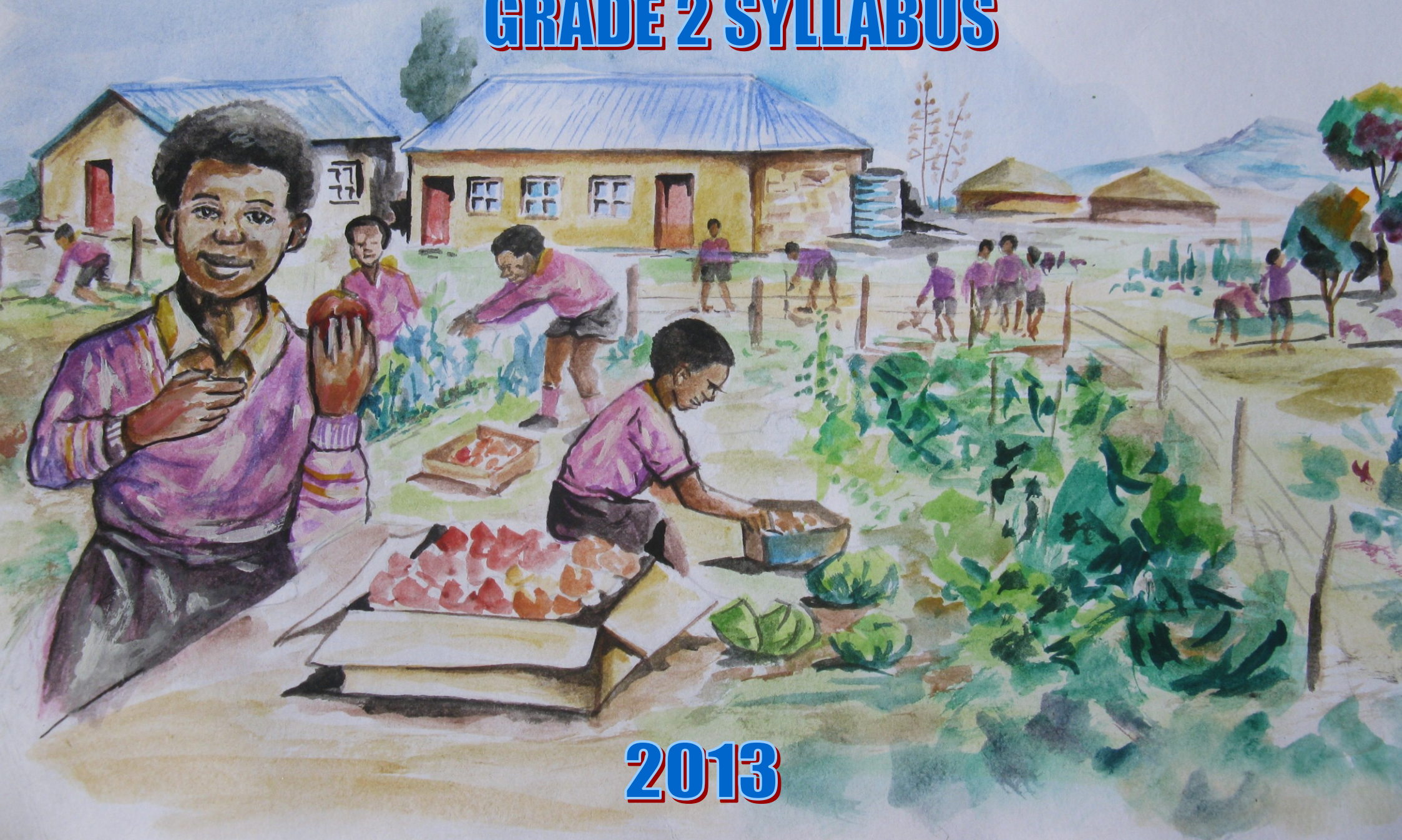


INTEGRATED PRIMARY CURRICULUM

GRADE 2 SYLLABUS



2013

Grade 2 Syllabus

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Introduction to the Integrated Syllabus for Grades 1 - 3

This syllabus is part of a new integrated primary school curriculum, which is designed to respond to the changing needs of education in Lesotho and to deliver *Education for Individual and Social Development*, as laid out in the 2009 *Curriculum and Assessment Policy*, equipping both Basotho citizens and the nation as a whole to meet the challenges of the increasingly globalised world in which we live, whilst maintaining the core values and identity of Basotho culture and society. Syllabi and Teacher's Guides for Grades 1, 2 and 3 of the new curriculum have been developed by curriculum designers from the National Curriculum Development Centre (NCDC), in partnership with other stakeholders. These materials were pilot tested in 70 primary schools throughout Lesotho in 2012.

Integrated curriculum

An integrated curriculum draws together knowledge, skills, attitudes and values from different subject areas to develop a more powerful understanding of key ideas which can be connected and related in meaningful ways by both the learners and teachers. This involves the development of **thinking skills**, as opposed to basic, subject-based skills and rote learning. Thinking skills enable learners to realise their potential and become better learners, creative workers and active citizens. The integrated curriculum has many advantages over the traditional subject-based approach. The integrated curriculum:

- mirrors the way children think, understand and learn, taking in many things and processing or organising them holistically, rather than in fragmented pieces;
- builds and reinforces key concepts and skills;
- provides contexts in which to understand, use and apply subject-specific skills and concepts;
- builds on prior knowledge and experience, making connections across subject areas and supporting a holistic worldview to make learning more meaningful;
- makes learning more relevant, reflecting the “real world” and the ways children learn at home and in the community;
- offers coherence in learning between different subjects, unifying learning beyond individual subject areas.

Organisation, structure and rationale of the curriculum

Instead of traditional subjects, the curriculum is based on:

- **Curriculum Aspects**, which highlight the life challenges and contexts in which the learner is expected to function as an individual and a member of society. There are five of these: *Effective Communication; Awareness of Self and Others; Environmental Adaptation and Sustainable Development; Health and Healthy Living; and Production and Work-related Competencies.*
- **Learning Areas** (into which the traditional subjects have been grouped), which indicate a body of knowledge necessary to equip learners with the competencies necessary to address these challenges. The five Learning Areas are: *Linguistic and Literary; Numerical and Mathematical; Personal, Spiritual and Social; Scientific and Technological; and Creativity and Entrepreneurial.*

The curriculum aims to develop **Core Competencies**, which will enable learners to apply the knowledge and acquired skills, values and attitudes necessary to address both current and new situations: *Effective and functional communication, Problem solving, Scientific, technological and creative skills, Critical thinking, Collaboration and cooperation, Functional numeracy and Learning to learn.*

The ambitious and innovative interaction between **Curriculum Aspects** and **Learning Areas** in order to produce **Core Competencies** outlined above concern the whole of Basic Education in Lesotho. In Grades 1, 2 and 3 the foundations are laid for the rest of Basic Education. The syllabi for Grades 1, 2 and 3 seek to enable young learners to take their first steps on a pathway of active, independent learning. Naturally, at these levels, Learning Outcomes and the activities designed to achieve them are age appropriate, designed to nurture young children's early development as learners and to foster positive, enthusiastic attitudes towards school and education, thus preparing them to become progressively more autonomous learners in the future. The emphasis is on practical activities, which develop the young learners holistically, stimulating their curiosity and fostering an active approach to learning. Teachers are encouraged to use a wide variety of teaching techniques, including group work, practical exercises and activities involving the wider community. The role of the teacher is seen as facilitating active learning by students, rather than a teacher-centred didactic approach.

Each grade of the syllabus is made up of four units, structured around thematic principles. Each unit includes material from the five Learning Areas, which has been thoroughly integrated, to reflect the way young children learn. The rationale and content for each unit is informed by the five Curriculum Aspects.

The units

Each grade contains the following four units:

- Unit 1: **“About myself”**. The learner becomes aware of his/her personal identity, within the context of the national culture (“who I am”) and of him/herself as an active learner with emerging competencies (“what I can do”).
- Unit 2: **“How I relate to others”**. The learner learns about his/her place and role within the communities of the family, the school and the wider society, and develops culturally appropriate social and linguistic behaviour.
- Unit 3: **“The world around me”**. The learner discovers the natural world and how to interact with it resourcefully, responsibly and sustainably.
- Unit 4: **“Looking after myself”**. The learner is introduced to principles of basic health, personal care, fitness, nutrition and safety, including the notions of disaster and risk reduction, as appropriate to a young child growing up within the specific context of Lesotho.

