

<b>Name of topic:</b> Things we need to live (water)		
<b>Grade 2:</b> Term 1: Week 1	Subject: English Home Language	
<b>Curriculum Standards:</b> (CAPS) English Home Language Grade 2 Term 4		
<b>Time and skill</b>	<b>CAPS requirements</b>	<b>Activities</b>
<b>Listening &amp; Speaking</b> 30 minutes	CAPS pg 80 Listens to a story with enjoyment and answers questions related to the story.	Why the sea is salty.
<b>Reading and Phonics: Phonics</b> 30 minutes	CAPS pg 81 Revises digraphs 'sh' and 'ch'.	Digraphs 'sh' and 'ch'.
<b>Reading and Phonics: Shared Reading</b> 30 minutes (Note that this lesson plan doesn't include Big Book reading)	CAPS pg 82 Reads aloud in guided reading group with the teacher.	We need water.
<b>Writing</b> 30 minutes	CAPS pg 84 Writes sentences on a topic.	Invitation.
<b>Resources needed</b>		
Worksheets from e-classroom		
<b>Assessment</b>		
<b>Informal Assessment</b>		
Use the informal assessment method you are most familiar with for informal assessment.		
<b>Formal Assessment</b>		
Use the following scale for recording and reporting assessment in the Foundation Phase.		

Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved
Learning Activities and how to teach them	

### Listening and Speaking

**Activity:** Why the sea is salty.

#### Preparation

Ensure you have enough copies of the worksheet.

#### How to teach the lesson

The educator will read the story to the learners. The educator must read with lots of expression. The educator will ask a question every so often and ask the learners to predict what will happen next.

The educator will explain the meaning of any difficult words.

#### Suggested answers:

The learners should answer questions about the story:

1. What did the people in the village want? **They wanted salt.**
2. Who did the people ask to help them? **They asked the giant to help them.**
3. How did the giant help the people? **He stretched his legs across the sea for people to walk across.**
4. What was the giant afraid of? **The giant was afraid of the ants because the ants were biting him.**
5. How did the sea become salty? **The ants bit the giant which caused him to move his legs and the people fell into the sea and their bags of salt dissolved into the sea.**

#### Phonics

**Activity:** Digraphs 'sh' and 'ch'.

#### How to teach the lesson:

The educator should practise saying the 'sh' sound and the 'ch' sound with the learners and emphasize that these sounds are different.

The educator should give some examples of words with the 'sh' digraph at the end of the word such as rush, cash, wash etc.

The educator should give some examples of words with the 'ch' digraph at the end of the word such as much, touch, lunch etc.

The learners should use the letters in the boxes to make as many words as they can that end with a 'sh' or 'ch' digraph.

**Suggested answers:**

1. Rush, push, flush, wash, fish, bush, cash, dash, rash.
2. Batch, hatch, catch, match, watch, patch.

(The learners may come up with more or different words than these).

The learners should use the words in the box to complete the sentences.

Use the words in the box below to complete the sentences.

**sandwich wish fish brush beach**

1. I have a pet **fish**.
2. I like to swim at the **beach**.
3. I **brush** my hair.
4. The genie gave me a **wish**.
5. I ate a **sandwich** for lunch.

**Shared Reading**

**Activity:** We need water.

**Preparation:**

Ensure you have enough copies of the worksheet.

**How to teach the lesson:**

According to Grade 2 English Home Language Reading CAPS pg.82, the learners should read aloud in a guided reading group with the educator.

The educator should put the learners into reading groups based on reading ability or another criterion the educator decides upon.

The educator should ask the learners what the title of the story is. The title is 'We need water.'

The educator should explain the meaning and pronunciation of any difficult vocabulary in the story.

The learners should read aloud taking turns in a group, and the educator should help any learners who are struggling.

The educator should help the learners pronounce the words and encourage the learners to read with fluency.

The learners should answer questions about what they have read.

### **Suggested answers:**

The learners should answer questions.

1. What are the different ways we use water? **We drink water. We give our pets water to drink. We cook with water. We bathe with water. We put out fires with water. We clean things and wash our clothes and cars with water. We swim in water. We water plants. We brush our teeth and rinse our mouths with water.**
2. Can you think of more ways we use water? **Learner's own response.**

The learners can colour in the pictures.

### **Writing**

**Activity:** Invitation.

### **Preparation:**

Ensure you have enough copies of the worksheet.

### **How to teach the lesson:**

The educator should read the example invitation with the learners.

Ask the learners questions about the invitation.

What kind of party is Susan having? **She is having a pool party for her birthday.**

Who is the invitation addressed to? **The invitation is addressed to Lucy.**

When is the party? **It is on Saturday 19 December.**

What time is the party? **It is from 2 o' clock until 5 o' clock.**

Where is the party? **It is at Susan's house at 5 Sunny way, Muizenburg.**

What should Lucy bring to the party? **She should bring a costume, a towel and sunscreen.**

What will they do at the party? **They will eat, drink, swim and play games.**

The learners should pretend they are having a party and write their own invitation.

The learners should write the information for their party on the template on the worksheet.

The learners can cut out the invitation and decorate it.