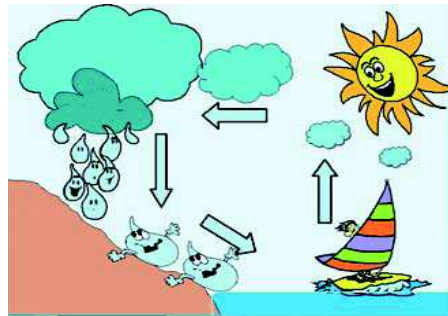


Friday: Where does rain come from?



The sun makes the water (on the top-surface) of rivers, the sea and dams warm. Some of the water disappears into the air. Explain it is the same like mommy hanging the wet clothes on the line and after a while it is dry. It then becomes water vapor in the air. This goes up higher in the sky and it meets the cold air. It changes into water drops again. The drops gets bigger and bigger and fall to the ground as rain



Weekly Lesson Planning Exemplar			
Term 1: Week 7 and 8			
Water			
Learning Outcomes and Assessment Standards	Maths Routine (Daily Monday to Friday)	Assessment	Resources
<p>LITERACY : Language HL LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. LO 3 AS 1. 7: Uses known letters and numerals to represent written language especially from own name and age LO 4 AS 12: Manipulates writing tools like crayons and pencils</p> <p>NUMERACY : Mathematics LO 1 AS 1: Count to at least 10 everyday objects , LO 1 AS 2: Says and uses number names in familiar context LO 1 AS 6: Solves verbally stated additions and subtraction problems with solutions to at least 10 LO 1 AS 8: Explains own solutions to problems LO 3 AS 1: Recognise ,identify and name 3-D objects</p>	<p>1. Counting: (Monday to Friday) - Counting every day objects 1, 2, 3, 4.....</p> <p>2. Shapes and colours - Flash shape cards - Flash colour cards</p> <p>3. Before , after and between - Which number comes before 2? Which number comes after 2? Which number is between 1 and 3? Are 2 more or less than 1? Number of the week : 3 FORMAL ASSESSMENT TASK ON 3</p> <p>SEE THAT LEARNERS HAVE THE CORRECT PENCIL GRIP AND NUMBERS ARE FORMED IN THE CORRECT WAY</p> <p>4. Problem solving Learners solve verbally stated addition and subtraction problems with single digit numbers and solutions to at least 4. Learners use concrete apparatus to pack out the solution to the problem</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Number poster</p> <p>Abacus</p> <p>Blocks</p> <p>Chalkboards + chalk</p> <p>Number wall chart</p> <p>- Number cards</p>

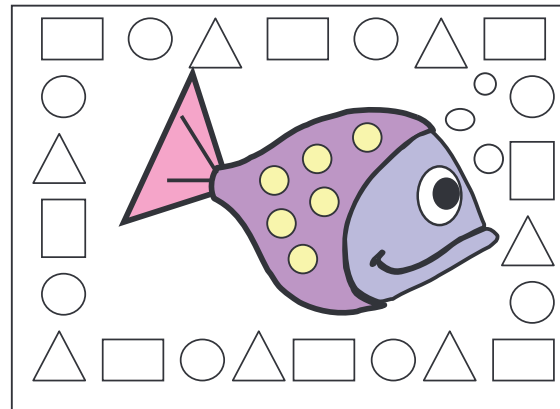
Weekly Lesson Planning Exemplar			
Term 1: Week 7 and 8			
Water			
Learning Outcomes and Assessment Standards	Learning Activities Maths (Numeracy) In Small Groups Monday to Friday	Assessment	Resources
<p>NUMERACY Mathematics</p> <p>LO 1 AS 1 Counts to at least 10 everyday objects reliably</p> <p>LO 1 AS 2 Says and uses number names in familiar contexts FAT 3</p> <p>LO 1 AS 3 Knows the number names and symbols for 1 – 10 FAT 3</p> <p>LO 2 AS 1 Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes) FAT 3</p> <p>LO 3 AS 5 Describes one three-dimensional object in relation to another (e.g. 'in front of' or 'behind') FAT 3</p> <p>LO 5 AS 1 Collects physical objects (alone and/or as a member of a group or team) in the environment according to stated features FAT 3</p>	<p>Activity 1 :Oral/Practical Response: Work in small groups The teacher gives each learner 3 blocks to count.</p> <p>Activity 2</p> <p>Oral/Practical Response: Work in small groups The teacher shows number cards with the symbols <u>1</u>, <u>2</u> and <u>3</u> and the number names <u>one</u> , <u>two</u> and <u>three</u>. Learners pack out the number of counters to match the number symbol and the number name.</p> <div data-bbox="921 709 1365 1140" data-label="Image"> </div> <p>Activity 3 :</p> <p>Oral/Practical Response: Work in small groups. Learners use crayons to copy a given colour pattern.</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : FORMAL FAT 3</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Balls Boxes</p> <p>Number cards with number symbols</p> <p>Number cards with number names</p> <p>Worksheet</p>