These themes recur throughout the three grades, with a **progressive spiralling** and **cumulative development** of the concepts and skills encountered over the course of three years.

The windows

In addition to the integrated syllabus, in order to ensure that learners achieve a high level of functional literacy and numeracy by the end of grade 3, each unit also contains **windows** dedicated to basic numeracy and literacy. Each week a significant period of classroom time will be spent on these **windows**, which are designed to complement and build on the integrated part of the syllabus, reinforcing and developing the skills and concepts of basic literacy and numeracy.

The **literacy window** comprises:

- a **Sesotho window**, designed to ensure that by the end of grade 3 learners achieve a high level of functional literacy in what is the initial language of instruction for most learners;
- an **English window**, which introduces English as a second language and future language of instruction.

The **numeracy window** gives learners the tools to apply numerical and mathematical skills and knowledge to real life situations, reinforcing concepts introduced in the integrated syllabus.

Layout and presentation of the syllabus

Each unit is presented as follows:

An initial table provides an **overview of the unit**, listing the targeted **learning outcomes** and giving a summary of the content of each of the **windows** (see, for the example, the overview of Unit 1 on pages 5 - 6).

A second much longer table provides an **activity plan** for the entire unit. For each targeted learning outcome, details are given of:

- the key **concepts, skills, values and attitudes** which underpin its successful attainment.
- a list of **suggested learning experiences** or activities which can be used by the teacher. This is not exhaustive and the teacher is free to use other complementary activities.

- assessment criteria, guiding the teacher in **what to assess**.
- a list of **suggested resources**. This is designed to help all teachers, however many or few resources may be available in their schools and communities.

A **Teacher’s Guide** is available for each Grade. This gives pedagogic advice and background subject information to teachers. It contains an introduction which gives more details on the scope of the different **Learning Areas**.

Principles of assessment

Assessment and curriculum are closely integrated and mutually supportive. The 2009 *Curriculum and Assessment Policy* introduces continuous assessment (CASS) as a key strategy to reform education. Continuous assessment is an on-going system of monitoring and assessing learners’ progress which is closely integrated with the teaching and learning process and actually supports learning. It is formative assessment, done in the school environment through daily teaching. It can also be achieved through projects, quizzes, tests, interviews and observations.

In the context of Lesotho, it has been decided to merge formative assessment and assessment for learning, moving away from the traditional ways of testing, which have been found to be severely limiting. Testing through examinations and tests provides learners with marks or grades, for example 7/10 or 12/20. However, it does not give any indication of what the learner is actually able to do. Instead of marks or grades, the new methods of assessment will generate statements about each learner’s progress and ability. These will help learners, their teachers and future teachers, their parents and guardians, as well as education policy makers, to know exactly what a learner has learned and is capable of doing, also indicating areas where remedial work is needed. A further disadvantage of conventional testing is that teachers feel under pressure to “teach to the exam” and ignore aspects of the curriculum which will not be examined. This results in teaching focusing on an excessively narrow body of knowledge, which does not deliver a well-rounded education or prepare learners for the demands of the real world. The continual assessment which will be used to assess learners’ progress in the new integrated curriculum will allow the teacher to teach and assess the whole curriculum.

The units of the syllabus are presented in such a way that, along with each learning outcome, **assessment criteria** guide the teacher in **what to assess** to determine whether the learning outcome has been successfully achieved, partially achieved or not yet achieved. The question of **how to assess** these learning outcomes is not explicitly addressed in the units. Rather it is presented in two other documents which are available to teachers: *a Guide to Continuous Assessment: implementing the curriculum and assessment policy and improving learning and achievement in Lesotho (ECOL January 2012)* and *Assessment Packages in Numeracy and Literacy for Grades 1 to 3*. Further advice on **how to assess** learning is contained in the Teacher’s Guides. Teachers will be trained to understand and use these techniques and supported through the initial stages of their introduction.

Teachers will share learning outcomes and success criteria with learners, so that learners know what they are learning and the standards they are aiming for. They will provide feedback (which may be oral or written) that helps learners to identify improvement; both the teacher and the learner will reflect on learners’ performance and learners will learn **self-assessment techniques** to discover areas for improvement. This promotes a more active approach to learning and recognizes both that motivation and self-esteem are crucial for effective learning and progress, and that these can be increased through effective assessment techniques. In addition to self-assessment, peer assessment is a useful tool which will be used as appropriate.

Just as there are many partners in promoting successful teaching and learning (the learner, their class teacher, other teachers in the school, the school principal, parents and guardians and the wider community), successful assessment includes people other than the learner and their teacher. In particular, parents and guardians are encouraged to take the time to understand the new process, to discuss it with their children and their teachers, follow their children’s progress and support both learners and teachers in the new modes of assessment.

Definitions of terminology used

Learning outcome: statement in measurable terms of what a learner should know, understand or be able to do by the end of a particular unit. This is expressed as an “outcome” rather than an “objective”, since teachers are familiar with this usage from the previous syllabus (to differentiate “learning outcomes” from the “specific objectives” addressed by each subject).

Learning experiences: teaching and learning activities designed to enable learners to achieve a given learning outcome.

Concept: a general idea which emerges from a specific situation; once understood it can be applied to different contexts to promote understanding. For example, the concept of the family emerges from awareness of the familiar unit in which people live; it can be applied to groups of animals, plants or words which naturally belong together.

Skills: abilities which every learner is expected to acquire to help them learn and live well in society; they can be mental, physical or social.

Values: qualities which are considered to be important, worth preserving and transmitting to the younger generation. For example, Basotho consider honesty and respect to be essential values.

Attitudes: positions or opinions: what is appreciated or disliked by an individual or a group. For example, teachers tend to have a positive attitude towards learners who work hard at school.

Suggested resources: a list of possible items, materials, persons etc. which may be used to help achieve a given learning outcome.

Grade 2 Unit 1 “About myself”

Overview of unit

Learning Outcomes: at the end of this unit, learners should be able to:	Literacy window on		Numeracy window
	Sesotho	English	
<ol style="list-style-type: none"> 1. describe the meanings of their names. TG 2. describe their roles and responsibilities in class and at school. TG 3. demonstrate the importance of kindness and love. 4. recite thematic poems about kindness and love. TG 5. describe functions of external parts of the body. TG 6. make freehand sketches of the human body. 7. understand the basic principles of personal hygiene and sanitation. TG 8. identify basic household utensils and tools. 9. identify sets of up to ten members. TG 10. count numbers from 1 to 100. 11. read numerals from 1 to 100. 12. write numerals from 1 to 100. 13. arrange numerals from 1 to 100 in a sequence. 14. identify different music genres (<i>mokopu, mohobelo, ndlamo, mokhibo, moqoqopelo</i>). TG 15. compose short performances of dance, music, recitals and drama. 16. perform basic knitting and sewing. 	<p>Appreciation of Basotho culture in relation to greetings, making respectful requests, showing gratitude and respect for elders; using appropriate vocabulary when asking someone to recite clan-related poems; and participating in traditional games rhythmically.</p> <p>Reinforcement of listening and speaking skills, with a focus on giving and following instructions and directions; listening to and telling stories and jokes and displaying confidence while speaking and reciting poems.</p> <p>Reinforcement of sentence structure, with emphasis on punctuation, word formation, sentence construction, meaning and spelling; Self- correction.</p>	<p>Continuing extension of English vocabulary, functions and structures, including giving and following simple directions.</p> <p>Reinforcement of sentence structure, with introduction of recognition and use of simple present and present progressive tenses. Use of definite and indefinite articles.</p> <p>Ongoing development of writing and reading, including recognition and use of the digraphs oo, ee, ch and sh.</p> <p>Reinforcement of use and recognition of elementary punctuation in English sentences (initial capital letters and full stops).</p>	<p>Sorting and making sets of up to 10 members, using Venn diagrams, using the word set when referring to a group of objects.</p> <p>Knowledge of place value of 2 digit numerals, including expanded notation, and association with their names and symbols.</p> <p>Identification, comparison and ordering of 2 digit numbers.</p>

