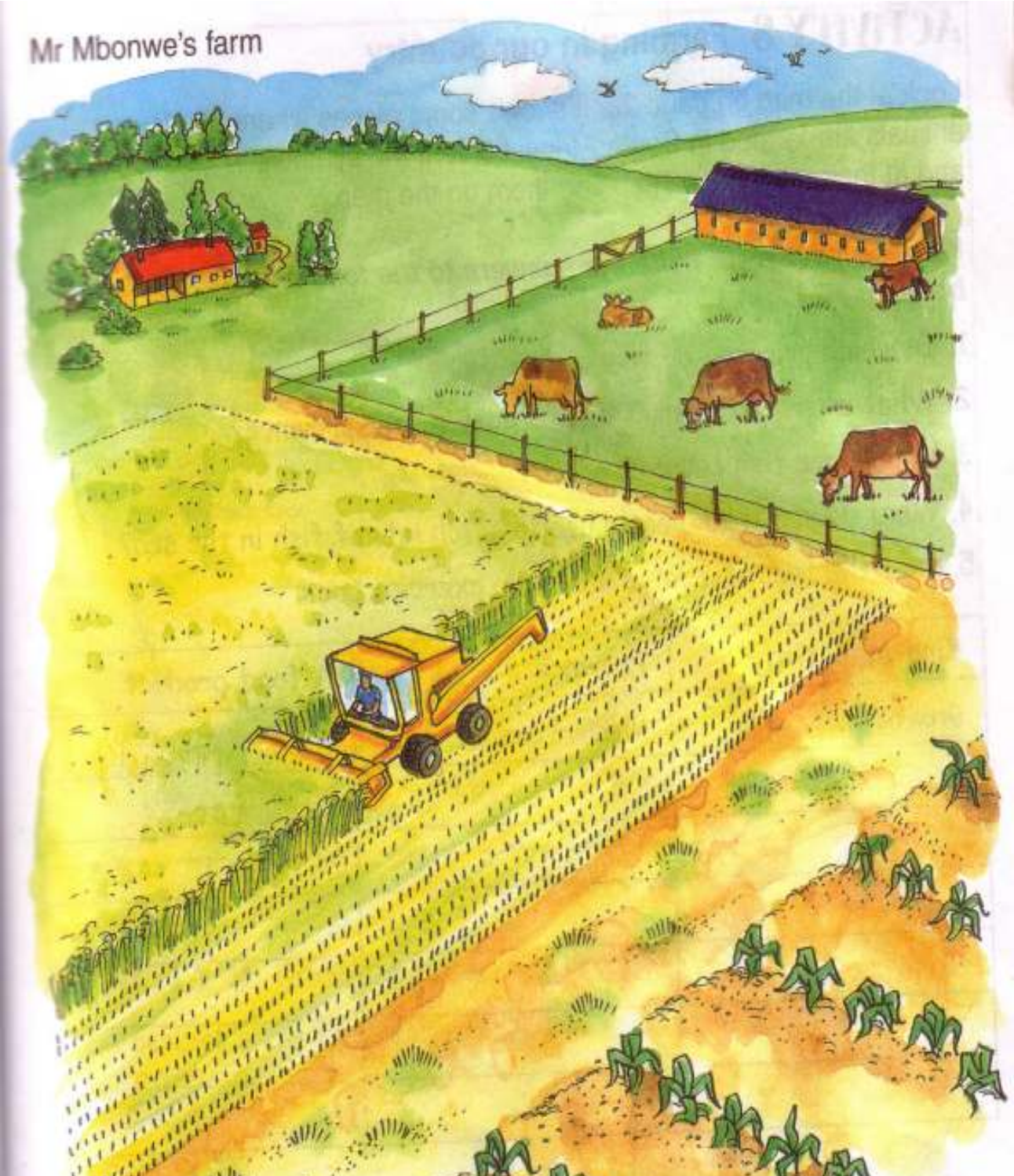
RESOURCES : Maps, Atlases, Text books,

BARRIERS TO LEARNING :