	<p>Activity 4:</p> <p>Oral/Practical: Work in small groups</p> <p>Learners place boxes and balls in relation with one another. e.g. Put the ball behind/in front of the box Put the box behind/in front of the ball</p> <p>The teacher places boxes and balls in front of or behind each other. Learners answer questions about the position of the boxes and the balls.</p> <p>Activity 5 :</p> <p>Oral/Practical: Work in small groups</p> <p>Learners collect 3 objects from the environment, e.g. a stone, a leaf and a stick.</p>		
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Weekly Lesson Planning Exemplar			
Term 1: Week 7 and 8			
Water			
Learning Outcomes and Assessment Standards	Creative Activities	Assessment	Resources
<p>LITERACY Language LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately LO 3 AS 3.3: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories}, draws a picture of the story, song or rhyme LO 2 AS 5: Ask Questions and respond LO 4 AS 1 .1 Creates and uses drawings to convey a message, and as a starting point for writing LO 4 AS 12 : Manipulates writing tools like crayons and pencils</p> <p>LIFE SKILLS Life Orientation LO 1 AS 4: Explains safety in the home and school</p> <p>INTEGRATION : A/C LO 1 Visual Arts AS 3: Explores and experiments with a wide variety of art materials, techniques) including waste materials), and colour in a spontaneous and creative way. LO 1 Visual Arts AS 4: Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments). LO 3 Visual Arts AS 4: Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment. LO 4 Visual Arts AS 4: Responds to what the learner sees, perceives and experiences in own natural and constructed environment.</p>	<p>Monday to Thursday : Activity 1: CUT AND COLOUR Cut out umbrella shape and colour in. Teacher mounts umbrella onto bubble background when dry.</p>  <p>Activity 2: DRAW AND PAINT: Children draw a picture with wax crayons. Paint over finished picture with food colouring</p> 	<p>METHOD : Teacher</p> <p>TOOL : Rubric</p> <p>RECORDING : Formal FAT 2</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Scissors</p> <p>Crayons</p> <p>Paper</p> <p>Paint</p> <p>Paint brushes</p> <p>Play dough</p> <p>Play dough Equipment</p> <p>Scissors</p> <p>Magazines</p>

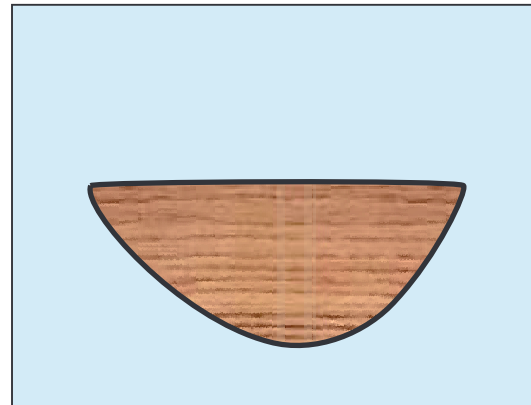
Activity 3: DRAWING AND PAINTING
ALSO SEE FAT 3

Teacher draws a border on a page. Children decorate the border and draw fish in the middle of the page. Paint over completed picture using BLUE food colouring.