TG indicates that a Learning Outcome is guided in the Teacher’s Guide

Grade 2 Unit 1 “About myself”

Activity plan

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners’ ability to:	Suggested resources
1. describe the meanings of their names.	<p>Concepts Meaning of names in Basotho culture Identity</p> <p>Skills Communication Information finding Reporting Drawing Discussion</p> <p>Values and Attitudes Appreciation Acceptance Respect Assertiveness</p>	<ul style="list-style-type: none"> Teacher asks learners to find out the meaning of their names from their parents or guardians. Learners report back the meanings of their names. Learners paint or draw a self portrait and write their names underneath. The portraits are displayed on the wall and used to discuss the meaning of their names. Teacher selects other names and explains their meanings. Teacher and learners discuss common names that are shared by boys and girls. 	<p>give the meaning of their own names.</p> <p>paint or draw a self- portrait using care and attention to detail.</p> <p>write their names underneath accurately and neatly.</p>	Teacher’s Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners’ ability to:	Suggested resources
2. describe their roles and responsibilities in class and at school.	<p>Concepts Roles and responsibilities at class and school</p> <p>Skills Communication Identification Dramatisation</p>	<ul style="list-style-type: none"> Teacher explains roles and responsibilities, giving examples. Learners mention their roles and responsibilities in class and at school. Learners role-play their roles and responsibilities in class and at school. 	<p>list their roles and responsibilities in class and at school.</p> <p>role-play their roles and responsibilities in class and at school.</p>	Teacher’s Guide

	Values and Attitudes Awareness Caring Appreciation Responsibility			
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
3. demonstrate the importance of kindness and love.	Concepts Desirable traits and attributes Kindness Love Skills Discussion Interpretation Dramatisation Values and Attitudes Appreciation Competence Kindness Love	<ul style="list-style-type: none"> Teacher and learners discuss desirable traits and attributes of kindness and love. In small groups learners discuss examples of things they can do to show kindness and love. Learners role-play traits and attributes of kindness and love using the examples discussed. 	demonstrate understanding of the importance of kindness and love. role-play traits and attributes of kindness and love.	Costumes

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
4. recite thematic poems about kindness and love.	Concepts <i>Lifela tsa Sesotho</i> Kindness Love Skills Reciting Values and Attitudes	<ul style="list-style-type: none"> Teacher discusses thematic folk praises relating to love and kindness with learners. Teacher invites a resource person to recite <i>Lifela tsa Sesotho</i> about love and kindness. Learners learn and practise <i>Lifela tsa Sesotho</i> about love 	recite poems of love and kindness.	Resource person (s) <i>Lifela tsa Sesotho</i> Teacher's Guide

	Appreciation Competence Patience Kindness Love	and kindness.		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
5. describe functions of external parts of the body.	<p>Concepts Functions of external parts of the body</p> <p>Skills Observation Effective communication</p> <p>Values and Attitudes Tolerance Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners revise the names of external parts of the body. Teacher and learners discuss the functions of the different parts of the body. Learners sing songs about functions of external parts of the body. Learners use riddles to describe functions of external body parts (I have two holes and I can smell. Who am I?). 	<p>list functions of the external parts of the body.</p> <p>make riddles to describe functions of the external parts of the body.</p>	<p>Dolls</p> <p>Pictures from magazines</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
6. make freehand sketches of the human body.	<p>Concepts Freehand sketching The human body</p> <p>Skills Handling Sketching Manipulation Observation</p> <p>Values and Attitudes</p>	<ul style="list-style-type: none"> Teacher demonstrates freehand sketching of the human body on the chalkboard. Learners practise freehand sketching to draw stick people by joining dots. Learners practise freehand sketching to draw faces. Learners draw faces showing different expressions. 	make freehand sketches.	<p>Pencils</p> <p>Paper</p>

	Accuracy Neatness Persistence Appreciation Workmanship Aesthetics	<ul style="list-style-type: none"> Learners display their work on the wall. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
7. understand the basic principles of personal hygiene and sanitation.	<p>Concepts Personal hygiene Physical health Sanitation</p> <p>Skills Observation Creativity Drawing Colouring</p> <p>Values and Attitudes Cleanliness Responsibility Competence Workmanship</p>	<ul style="list-style-type: none"> Teacher and learners revise the principles of personal hygiene and physical health. Teacher explains sanitation. Learners draw pictures depicting sanitary equipment. Learners discuss proper ways of using, caring for and keeping sanitary equipment. Learners discuss ways of keeping themselves clean and healthy. Learners display their work on the wall. 	<p>explain what they understand by sanitation.</p> <p>demonstrate various ways of maintaining physical health.</p> <p>demonstrate proper ways of keeping themselves clean and tidy.</p>	Soap Water Sanitation equipment Pictures Crayons Paper

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
8. identify basic household utensils and tools.	<p>Concepts Basic household utensils and tools</p> <p>Skills Drawing Writing</p>	<ul style="list-style-type: none"> Teacher displays household utensils and tools (or a chart showing them) and gets learners to name them and mention their uses. Learners draw household utensils and tools on a chart and label them. Learners display their work 	<p>name basic household utensils and tools and their uses.</p> <p>draw and label household utensils and tools.</p>	Pencils Crayons Paper Utensils (or chart showing them)

	Values and Attitudes Neatness Workmanship	on the wall.		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
9. identify sets of up to ten members.	<p>Concepts Sets</p> <p>Skills Sorting Drawing Counting Matching Classification Manipulation</p> <p>Values and Attitudes Awareness</p>	<p>Learners:</p> <ul style="list-style-type: none"> • make sets of basic household utensils and tools according to shape, size and colour. • collect materials from the environment and sort them according to shape, size and colour. • discuss how and why the formed sets differ. • describe the formed sets. • draw set boundaries to form sets. • match the formed sets by number of elements. • relate an element to a set: <i>A is a member of set B</i>. 	<p>form sets of up to ten members using different objects.</p> <p>draw set boundaries to form sets.</p> <p>match the formed sets by number of elements.</p> <p>relate an element to a set: <i>A is a member of set B</i>.</p>	<p>Correspondence chart</p> <p>Materials from the environment</p> <p>Basic household utensils and tools</p> <p>Charts</p> <p>Pencils</p> <p>Textbooks</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
10. count numbers from 1 to 100.	<p>Concepts Counting Numerals</p> <p>Skills Counting Sequencing Accuracy</p> <p>Values and Attitudes Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> • count using basic household utensils and tools. • count numbers from number strips. • count numbers from number charts (Maths kit). • count numbers from a number line. 	<p>count from 1 to 100 using objects.</p>	<p>Maths kit</p> <p>Number strips</p> <p>Flash cards</p> <p>Number line</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
11. read numerals from 1 to 100.	<p>Concepts Reading</p> <p>Skills Reading Sequencing Accuracy</p> <p>Values and Attitudes Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> • read numbers from number strip. • read numbers from 100 square chart. • read numbers from a number line. 	read numerals from 1 to 100.	<p>Maths kit</p> <p>Number strips</p> <p>Flash cards</p> <p>Number line</p> <p>100 square number chart</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
12. write numerals from 1 to 100.	<p>Concepts Writing numbers</p> <p>Skills Counting Sequencing Accuracy Manipulation</p> <p>Values and Attitudes Appreciation Neatness</p>	<ul style="list-style-type: none"> • Learners write numbers from 1 to 100. • Teacher calls out numbers and learners write those numbers in a sequence. • Teacher calls out numbers randomly and learners write them. • Learners play games where one calls out a number from 1 – 100 and the others see who can be the first to write it correctly and neatly. 	<p>write numerals from 1 to 100 in sequence.</p> <p>write numerals from 1 to 100 when heard in a random order.</p>	<p>Maths kit</p> <p>Number strips</p> <p>Flash cards</p> <p>Number line</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
13. arrange numerals from 1 to 100 in a sequence.	<p>Concepts Sequencing</p> <p>Skills Sequencing</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> • arrange jumbled numbers in a sequence. • fill missing numbers on a 	arrange numerals in a sequence from 1 to 100.	<p>Maths kit</p> <p>Number strips</p> <p>Flash cards</p>

