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| **Grade R**  **WEEKLY LESSON PLAN (TWO WEEKS) ADAPTED AS PER THEME IN RESOURCE PACK** | | | | | |
| **Week: Term 2 week 15 -16 TOPIC: SHAPES, PATTERNS & COLOURS IN MY COMMUNITY** | | | | | |
| **HOME LANGUAGE: 2 hours per day** | | | | | |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Listening and Speaking** | During routines: Greetings, News, Register, Birthday Chart, Weather Chart and Theme Discussion. Introduce vocabulary / words that go with the theme, e.g red, yellow blue, triangle, square, rectangle circle, ball, etc. | During routines: Greetings, News (draw), Register, Birthday Chart, Weather Chart and Theme Discussion (Discuss the picture on the Theme Poster and the colours and shapes. | During routines: Greetings, News, Register, Birthday Chart, Weather Chart and Theme Discussion: Match labels with a shape from theme table). | During routines: Greetings, News, Register, Birthday Chart, Weather Chart and Theme Discussion (Put an assortment of colours and shapes in a basket and ask learners to put their hands in the basket and guess what shape and colour and say why they think it is that shape and colour. Now pull out a shape and identify it | During routines: Greetings, News, Register, Birthday Chart, Weather Chart and Theme Discussion (Cross the river game. Learners say what colour and shape they thread on). |
| **Phonics** | Y/O Leaners identify from their names whose first sound is Y/O and call them out.  Do y in one week and o on next | Learners identify the sound from the alphabet “big book/chart and say it out. They continue and give other names with the sound, Y/O | Teacher brings objects whose names have the same sound-Y/O and give learners time to name them. | Learners call out names with the sounds and clap for each syllable, e.g. Yo-la-nda, yo-ghur-t, yo-yo, etc.  o-range- o-li-via, oc-to-pus, etc | Teacher sequences sounds and have odd sounds so that learners identify whether the sounds are the same or different, e.g.  o o o **c** o o o **d** |
| **Handwriting Skills** | Hold brushes & paint letters made from paper mache’ | Colour in Y/O shapes with crayons. | Use scissors to cut and paste letter shapes. | Make Y/O shapes with dough. | Trace letters with pencil on dots. |
| **Reading Shared**  **Storytime** | Poster reading | ‘Read’ Theme related words in flash cards-red yellow, orange, green, triangle, square etc | ‘Read’ title of Big Book on the cover page and predict what will happen next in the story. | ‘Read’ big book together. | Arrange pics/shapes to make body made of shapes as appears on Theme Poster in pairs. |
| Story related to shape, patterns & Colours. | Yellow Yolanda | Story about different seasons and shapes and colours. | Story of Moving trees | Story about Yellow eggs |
| **Writing** | Make greeting cards of different shapes and colours. | ‘Write’ Letters | Draw& paint shapes | Draw shapes | Draws pictures to convey a message such as own ‘news |
| **ASSESSMENT** | See checklist criteria  Assessment through observation/oral/practical and written work is done throughout the day | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day |
| **RESOURCES** | Weather Chart, Birthday chart with shapes and colours, Theme Poster of a body made of shapes in different colours, story, paper, crayon. | Weather Chart, Birthday chart with shapes and colours, Theme Poster of a body made of shapes in different colours, flash cards, papers, crayons | Weather Chart, Birthday chart with shapes and colours, Theme Poster of a body made of shapes in different colours. | Weather Chart, Birthday chart with shapes and colours, Theme Poster of a body made of shapes in different colours. | Weather Chart, Birthday chart with shapes and colours, Theme Poster of a body made of shapes in different colours. |