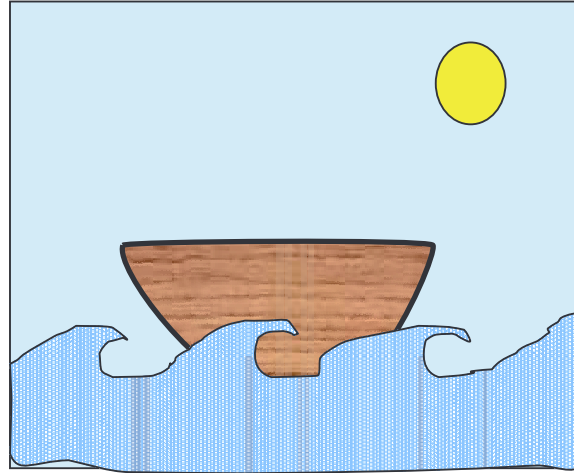


Activity 4 : CUT AND PASTE

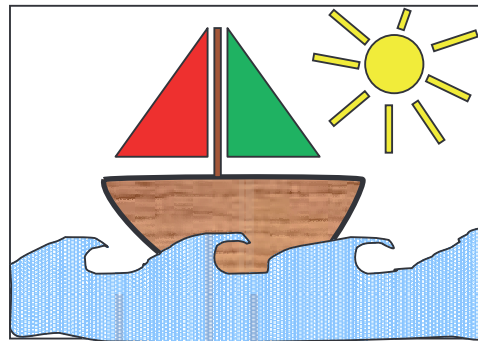
Cut out boat shape and colour it in. Teacher keeps it for next day's activities.

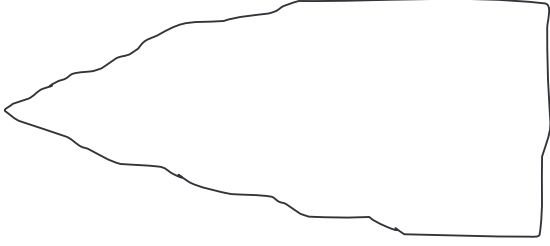




Using blue paper painted the previous day, cut out a wave pattern. Paste this onto the boat cut out the previous day. Also cut out a yellow circle for the sun.



Pupils colour in and cut out two triangle shapes to make the sailing boat's sails. Teacher adds a brown line for the mast. Pupils draw in the rays of the sun to complete their picture

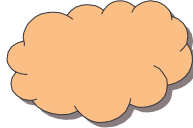


Weekly Lesson Planning Exemplar			
Term 1: Week 7 and 8			
Water			
Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p>LITERACY Language HL LO 1 AS 1: Listens attentively to instructions and respond appropriately. Responds to movement instructions that cover space LO 3 AS 3. 1: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), and shows understanding: acts out parts of the story, song or rhyme</p> <p>LIFESKILLS: Life Orientation LO 4: AS 3: Performs expressive movements using different parts of the body LO 4: AS 2: Explores different ways to locomote, rotate, elevate and balance</p> <p>INTEGRATION A/C LO 3 Dance AS 1 : Responds to movement instructions that cover space A/C LO 4 Dance AS 1 :Expresses ideas and stories creatively through movement activities A/C LO 4 Music AS 3 : Listens and moves creatively to stories, songs and sound A /C LO 1 Drama AS 2: Participates in make-believe situations based on imagination, fantasy and life experiences A/C LO 3 Drama AS 2 :Participates in drama games – takes turns, waits for signals, responds to cues, and shares space</p>	<p>Monday: Singing</p> <p>The teacher put ropes on the floor to make the outline of a boat</p>  <p>Learners sit inside the boat and imitate as if they are rowing They sing:</p> <p>Row ,row, row your boat Gently down the stream Merrily, merrily , merrily , merrily Gently down the stream</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Ropes</p> <p>Poems</p> <p>Glasses of water</p>
	<p>Tuesday: Percussion RHYTHMIC RAIN MOVEMENTS</p> <ul style="list-style-type: none"> - Imitate rain falling with rhythmic finger tapping - Use one finger to tap on the floor(light rain) - Now use two fingers (slightly harder) - Carry on using first one hand and then two hands - For thunder – clap hands together - Repeat , but getting softer and softer – till it is quiet after the storm 		
	<p>Wednesday: Drama Counting Rhyme</p> <p>One two three four five</p>		

<p>NUMERACY Mathematics</p> <p>LO 1 AS 1 Counts to at least 10 everyday objects reliably LO 1 AS 2 Says and uses number names in familiar contexts FAT 3</p>	<p>Once I caught a fish alive Six seven eight nine ten Then I let him go again</p> <p>Why did you let him go? (teacher) Because he bit my finger so. (learner) Which finger did he bite? (teacher) The finger on the right (learner)</p>  <p>First the teacher read the poem. Teacher then asks questions and learners must answer.</p>		
	<p>Thursday: Music</p> <p>The teacher puts 5 of the same glasses water in a row. In each glass she puts a different amount of water.</p>  <p>The teacher demonstrates the different sound each glass makes when tapped with a metal rod, then teaches the learners a song using the glasses as accompaniment. Afterwards the learners can play their own rhythms on</p>		

Friday: Movement (A large area is required)
THE RAINSTORM

Learners form a circle. The teacher asks them to run on the playground and bring a cloud



The children run around freely with open arms trying to 'catch' the clouds. They bring back the clouds and sit in the circle.