	Logical thinking Accuracy Values and Attitudes Appreciation Cooperation	number line. <ul style="list-style-type: none"> fill missing numbers on a 100 square number chart (Maths kit). arrange number cards in a sequence. 		Number line 100 square number chart
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
14. identify different Basotho music genres.	Concepts Music genres: <i>mokopu, mohobelo, ndlamo, mokhibo, moqoqopelo</i> Skills Listening Identifying Singing Dancing Reading Writing Values and Attitudes Appreciation Commitment Competence	<ul style="list-style-type: none"> Teacher and learners discuss five Basotho music genres (<i>mokopu, mohobelo, ndlamo, mokhibo, moqoqopelo</i>). Teacher plays the music genres on tape/CD/radio or asks a resource person to sing/play/dance them. Learners identify the different genres. Learners imitate the different genres, with correct singing and dancing movements. Learners write names of different genres using correct spelling. Learners read the names using correct pronunciation. 	identify five different genres of Basotho music . imitate the different genres.	Resource person (s) Tape/CD/radio Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
15. compose short performances of dance, music, recitals and drama.	<p>Concepts Dance Music Recitals Drama</p> <p>Skills Flexibility Composing Dancing Acting Creativity Decision- making</p> <p>Values and Attitudes Commitment Confidence Cooperation</p>	<ul style="list-style-type: none"> Teacher explains the importance of composing dance, music, recitals and drama as a means of expressing values and culture and generating income. Teacher plays videos or invites resource persons to perform dance, music, recitals and drama. In small groups, learners compose three minute recitals, music, dance and drama. Learners perform three minute recitals, music, dance and drama. 	compose short performances of dance movements, music, recitals and drama.	<p>Paper</p> <p>Pencils</p> <p>Music</p> <p>Poems</p> <p>Resource person(s)</p> <p>Videos</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
16. perform basic crocheting and knitting stitches to produce motifs.	<p>Concepts Crocheting stitches: treble double treble Knitting stitches: garter stitch</p> <p>Skills Crocheting Knitting Counting</p> <p>Values and Attitudes</p>	<ul style="list-style-type: none"> Teacher demonstrates how to make treble and double treble Learners practise the stitches Learners crochet motif using stitches learned. Teacher demonstrates handling knitting needles and yarning around the hand. Learners imitate the teacher when handling 	<p>make treble and double treble stitches.</p> <p>Handle needles</p> <p>produce crochet motifs.</p> <p>cast on stitches.</p> <p>cast off stitches.</p> <p>make garter stitch.</p>	<p>Crochet hooks</p> <p>Wool</p> <p>Children's scissors</p> <p>Children's needles</p>

	<p>Commitment Confidence Cooperation</p>	<p>the knitting needles and yarning around the hand.</p> <ul style="list-style-type: none"> • Teacher demonstrates casting on and casting off stitches. • Learners practise casting on and casting off stitches. • Teacher demonstrates knit stitch. • Learners practise the knit stitch. • Learners make sample of garter stitch. 	<p>count stitches.</p>	
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Literacy window: Sesotho

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
1. lumelisa le ho arabela tumeliso ka nepo le ka tlhompho.*	<p>Moko-tabana Tumeliso: -Lumela 'mè/ ntate/ lebitso la motho -Lumelang ntate le 'mè/ metsoalle -Le/u phela joang? -Sala/ salang hantle!</p> <p>Karabo ea tumeliso : -E 'mè/ ntate. -Ke phela hantle uena u phela joang 'mè/ ntate? -Tsamaea/ tsamaeang hantle!</p> <p>Litsebo-ketso Ho: bua, mamela, lumelisa ka letsoho</p> <p>Makhabane tšebeliso-'moho, phelisano tlhompho</p>	<ul style="list-style-type: none"> Lumelisa bana 'me u ba rute ho arabela ka nepo le ka tlhompho. Buisana le bana ka bohlokoa ba tumeliso. Buisana le bana ka phapang pakeng tsa ha ho lumelisoa motho a le mong leha ho lumelisoa ba bangata. Buisana le bana ka mantsoe a sebelisoang ha ho arohanoa. Bana ba tšoantšise maemo ao ba lumelising ho oona. Ka lihlotšoana le ka bobeli, bana ba lumelisane. 	<p>lumelisa le ho arabela tumeliso hantle ka tataiso ea tichere.</p> <p>lumelisa ka nepo ho latela bonngoe kapa bongata ba batho.</p> <p>sebelisa mantsoe a nepahetseng ha a arohanoa le batho.</p> <p>lumelisa ka nepo a sa tataiso.</p>	“Teacher’s Guide”

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
2. bontša tlhompho boitšoaronng le lipuong.	<p>Moko-tabana Tlhompho lipuong: Ho: kopa leboha kopa tšoarello sebelisa mantsoe/puo e hloekileng</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka maemo a ka ba tlamang ho kopa, ho kopa tšoarello le ho leboha. Ka lihlotšoana, bana ba tšoantšise ho kopa, ho leboha le ho kopa tšoarello. Tichere e buisane le bana ka 	<p>kopa ha a hloka ntho.</p> <p>leboha ha a thusitsoe kapa a filoe ntho.</p> <p>kopa tšoarello ka tlhompho ha a le phoso</p> <p>ipolela ka hlomphe ha a entse</p>	<p>Chate</p> <p>“Marker”</p> <p>“Teacher’s Guide”</p>

	<p>Ho: ela hloko melao ea sekolo ipolela ha motho a entse phoso se inkele ntho tsa ba bang baballa thepa ea sekolo suthela motho e moholo ka tseleng/ setulong tholisa bana ba ba bang.</p> <p>Litsebo-ketso Ho: mamela bua</p> <p>Makhabane Tlhomphe Boikarabelo</p>	<p>bohlokoa ba ho tholisa batho ba lahlehetsoeng.</p> <ul style="list-style-type: none"> • Tichere e buisane le bana ka bohlokoa ba ho suthela motho e moholo setulong esita le ka tseleng. • Ka lihlotsoana, bana ba buisane ka melaoana ea sekolo. • Tichere e ngole melaoana ea sekolo chateng, bana ba e behe leboteng. • Bana ba tšoantšise litholoana tse bosula tsa ho tlola melao ea sekolo le ea ka sehlopheng (bosholu, ho senya thepa, ho fihla morao). • Bana ba bolele lintho tseo ba lumelang hore ha li bontše boitšoaro bo botle liketsong le tlhomphe lipuong. • Kamehla tichere e hopotse bana mekhoha e metle lipuong le liketsong, a thoholetse ba li etsang, a khothatse ba lebalang. 	<p>phoso.</p> <p>se inkele lintho tsa ba bang ka bosholu kapa ka matla/ bompoli</p> <p>boloka melao ea sekolo.</p> <p>baballa thepa ea sekolo</p> <p>suthela motho e moholo setulong/ ka tseleng</p>	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
3. ipolela ka nepo (lebitso, fane, boemo, lilemo, seboko, sekolo, sehlopha, motse, tseo a li ratang/ sa li rateng).	<p>Moko-tabana Lebitso Fane Boemo (ngoanana/ moshanyana) Lilemo Seboko Sekolo</p>	<ul style="list-style-type: none"> • Bana ba ipolele ka lebitso, fane, boemo le lilemo. • Botsa bana lipotso tse ba hlokang ho bolela liboko, sekolo, lihlopha le metse ea habo bona. • Bana ba ithlophise ka liboko tsa bona. 	<p>ipolela lebitso le fane.</p> <p>bolela boemo ba hae(ngoanana/ moshanyana).</p> <p>ipolela lilemo tsa hae.</p> <p>bolela seboko sa hae.</p>	<p>“Teacher’s Guide”</p>