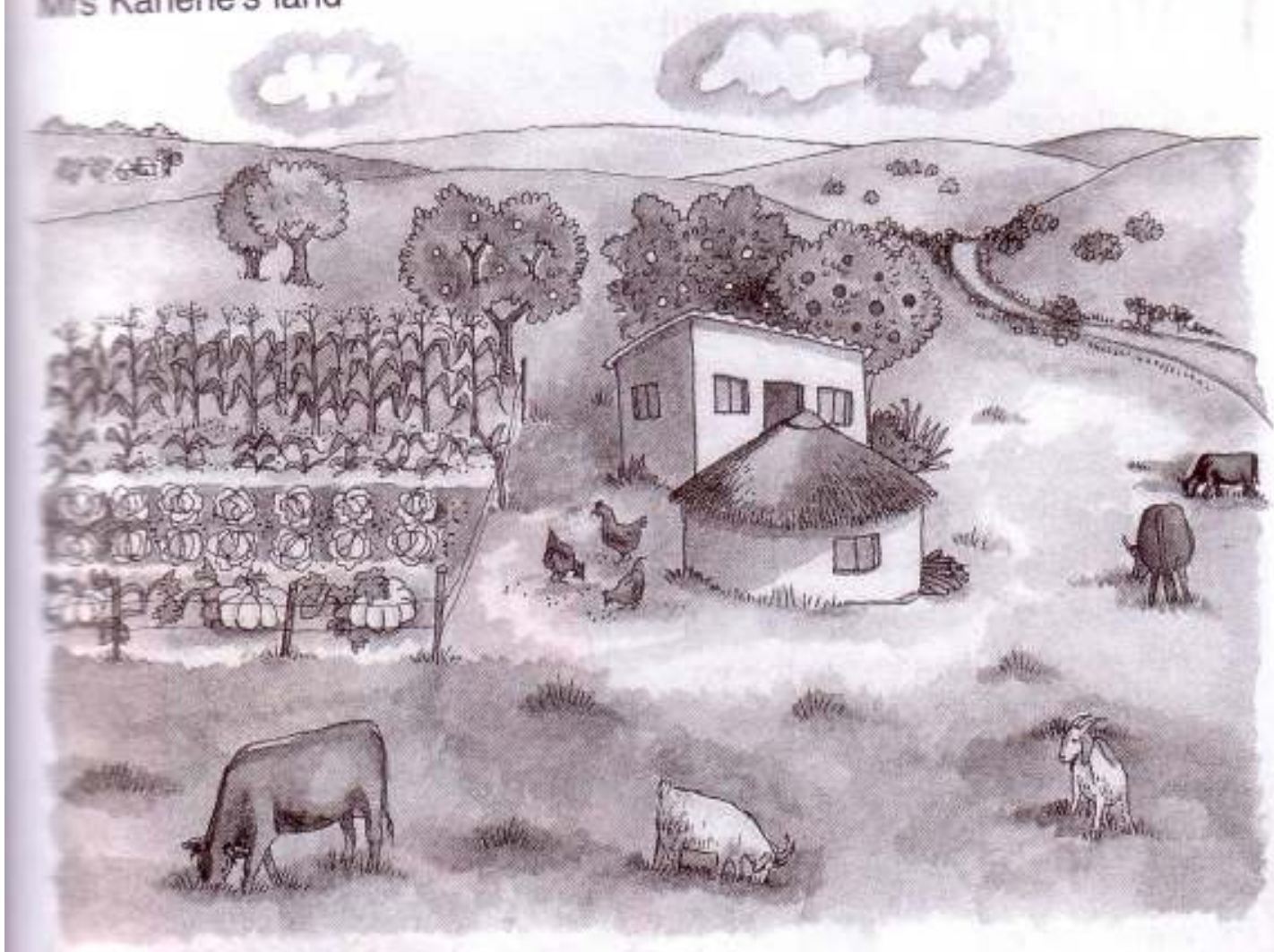
EXPANDED OPPORTUNITIES AND REFLECTIONS :



Mr Mbonwe's farm



Mrs Kanene's land



Mr Bosi's land