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| **Grade R**  **WEEKLY LESSON PLAN (TWO WEEKS) SEE WEEKS 15-16 in MATHEMATICS CAPS DOCUMENT** | | | | | |
| **Week: 15-16 DATE: TOPIC: SHAPES, PATTERNS & COLOURS IN MY COMMUNITY** | | | | | |
| **MATHEMATICS 1hr 24 min per day hours per day** | | | | | |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Number Operations** | Week 15  Revise numbers 1-3 and count to 7 (rote counting)  Revise flash card with dots 1-3 and introduce no 4 and number name 4  Week 16  Find 4 objects that are round  Pack out 4 objects in different ways | Week 15  Revise numbers 1-3 and count to 7 (rote counting)  Revise no flash card 1-3 and introduce introduce 4 and number name 4  Week 16  Give each learner a pile of shapes and count together to 4 | Week 15  Revise numbers 1-3 and count to 7(rote counting)  Revise no flash card 1-3 and match the number of objects to number of dots on flash card  Week 16  Look for 4 pictures and paste it on paper  Match the number of objects to number of dots on a card i | Week 15  Revise numbers 1-3 and count to 7(rote counting)  Use four 3D shapes to build a tower. Use 4 red blocks or 4 green blocks etc  Week 16  Show number symbol card. Clap the number, match number of shapes with number of dots on the flash card | Week 15  Learners go round in a circle and dance to music. The teacher calls out a number and they group themselves accordingly.  Week 16 |
| **Patterns and Functions** | Learners use different shape counters to create simple patterns, e.g. arrange circle-square/2 red squares and 2 blue triangles, etc | Learners copy a given pattern from the teachers pattern e.g. red, red, blue, yellow, yellow (repeat several times with a different pattern) | Each learner receives 4 red,4 blue and 4 yellow counters. Complete a given pattern e.g. blue, yellow, red(repeat several times with a different pattern | Learners complete a 2-D shape pattern as a border. (the picture can be completed during visual arts by drawing in the middle | Teacher draws a large shape on the floor. Each learner must stand inside the shape. Learners follow instructions according to their shape, e.g. Circle sit down! Triangles Jump 4 times, squares clap your hands 3 times, etc. |
| **Space and Shapes** | The Learners look at the Theme poster of a man build from different shapes and respond to questions like, Where is the Triangle? Answer: at the head, Which shape makes the face? Answer: Circle, etc. | Develop the ability to distinguish between shapes in our environment , regardless of size or angle sizes(shape conservation(form constancy)  Learners work in groups of three. Lie on the floor and make a triangle with their bodies . Draw trangles on the sand or floor | Develop the ability to distinguish between shapes in our environment , regardless of size or angle sizes (shape conservation(form constancy)  Learners work in groups offour . Lie on the floor and make a square with their bodies . Draw square on the sand or floor | Learners walk the sides of shapes and experiences the different angles with their bodies. Learners use twigs to make shapes  Revise the names of shapes and colours already learnt. | Draw 5 different circles, triangles and squares on a flash card. Divide the learners in groups. Recognise the triangle flashcards from amongst the other shapes |
| **Measurement** | Time: Discuss day and night (colours ) | Introduce more than-less than, e.g. Squares are more than circles. Rectangles are less than circles, etc. | Introduce more than-less than, e.g. Squares are more than circles. Rectangles are less than circles, etc. | Put blocks to build a square rectangle. Compare the length of the sides length of the shapes (long, longer etc) | Discussion of characteristics of shapes & patterns, e.g. a rectangle has two long & equal sides and two short and equal sides, etc. |
| **Data handling** | Learners sort and classify from an assortment of colour, shape and size, according to one attribute e.g. size. | During register time Learners make a graph showing no of absentees a day in the class using circles to indicate the number of learners absent | Learners sort shapes according to colour or shape or size | Collect and sort objects from the community. | Create a graph showing of each shape they have. Use actual shapes and discuss the data. |
| **ASSESSMENT** | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day. | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day. | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day. | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day. | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day. |
| **RESOURCES** | Shapes, counters, Theme poster, Weather Chart, Birthday Chart, flash cards with words beginning with Y/O, Name cards | Shapes, counters, Theme poster, Weather Chart, Birthday Chart, flash cards, alphabet chart, flash card with letters beginning with Y/O, Name cards | Shapes, counters, Theme poster, Weather Chart, Birthday Chart, flash cards beginning with Y/O, Name cards | Shapes, counters, Theme poster, Weather Chart, Birthday Chart, flash cards beginning with Y/O,  Name cards, various objects, paper with numerals and letters to trace | Shapes, counters, Theme poster, Weather Chart, Birthday Chart, flash cards beginning with Y/O,  Name cards, |