	<p>Sehlopha Motse Tseo a li ratang/ a sa li rateng</p> <p>Litsebo-ketso Mamela Bua</p>	<ul style="list-style-type: none"> • Bana ba ikarole ka metse ea habo bona. • Ka bo-mong bana ba ipolele ka lebitso, fane, boemo, lilemo, seboko, sekolo, sehlopha, motse. • Bana ba itoroee ba be ba ngole mabitso a bona. 	<p>bolela sekolo sa hae</p> <p>bolela sehlopha seo a se balang</p> <p>bolela motse oo a lulang ho oona.</p> <p>ipolele ka botlalo (lebitso, fane, lilemo le boemo, seboko, sekolo, sehlopha, motse, tseo a li ratang/ sa li rateng ka nako e le 'ngoe).</p> <p>bua a phahamisetse lentsoe.</p> <p>ema a otlohile ha a bua.</p> <p>sheba letšoele ha a bua.</p>	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
4. bopa mantsoe ka melumo/ litlhaku tsa Sesotho le tš .	<p>Moko-tabane Melumo e bopiloeng ka tlhaku e le 'ngoe</p> <p>Melumo e bopiloeng ka tlhaku tse peli le tš</p> <p>Litsebo-ketso Ho: mamela, bua, bala, kopitsa, peleta, ngola, hlalohanya, bopa mantsoe</p> <p>Makhababane Makhethe Boikarabello Thahasello</p>	<ul style="list-style-type: none"> • Tichere e fe bana melumo e tlhaku e le 'ngoe ba ingolle mantsoe. • Tichere e fe bana melumo e tlhaku li peli ba ingolle mantsoe. • Tichere e buisane le bana ka letsoao lena "tš." • Bana ba mamele 'me ba phete melumo ka nepo. • Bana ba ngole mantsoe a nang le "tš." • Bana ba balle batsoali mantsoe a bona 'me batsoali ba tekene ho bontša hore ngoana o balile. • Bana ba bope mantsoe a qalang ka melumo eo ba ithutileng eona. 	<p>ipalla melumo a le mong</p> <p>ngola melumo ka nepo</p> <p>qolla molumo kahar'a lentsoe.</p> <p>ngola mantsoe a nang le melumo e tlhaku e "ngoe ka nepo</p> <p>ngola mantsoe a nang le melumo e tlhaku li peli ka nepo</p> <p>ngola mantsoe a nang le "tš..."</p>	Mahlaseli

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
5. thella ka ho bolela hore na ke oa ha mang sebokong sa habo.*	<p>Moko-tabane Liboko Ho thella Tlotlo-ntsoe: U tsoa kae? Ha 'Mantlatilane Ua ja'ng? Bohobe Ua futsoela ka'ng? Ka metsi a pula Thella he! Ke thellele'ng ke le ...</p> <p>Litsebo-ketso Mamela Bua Thothokisa</p> <p>Makhabane boikamohelo</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka tlotlo-ntsoe e sebelisoang hore motho a tle a thothokise seboko sa hae. • Bana ba fuputse hore na ke ba ha mang libokong tsa bona ba tle ba ngotse libukeng tsa bona (Mokuena oa Nkopane oa Mathunya; Mofokeng oa 'Mapulungoana phahla; Letebele, Letsitsi la Dlamini). • Tichere e hlophise bana ho latela liboko tsa bona. • Bana ba thelle ka bo-mong. • Tichere e hlophise bana ho latela hore na ke Bafokeng / Bakuena ba ha mang. • Bana ba fuputse bohlokoa ba liboko ba be ba tlalehe liphuputso tsa bona. 	<p>sebelisa tlotlo-ntsoe e nepahetseng ha a batla hore motho a thelle</p> <p>sebelisa tlotlo-ntsoe e nepahetseng ha motho e mong a batla hore eena a thelle</p> <p>ipolela hore na ke oa ha mang sebokong sa habo</p>	

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
6. mamela le ho phetha litaelo tse peli ka nako e le 'ngoe	<p>Moko-tabane Litaelo</p> <p>Litsebo-ketso Mamela Bua Bala Ngola</p>	<ul style="list-style-type: none"> Tichere e fe bana litaelo tse ba tlamang ho etsa ho hong 'me ba li phethe. Tichere e fe bana litaelo tse ba tlamang ho ngola, ba ngole (ngola lebitso la hao, ngola letsatsi la beke/ khoeli) Bana ba bale litaelo tseo ba li ngotseng. Tichere e fe bana litaelo tse kolokileng 'me bana ba li phethe (ema, u tsoele kantle; phetla buka, u toroee ngoana). Bana ba fanane litaelo 'me ba li phethe Bana ba tšoantšise litaelo tseo ba li fuoang. 	<p>botsa ha a sa utloisise</p> <p>phetha taelo e le 'ngoe ka nako</p> <p>phetha litaelo tse peli ha a hopotsoa</p> <p>phetha litaelo tse peli a sa hopotsoe</p> <p>tšoantšisa litaelo tseo a li fuoang</p> <p>fana ka taelo e le 'ngoe ka nako</p> <p>fana ka taelo tse peli ka nako e le 'ngoe</p>	"Teacher's Guide"

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
7. latela le ho fana ka litšupiso.	<p>Moko-tabane Litšupiso: -thoko le -ho le letona -ho le letsehali -lehlakoreng -pele -pel'a</p> <p>Litsebo-ketso Ho: mamela bua</p>	<ul style="list-style-type: none"> Bana ba mamele litšupiso, ba li latele. Ka bobeli kapa lihlotšoana, bana ba fanane litšupiso, ba li latele. Bana ba bapale lipapali le lipina tse nang le litšupiso. Bana ba ka toroee ho bontša kutloisiso ea litšupiso. Bana ba fanane litšupiso, ba li latele 	<p>latela litšupiso tsa libaka tse fanoeng ka tataiso ea tichere</p> <p>botsa ha a sa utloisise</p> <p>latela litšupiso tsa libaka tse fanoeng a sa tataiso</p> <p>hlahlosa moo ntho e leng teng ka tšebeliso ea litšupiso</p> <p>fana ka litšupiso ka tataiso ea tichere</p>	

	bala toroea		fana ka litšupiso a sa tataiso	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
8. mamela lipale tse khutšoanyane ka sepheo sa ho qolla baphetoa le liketso tsa bona	<p>Moko-tabane Ho mamela Lipale Metlae</p> <p>Litsebo-ketso Ho : mamela araba tšoantšisa toroea pheta litaba ka bokhutšoanyane fumana thuto ea pale fana ka mabaka ao taba e etsahetseng ka 'ona fana ka maikutlo a hae natefelo ke metlae</p> <p>Makhabane</p>	<ul style="list-style-type: none"> Tichere e balle bana pale e lokelang lilemo tsa bona. Tichere e botse bana lipotso tse batlang kutloiso ea bona ea pale. Bana ba phete litaba tsa pale ka bokhutšoanyane. Bana ba bolele thuto e fumanoang paleng. Tichere e tataise bana ka lipotso hore ba qolle baphetoa le liketso tsa bona. Bana ba tšoantšise likaroloana tsa pale. Bana ba toroee mophetoa eo ba mo ratang ba be ba ngole liketso tsa hae. 	<p>mamela a sa kene motho hanong</p> <p>araba lipotso ka nepo</p> <p>bontša hore na seo a se mametseng se mo ama joang maikutlong (<i>halefisoa , tšehisoa, hlomoloa</i>)</p> <p>tšoantšisa ka nepo likaroloana tsa pale eo a e pheteloang</p> <p>toroea karoloana e itseng ea pale</p> <p>pheta litaba tsa pale ka bokhutšoanyane.</p> <p>bapisa mophetoa le liketso tsa hae</p> <p>se tšehe ba bang ha ba bua.</p>	<p>Libuka tsa lipale</p> <p>Lipale tsa boiqapelo</p> <p>“Teacher’s Guide”</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
9. rethetha ka nepo ha ba bapala lipapali tsa bochaba le ha ba bina lipina tsa tsona .*	<p>Moko-tabane Lipapali le lipina: Mohobelo Mokhibo</p> <p>Lisebelisoa:</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka lipapali tseo ba li tsebang. Tichere e tataise bana ka lipotso ho hlalosa papali ea mokhibo le mohobelo. Bana ba iketsetse lisebelisoa 	<p>hlalohanya lisebelisoa tsa lipapali.</p> <p>thusa ba sa tsebeng.</p> <p>se koate ha a hloleha.</p>	<p>“Teacher’s Guide”</p>