Now the thunder strikes (Learners imitate the lightning with their arms and bodies)



Now the rain starts (the children jump up and down like falling raindrops)
It is raining harder and harder. (The children jump higher




Now the wind is blowing and there is lightning and thunder (Learners sway their arms like the wind, they groan like thunder and jump up and down like rain – softer and softer until they stand still and raise their arms like the sun coming out again

Weekly Lesson Planning Exemplar			
Term 1: Week 7 and 8			
Water			
Learning Outcomes and Assessment Standards	Outdoor Play	Assessment	Resources
LIFE SKILLS : LO 4 AS 4: Participates in free play activities	Monday to Friday : <ul style="list-style-type: none"> - Sand play Add water to sand pit. Draw in wet sand with sticks. - Build a large scale model of the water cycle in your sandpit. Build mountains, valleys and river with sand. Use construction blocks for houses and stones for roads. Use twigs and leaves for trees and plants. Use large dishes of water to make dams. Use a watering can to simulate pouring rain and to create rivers and streams - Water play Wash the dolls clothes. Sail boats by blowing with a straw in a basin of water. Wash wheeled toys. Run through sprinkler Put bucket of water outside and experiment with objects that can float and objects that will sink - <u>Outside apparatus & Free play</u> 	METHOD : Teacher TOOL : Observation sheet Checklist RECORDING : Informal FORMS : Oral Responses <ul style="list-style-type: none"> - Practical demonstration 	Sand Equipment Water equipment & aprons Outside apparatus

Weekly Lesson Planning Exemplar			
Term 1: Week 7 and 8			
Water			
Learning Outcomes and Assessment Standards	Learning Activity Educational play	Assessment	Resources
LITERACY LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems LO 3 AS 2: Role-plays reading: holds a book the right way up, turns pages appropriately, looks at words and pictures and understands the relationship between them, and uses pictures to construct idea 'Reads' picture books with simple captions or sentence L.O.5.2 ..matches things that go together NUMERACY L.O.1 ..counts 10 everyday objects reliably	Monday to Friday Rotate Groups Group 1: Block area Group 2: Book area Group 3: Puzzles Group 4: Memory Cards	METHOD : Teacher with Group 4 TOOL : Cards Class List RECORDING Teacher Demonstration, Guidance for Explanation for learners OBSERVATION of Learners' behaviour.	Storybooks

Weekly Lesson Planning Exemplar			
Term 1: Week 7 and 8			
Water			
Learning Outcomes and Assessment Standards	Literacy (Language) In Small Groups Monday to Friday	Assessment	Resources
LITERACY Language HL TASK 1 LO 1 AS 1: Listen attentively to questions ,instructions and announcements and responds appropriately FAT 3 LO 1 AS 2 :Demonstrates appropriate behavior by listening without interruption, showing respect for the speaker and taking turns to speak FAT 3 LO 2 AS 6: Passes on messages FAT 3 LO 4 AS 1 :Creates and uses drawings to convey a message and as a starting point for writing FAT 3 LO 4 AS 12 :Manipulates writing tools like crayons and pencils FAT 3 LO 5 AS 3.4 :Thinking and reasoning Solves and completes puzzles FAT 3	Activity Theme discussion. Learners must be able to follow one instruction. Learners must be able to sit still and listen without interrupting. Activity Children pass on a message to peer. Must be able to convey a simple message in the classroom. Activity The learner must draw a picture of a fish. The learner must manipulate tools Activity Learners are introduced to building puzzles (sorting side pieces first, building the frame and then the inside)	METHOD : Teacher TOOL : Checklist Rubric RECORDING : Formal FAT 2 FORMS : Oral Responses Practical demonstration	Crayons Paper Puzzles