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| **Grade R**  **WEEKLY LESSON PLAN (TWO WEEKS)** | | | | | |
| **Week: DATE: TOPIC: SHAPES, PATTERNS & COLOURS IN MY COMMUNITY** | | | | | |
| **LIFE SKILLS: 1 hour 24 minutes per day** | | | | | |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Beginning Knowledge:**  **Personal & Social Wellbeing** | Observe weather and talk about colours, shapes and patterns seen in the community e.g. rainbow | Collect from surroundings items with different colours, shapes and patterns. | Learners use tooth picks to make different shapes and patterns. | Name patterns & shapes and colours in the South African Flag | Cut pieces of pattern in the flag and let groups of learners reassemble the puzzle and identify colours and shapes involved. |
| **Performing Arts**  **(Music, Movement, Drama)** | Sing a song- “The orange flame of candle blown by wind”  Drama & Music.  Learners dramatise story-Yellow Yolanda | Turn on music and let all learners dance. Call out a colour and those wearing such or having such a colour sit down until all learners sit.  Music and Dancing wearing different colour clothes and hats with different shapes and patterns. | Reverse the game. Turn on music and call out a colour and let those with such dance until all are on the floor.  Rhyme& song | Give each learner two different shapes. Sing a song and tell learners to go round in a circle. Stop them and say put your square on your head..........  Rhyme and Learners dramatise. | Same game as previous day, but use colours.  Learners sing and move to the rhythm. |
| **Creative arts**  **Visual arts** | Mixing of colours  Learners draw the rainbow | Learners use the colourful objects they have collected and make a collage. | Learners use different shapes and make 3 -D objects. | Learners use different shapes and make 3- D objects. | Learners colour in the Flag of SA as drawn on papers |
| **Physical Education/ Structured Outdoor play** | Outdoor  Cut off different shapes and different colours and arrange on the floor and play game-“cross the river” Learners walk on colours/shapes called out by teacher while singing the song. | Draw shapes on the floor. Groups fill these shapes. Give instruction-Rectangles dance; Yellows sing........etc. | Give each learner 4 large coloured circles-orange, yellow, red & green. Give instructions e.g. Put your hand on your yellow.......... | Learners do the “cross- the-river game-(use shapes). | Learners stand in a circle. Teacher throws bean bags with different colours and learners name the colours as they catch.. |
| **ASSESSMENT** | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day | See checklist criteria.  Assessment through observation/oral/practical and written work is done throughout the day |
| **RESOURCES** | Shapes, patterns, colours, songs & rhymes | Shapes, patterns, colours, songs & rhymes | Shapes, patterns, colours, songs & rhymes | Shapes, patterns, colours, songs & rhymes | Shapes, patterns, colours, bean bags, songs & rhymes |

**Listening & Speaking:**

**Greetings**: Open discussions about dress colours, lunch boxes, shapes of of snacks brought by learners, e.g red apples, green apples, square, rectangular & and triangular pieces of bread etc.

**News**: Learners narrate news and bring about ideas of colour, patterns and shape by answering questions asked by teacher.

**Register**: When reading out names of learners ask each learner to say what shape, pattern and colour he/she likes.

**Birthday Chart**: A colourful birthday Chart with different shapes and colours with names of months and different colour flashcards with names of learners. Learners tell what shape and colour is each month, what colour is flashcard with learner’s name, etc. Discuss shape and colour of birthday cake.

**Theme Discussion and introduction of Topic**: Introduce items in the Theme table- Picture of a body made of shapes in different colours, e.g. Triangles, squares, rectangles, circles, etc. Other aids may include balls, colourful blocks, buttons, squares, rectangles, triangles, etc.