	<p>Sekola Thebe Lechoba Kuoane Molamu</p> <p>Litsebo-ketso Ho: mamela bua bina bapala 'moho</p> <p>Makhabane Tšebeliso-'moho mamellano</p>	<p>tša lipapali.</p> <ul style="list-style-type: none"> • Bana ba bine lipina tse binoang ha ho bapaloa mokhibo le mohobelo. • Bana ba tsoele kantle ba bapale ka lihlotšoana. 	<p>thahasella ho bapala le ba bang.</p> <p>se ikemisetse ho utloisa ba bang bohloko.</p> <p>bolela maikutlo a hae a sa utloise ba bang bohloko.</p> <p>tseba ho kopa tšoarelo ha a utloisitse ba bang bohloko.</p> <p>emela ho bapala ka nako ea hae.</p>	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabā, litsebo-ketso le makhabane	Tse ka etsoang	Se hlalhoang: tichere e hlallobe tsebo ea ngoana ea ho:	Lithusa-thuto
10. itlhalosa ka ho bolela lijo, mebala le liaparo tseo ba li ratang.	<p>Moko-tabā Ho bua</p> <p>Litsebo-ketso Ho: mamela Bua Botsa fana ka maikutlo</p> <p>Makhabane Boitšepo Sebete</p>	<ul style="list-style-type: none"> • Tichere e itlhalose a bolela lijo, mebala le liaparo tseo a li ratang. • Ka lihlotšoana bana ba itlhalose ka ho bolela lijo, mebala le liaparo tseo ba li ratang. • Bana ba tlalehe mosebetsi oa bona lihlotšoaneng. • Bana ba bolele hore na lijo tseo ba li ratang li phehoa joang. • Bana ba itoroee ba apere liaparo tse nang le mebala eo ba e ratang. 	<p>hlalohanya mebala.</p> <p>fana ka mabaka ao a ratang lintho tse itseng ka oona.</p> <p>bua a shebile bathing.</p> <p>bua a eme tsoee.</p> <p>phuthulotse sefahleho.</p> <p>bua a sa kokotletse .</p>	“Teacher’s Guide”

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
11. pheta lithothokiso tsa bana tse buang ka bosholu ka nepo ba qapolla mantsoe.	<p><u>Moko-tabane</u> Lithothokiso Morethetho Bosholu</p> <p><u>Litsebo-ketso</u> Ho: mamela Bua Pheta</p> <p>Makhabane Boikemelo</p>	<ul style="list-style-type: none"> Tichere e phetele bana thothokiso 'me ba mo etsise. Tichere e buisane le bana ka mantsoe ao ba sa a tsebeng. Bana ba phete lithothokiso ka nepo ba bile ba etsa se boleloang ke eona. Bana ba rethethe ho latela moelelo oa thothokiso. Bana ba phete lithothokiso ka lihlotšoana, ba etse thholisano. Tichere e bitsetse bana mantsoe a tsoang thothokisong. Bana ba iketsetse lipolelo ka mantsoe a thothokiso. 	<p>pheta lithothokiso tseo a li phetsetsoeng ka bolokolohi.</p> <p>bitsa mantsoe ka nepo.</p> <p>pheta thothokiso a le mong ka bolokolohi.</p>	<p>Litšoantšo</p> <p>Buka ea lithothokiso</p> <p>“Teacher’s Guide”</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
12. sebelisa matšoao ka nepo lipolelong.	<p><u>Moko-tabane</u> Lipolelo tse khutšoanyane Matšoao: Khutlo (.) Potso (?) Tlhaku e kholo Feeloeane(,)</p> <p><u>Litsebo-ketso</u> Ho: mamela, bua, bala, kopitsa, peleta, ngola, hlalohanya, bopa lipolelo Makhethe Boikarabello Thahasello</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka tsebeliso ea letsoao ka leng. Tichere e ngolle bana lipolelo tse khutšoanyane, ba li kopitse. Bana ba etse lipolelo ba shebile litšoantšo ba sebelisa matšoao ka nepo. Bana ba bale lipolelo tseo ba li ngotseng. Tichere e ngolle bana lipolelo tse se nang matšoao ba a kenye. Bana ba ngole lipolelo ba ela hloko tsebeliso ea matšoao. 	<p>sebelisa tlhaku e kholo ka nepo.</p> <p>sebelisa letsoao la potso ka nepo.</p> <p>bala polelo e nang le potso ka nepo.</p> <p>sebelisa tlhaku e kholo ka nepo.</p> <p>sebelisa feeloane ka nepo.</p> <p>bala polelo e nang le feeloane ka nepo.</p>	<p>Mahlaseli</p> <p>“Teacher’s Guide”</p>

Literacy window: English

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
1. greet and respond correctly.	<p>Concepts Greetings and responses: Good morning Good day Good afternoon Good evening</p> <p>Skills Speaking Listening Accuracy</p> <p>Values and Attitudes Honesty Respect</p>	<ul style="list-style-type: none"> Learners role-play greeting the following people at different times of the day: mother father teacher age-mates Teacher explains the value of greetings at all times of the day. Learners greet teacher after every break. 	use correct greetings and responses at different times of day unprompted.	Textbooks

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
2. give and follow directions.	<p>Concepts Directions: left right up down backwards forwards</p> <p>Cardinal points: north south east west</p> <p>Skills</p>	<ul style="list-style-type: none"> Teacher demonstrates the new terms. Learners march in different directions (left, right, backwards, forwards etc.) in order to distinguish between them. Teacher creates situations in which learners give and follow directions. In groups, learners display cooperation in giving and following directions. 	<p>give directions clearly.</p> <p>follow directions effectively.</p>	Textbooks Pictures Objects Compass

	Listening Reading Differentiation Values and Attitudes Cooperation			
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
3. differentiate between common and proper nouns.	<p>Concepts Proper nouns (proper names): names of people names of places days of the week months of the year</p> <p>Common nouns (common naming words): animals objects plants parts of the body</p> <p>Skills Listening Speaking Writing Matching Classifying Differentiation</p>	<ul style="list-style-type: none"> Teacher introduces the concept of proper and common nouns, using the terms <i>proper name</i> and <i>common naming word</i>. Learners differentiate proper nouns from common nouns. Learners write proper nouns (using a capital letter). In pairs learners classify nouns according to people's names, places, days of the week, months of the year, animals, plants and body parts. Teacher guides learners with questions. Learners go around the school surroundings to collect and identify common nouns. 	classify proper names and common naming words. write proper names using capital letters during exercises. write proper names using capital letters unpromoted during free composition.	Pictures Objects Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
4. use <i>a, an</i> and <i>the</i> accurately in sentences.	<p>Concepts Indefinite articles: <i>a</i> and <i>an</i> Definite article: <i>the</i></p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Teacher introduces the definite article: <i>the</i> and explains how it is used and that it can be used before both singular and plural nouns. Learners fill in missing articles <i>a, an, the</i> in a given text. Learners use articles in sentences. 	use <i>a, an</i> and <i>the</i> correctly in sentences.	<p>Charts</p> <p>Word cards</p> <p>Textbooks</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
5. use personal pronouns correctly in sentences.	<p>Concepts Personal subject pronouns: <i>I, you, he, she, it, we, they</i> Personal object pronouns <i>me, him, her, it, us, them</i></p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Learners construct sentences and teacher helps them identify pronouns. Then teacher explains the use of pronouns through examples. Learners fill in appropriate pronouns in given sentences. 	<p>identify personal pronouns in sentences.</p> <p>use personal pronouns correctly in sentences.</p>	<p>Pictures</p> <p>Word cards</p> <p>Textbooks</p> <p>Objects</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
6. form different words using two-letter sounds oo, ee, ch, sh .	<p>Concepts Two-letter sounds: oo, ee, ch, sh, Word formation</p> <p>Skills</p>	<ul style="list-style-type: none"> Teacher provides learners with words containing two-letter sounds and tells them to identify the sounds in those words. 	<p>blend words containing two-letter sounds.</p> <p>pronounce words containing two-letter sounds correctly.</p>	<p>Charts</p> <p>Markers</p> <p>Text books</p>