Weekly Lesson Planning Exemplar			
Term 1: Week 7 and 8			
Water			
Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
LITERACY Language HL LO 1 AS 3: Listen with enjoyment and understanding to oral text such as stories/poems LO 2 AS 8 Retells stories of others LO 3 AS 2: Role-plays reading: holds a book the right way up, turns pages appropriately, looks at words and pictures and understands the relationship between them, and uses pictures to construct idea 'Reads' picture books with simple captions or sentence	<p>Monday: JACK and JILL</p> <p>The teacher puts a storybook picture of Jack and Jill on the chalkboard</p>  <p>Jack's mother asked him to go up the hill to fetch a bucket of water. He had to get it from the well (a deep hole) Jack had to put the bucket on a rope that was hanging down. He turned the rope. It dropped into the water. It was too heavy to pull up because it was full of water. His mother said that Jill was too small to help him, but Jill wanted to help. AS they were walking back carrying the water. Jack fell and hit his head. Jill also fell And went tumbling after him down the hill. All the water was spilled Ask comprehensive questions about the story</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	- Story books



Tuesday:



One day a dog was carrying a bone that he had stolen. He came upon a log lying across a stream. Crossing the log, the dog looked down into the water. Below him he saw what he thought was another dog carrying another bone.

How delicious that other bone looked to this greedy dog! Leaning over as far as he could, he snapped at the other dog to get his bone. But in his greed he lost both — the bone in the water, which was only a reflection, and the bone he had stolen, sank deep into the water

What story do we learn from the Greedy Dog?

	<p>Wednesday:</p> <p>Learners listen carefully to the story</p> <p>FOAL CROSSED THE RIVER</p> <p>One day, a foal came to a river and wanted to cross the river. But he didn't know how deep the river is. So he stood by the river. Suddenly, a cow came to him. He asked: "Miss Cow, do you know how deep the river is?"</p> <p>"It's not very deep, it's just up to my knee."</p> <p>The foal was very happy. So he started to cross the river. Suddenly a little mouse came to him and said: "Don't believe that! It's very deep! It's deeper than my height!"</p> <p>The foal was confused by the mouse and the cow. So he went back to his home and asked his mother: "The cow said that the river is not very deep, but the mouse said that the river is very deep. I don't know who is correct."</p> <p>His mother said: "The cow thought that the river is not deep because she is very tall. The mouse thought that the river is very deep because he is very short. But you are neither tall nor short, so you should try by yourself."</p> <p>And then he went to the river again, and tried to cross the river. He found that the river is not as shallow as what the cow said and is not as deep as what the mouse said.</p> <p>At last, he crossed the river</p>		
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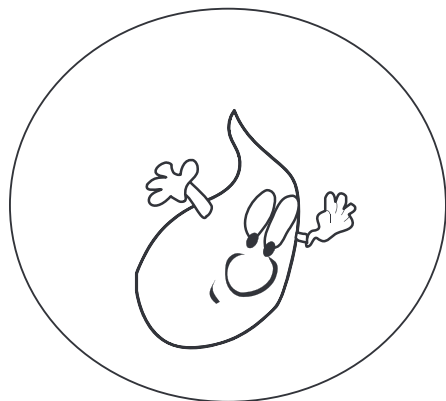
**Thursday:**

The learners retell one of the stories to their friends

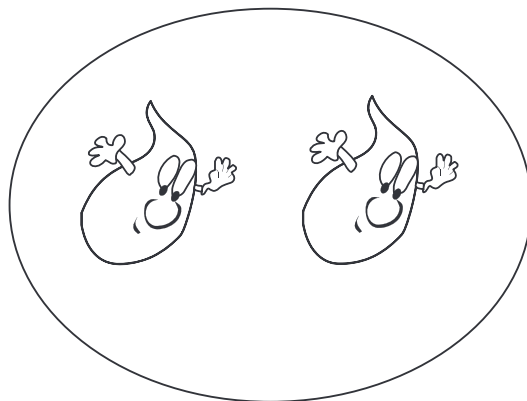
Friday:

The teacher tells own Water Story to the class. Make up own story about a boy or girl who left taps open and what happened next.

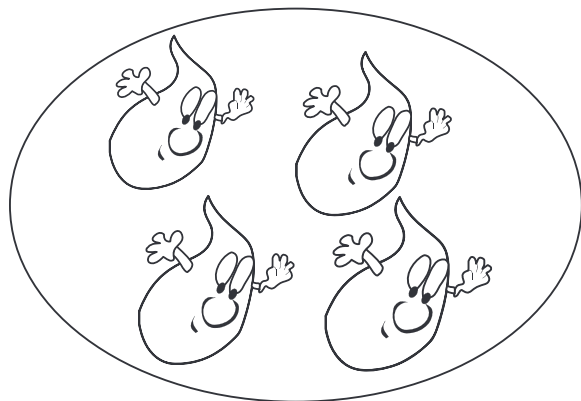
1 2 3 4



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