	Speaking Listening Reading Writing	<ul style="list-style-type: none"> Learners use word cards, standing in a line to form words and then say them. Learners list words with two-letter sounds and blend them. Learners write words with two-letter sounds correctly by first uttering them. 	<p>write words containing two-letter sounds correctly from a dictation.</p> <p>form words using two-letter sounds.</p> <p>use the formed words in sentences.</p>	<p>Word cards</p> <p>Teacher's Guide</p>
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
7. use small and capital letters correctly in words and sentences.	<p>Concepts</p> <p>Letters of the alphabet Capital letters Small letters Proper nouns Common nouns</p> <p>Skills</p> <p>Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Learners write their own words and sentences using both small and capital letters correctly. Learners come up with words and identify those that should begin with capital letters and explain why. Learners fill in words in sentences using capital letters and small letters appropriately. 	<p>use small and capital letters correctly when writing words and sentences.</p> <p>identify words written in small and capital letters in given contexts.</p>	<p>Word cards</p> <p>Charts</p> <p>Textbooks</p> <p>Alphabet set</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
8. construct short sentences placing capital letters and a full stop accurately.	<p>Concepts</p> <p>Capital letters Full stop (.)</p> <p>Skills</p> <p>Listening Speaking Reading Writing Accuracy</p>	<ul style="list-style-type: none"> Learners write proper nouns in sentences. Teacher provides learners with unpunctuated short sentences and learners punctuate them. Learners explain where and why capital letters and a full stop should be used. 	<p>punctuate short sentences using capital letters and a full stop.</p> <p>construct short sentences using capital letters and a full stop correctly.</p>	<p>Charts</p> <p>Word cards</p> <p>Textbooks</p> <p>Markers</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
9. use the present simple tense correctly in sentences.	<p>Concepts Present simple tense Action words (verbs) at Shops: buy, buys, pay, pays play grounds: play, plays clinic/hospital: work, works church: sing, sings school: read, reads, write, writes</p> <p>Skills Listening Speaking Acting Writing</p>	<ul style="list-style-type: none"> In groups learners find verbs in the present simple tense used in different contexts. Some learners act out those action words for the rest of the class to understand their contexts. From examples, teachers gets learners to identify that the he/she/it form finishes in -s or -es. Teacher provides sentences with gaps for learners to fill in the action words appropriately. Learners bring different items from home and role-play different actions and things which happen regularly. 	<p>talk about things or actions which happen regularly.</p> <p>write about things or actions which happen regularly.</p> <p>use the form ending in -s or -es after he/she/it.</p>	<p>Objects</p> <p>Textbooks</p> <p>Pictures</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
10. construct sentences in the present continuous tense using helping verbs correctly.	<p>Concepts Present continuous tense Helping verbs: am is Are Present participle Use of -ing (suffix)</p> <p>Skills Differentiation Speaking</p>	<ul style="list-style-type: none"> Learners makesentences using actions taking place in the classroom. Teacher points out the use of helping verbs and -ing. Some learners carry out actions and others construct sentences about what their classmates are doing. Learners fill in correct helping verbs in given 	<p>make sentences about something which is happening now.</p> <p>fill the gaps in a sentence using the correct helping verb.</p> <p>use helping verbs and the -ing form correctly when talking about something which is happening now.</p>	<p>Textbooks</p> <p>Charts</p> <p>Word cards</p> <p>Markers</p>

	Listening Reading Writing	sentences.	use helping verbs and the –ing form correctly when writing about something which is happening now.	
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
11. use opposites in sentences.	<p>Concepts Opposites: thin - fat day - night asleep -awake good - bad sister - brother happy – sad</p> <p>Skills Listening Speaking Writing</p>	<ul style="list-style-type: none"> Teacher presents concept of opposites and the new vocabulary. Learners fill in appropriate opposites in sentences. Learners construct sentences using opposites. Learners act out opposites where possible. 	use opposites correctly.	Textbooks Charts Pictures Readers

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
12. describe things and people using numbers 1 - 20, colour and size correctly.	<p>Concepts Adjectives that describe: Number: one-twenty Colour: black, white green, yellow, blue , red Size: big, small, thin, fat, tall short</p> <p>Skills Differentiation Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Teacher asks learners to collect items that can be described according to number, colour and size. Learners cut shapes of different colours and sizes. Learners underline words which describe number, colour or size in short paragraphs. Learners describe objects they can see in pictures using adjectives of number, colour and size. 	<p>describe things and people using numbers 1`-20 correctly.</p> <p>describe things and people using colour words correctly.</p> <p>describe things and people using size words correctly.</p>	Scissors Charts Coloured pencils Textbooks Readers Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
13. listen for information and respond.	<p>Concepts Stories Rhymes Instructions Directions</p> <p>Skills Listening Speaking Critical thinking</p>	<ul style="list-style-type: none"> Teacher tells/reads short stories and asks learners to give their views about them. Learners individually give critical views about the stories. Learners give each other directions and instructions to carry out. 	<p>respond correctly to instructions.</p> <p>re-tell stories in their own words.</p>	<p>Story books</p> <p>Audio</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
14. speak clearly and confidently.	<p>Concepts Story telling Rhymes Debates: <i>The importance of going to school</i></p> <p>Skills Speaking Listening</p> <p>Values and Attitudes Confidence Diction Audibility</p>	<ul style="list-style-type: none"> Learners tell their own very short stories. Learners sing some rhymes individually and in groups to display confidence. Learners have mini-debate on <i>The importance of going to school</i> 	<p>speak clearly and confidently when telling short stories.</p> <p>speak clearly and confidently when singing rhymes.</p> <p>speak clearly and confidently when debating.</p>	<p>Story books</p> <p>Readers</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
15. read for information and enjoyment.	<p>Concepts Stories Pictures</p> <p>Skills</p>	<ul style="list-style-type: none"> Learners match words with pictures Learners tell stories from pictures. Learners individually read 	<p>interpret pictures.</p> <p>read stories, then tell them again in their own words.</p>	<p>Story books</p> <p>Picture books</p>

	Reading Viewing Critical thinking	very short stories and share with the whole class what they have read.		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
16. write a short paragraph.	<p>Concepts Guided composition about self</p> <p>Skills Creative writing Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Teacher asks learners questions about a topic and they answer in writing. • Teacher provides incomplete sentences and learners fill in the missing information. • Learners write short (one continuous paragraph) compositions about the topic. 	write a short paragraph about themselves.	<p>Charts</p> <p>Textbooks</p> <p>Pictures</p>

Numeracy window

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
<p>1.sort and make sets of up to 10 members.</p> <p>make sets of up to 10 elements.</p> <p>use Venn diagrams to form sets of up to 10 members/elements.</p> <p>use set symbols: sub-sets \subset and not sub-set $\not\subset$</p> <p>describe sets.</p> <p>use the word <i>set</i> when referring to a group of objects.</p>	<p>Concepts Number of members of a set Description of sets Common properties of sets Comparison of number of elements Definition of a set Set symbols (sub-set \subset and not sub-set $\not\subset$)</p> <p>Skills Describing sets Comparing number of elements Defining sets Naming sets Listing elements in set braces { } Using set symbols (sub-set \subset and not sub-set $\not\subset$) Logical thinking Problem- solving</p> <p>Values and Attitudes Correct use of mathematical terminology Importance of accuracy Appreciation of number use Aesthetic value of number Power of number Usefulness of mathematics and numeracy Universal language of numbers</p>	<p>Learners:</p> <ul style="list-style-type: none"> • use games to identify members of various sets. • form sets using local materials. • identify elements of sets by number. • use Venn diagrams to form sets. • use \in and \notin to describe elements of sets. • list elements of a set using set braces { }. • compare elements of sets of up to 10 elements. • describe the formed sets. • describe sets by a common property. • compare numbers of elements of two sets and say which set has more members. • match sets into one-to-one correspondence. 	<p>make sets of up to 10 elements.</p> <p>use Venn diagrams to form sets of up to 10 members/elements.</p> <p>use set symbols: sub-sets \subset and not sub-set $\not\subset$</p> <p>describe sets.</p> <p>use the word <i>set</i> when referring to a group of objects.</p>	<p>Maths kit</p> <p>Rings</p> <p>Coloured beads</p> <p>Bottle tops</p> <p>Peas</p> <p>Buttons</p> <p>Rods</p> <p>Bricks</p> <p>Clay balls</p> <p>Linking blocks</p> <p>Toys</p> <p>Coloured pencils</p> <p>Shapes</p> <p>Number blocks</p> <p>Strings</p> <p>Paper strips</p> <p>Straws</p> <p>Bottles</p> <p>Coloured chalk</p> <p>Shapes</p> <p>Match boxes</p> <p>Sticks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
<p>2.know the value of numerals and associate them with names and symbols</p> <p>arrange numbers from smallest to largest and verse-versa.</p> <p>compare numbers using greater than (>) and less that (<).</p> <p>order 2 digit numbers in order of magnitude.</p> <p>fill in sequences of numbers 1-100.</p> <p>Identify place-value of 2 digit numbers.</p> <p>identify number before, in between and after a given number.</p> <p>write 2 digit numbers in expanded notation.</p> <p>use abacus to identify 2 digit numbers.</p>	<p>Concepts Value of numerals Names and symbols which represent numbers Ordering of numbers Comparison of numbers Use of > and < Conservation of a number Place value (tens and units) Number facts/families Addition Subtraction</p> <p>Skills Reading numbers Recognising numbers Ordering numbers Comparing numbers Using > and < Sequencing numbers Manipulating numbers Addition Subtraction</p> <p>Values and Attitudes Correct use of mathematical terminology Importance of accuracy Appreciation of number use Aesthetic value of number Power of number Usefulness of mathematics and numeracy Universal language of numbers</p>	<p>Learners:</p> <p>arrange numbers in order, large to small.</p> <p>Count in twos, threes, fours and fives from 1-20.</p> <p>read and write numbers 1-20.</p> <p>identify place value of 2 digit numbers.</p> <p>position number before, in between and after a given number.</p> <p>use abacus to show place value of 2 digit numbers.</p> <p>write 2 digit numbers in expanded notation.</p> <p>play games to compare two numbers and say which is greater.</p> <p>recognise the numerals in a sequence by filling in the missing numbers.</p>	<p>arrange numbers from smallest to largest and verse-versa.</p> <p>compare numbers using greater than (>) and less than (<).</p> <p>order 2 digit numbers in order of magnitude.</p> <p>fill in sequences of numbers 1-100.</p> <p>identify place value of 2 digit numbers.</p> <p>Identify number before, in between and after a given number.</p> <p>write 2 digit numbers in expanded notation.</p> <p>use abacus to identify 2 digit numbers.</p>	<p>Number dominoes</p> <p>Number lines</p> <p>Number strips</p> <p>Charts</p> <p>Stones</p> <p>Abacus</p> <p>Beads</p> <p>Buttons</p> <p>Linking blocks</p> <p>Clay balls</p> <p>Work cards</p> <p>Dice</p> <p>Beans and peas</p>

Grade 2 Unit 2 “How I Relate to Others”

Overview of unit

Learning Outcomes: at the end of this unit, learners should be able to:	Literacy window		Numeracy window
	Sesotho	English	
<ol style="list-style-type: none"> 1. identify family members and relatives. 2. identify different people’s roles at school. 3. add numbers without carrying, the sum not exceeding 20. 4. identify place value of 2 digit numbers. TG 5. use appropriate movements when catching, throwing, jumping, targeting, kicking and passing. 6. subtract numbers in the range 1 to 20 without borrowing. 7. perform simple addition and subtraction using Lesotho and RSA coins and notes in circulation (up to M100/R100). 8. identify the jobs that people do to earn a living. TG 9. identify different places of work. TG 10. identify prominent people in their village or community. 11. state the names of religious denominations in Lesotho. 12. state the names of the Supreme Being in different beliefs and religions. TG 13. state the attributes of a Supreme Being. TG 	<p>Focus on Basotho folklore and culture, with emphasis on good relations and respect of humanity.</p> <p>Appreciation of three-letter sounds mph, nts, ntl, nth, nch and ntj. Formulation of words containing three letter sounds</p> <p>Sentence construction with emphasis on meaning, spelling, word formation, use of adjectives and punctuation, with introduction of the comma.</p> <p>Extension of reading with particular emphasis on pronunciation, observation of punctuation, tackling new words through</p>	<p>Ongoing development of English vocabulary and structures.</p> <p>Forming complete sentences using the simple present and present progressive tenses.</p> <p>Reinforcement of use of appropriate punctuation in written English, including introduction of the comma.</p> <p>Introduction of digraphs ng, th, er, oi, ao and practice in their recognition and use.</p> <p>Ongoing development of reading and guided writing skills, through</p>	<p>Reinforce knowledge of the place value of two digit numbers and use addition and subtraction operations.</p> <p>Understanding of the use and value of money using Lesotho and RSA coins and notes (up to M200.00 and R200.00) in practical situations</p>

<p>14. make scraffito paintings. TG</p> <p>15. dramatise short stories.</p> <p>16. demonstrate understanding of multiplication as repeated addition. TG</p> <p>17. demonstrate understanding of division as repeated subtraction. TG</p> <p>18. help to prepare two Basotho traditional dishes. TG</p> <p>19. make mono-prints. TG</p>	<p>phonic structure and asking and answering questions.</p> <p>Introduction to phone etiquette.</p>	<p>activities such as matching words and pictures and gap filling.</p>	
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TG indicates that a Learning Outcome is guided in the Teacher's Guide

Grade 2 Unit 2 “How I Relate to Others”

Activity plan

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners’ ability to:	Suggested resources
1. identify family members and relatives.	<p>Concepts Family Relatives Household</p> <p>Skills Sketching Communication Differentiation</p> <p>Values and Attitudes Respect Appreciation Awareness Acceptance</p>	<ul style="list-style-type: none"> Teacher explains paternal and maternal relatives. <p>Learners:</p> <ul style="list-style-type: none"> sketch pictures of family members. mention names of family members. mention names of immediate paternal and maternal relatives. differentiate between paternal and maternal relatives. 	<p>identify paternal relatives.</p> <p>identify maternal relatives.</p> <p>differentiate between paternal and maternal relatives.</p>	<p>Photos</p> <p>Pictures</p> <p>Chart paper</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners’ ability to:	Suggested resources
2. identify different people’s roles at school.	<p>Concepts School as a community Different roles</p> <p>Skills Communication Differentiation Writing Addition</p> <p>Values and Attitudes Respect</p>	<ul style="list-style-type: none"> Learners identify different people in the school (principal, teachers, support staff, classmates) by name. Teacher and learners discuss the roles of different categories of people at school. Learners put them into sets and count the number of members of each set. 	<p>list administrative staff in the school.</p> <p>list teaching staff in the school.</p> <p>list non-teaching staff in the school.</p> <p>identify roles played by different people at school.</p> <p>Write short sentences about</p>	<p>Photos</p> <p>Pictures</p> <p>Chart paper</p> <p>Resource person (s)</p>

	Appreciation Awareness Acceptance	<ul style="list-style-type: none"> Learners write short sentences about each set and the roles of its members. Using the set of children in the class, learners practise addition (<i>here we have a group of 5 children, if we add 4 more, how many do we have in total?</i>) 	roles taken by different people.	
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
3. add numbers without carrying, the sum not exceeding 20.	<p>Concepts Addition</p> <p>Skills Addition Manipulation Problem- solving Decision- making</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> Learners count objects. Learners play addition games with the objects. Learners add using numbers. Teacher introduces the concept of place value using concrete objects. Learners solve real-life addition problems. 	<p>add numbers without carrying forward.</p> <p>use the concept of place value.</p> <p>solve real-life addition problems.</p>	<p>Counters</p> <p>Linking blocks</p> <p>Sticks</p> <p>Textbooks</p> <p>Work cards</p> <p>Number line</p> <p>Addition charts</p> <p>Domino cards</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
4. identify place value of 2 digit numbers.	<p>Concepts Place value</p> <p>Skills Reading Writing Ordering Logical thinking Accuracy</p> <p>Values and Attitudes Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> find the place value of two digit numbers using concrete objects. fill in the table showing place values of two-digit numbers. use 2 spike abacus to show place value of 2-digit numbers. write numbers shown on the abacus. 	identify place value of 2-digit numbers.	<p>Concrete objects</p> <p>Maths kit (place value charts)</p> <p>2-spike abacus</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
5. use appropriate movements when catching, throwing, jumping, targeting, kicking and passing.	<p>Concepts Correct movements</p> <p>Skills Observation Throwing Catching Jumping Targeting Kicking Passing</p> <p>Values and Attitudes Competence Cooperation Self-control Tolerance</p>	<ul style="list-style-type: none"> Teacher and learners discuss the correct attitude and behaviour towards others when playing lead up games (<i>libeke, marontase, khati</i>). Teacher discusses and demonstrates movements of kicking, catching, jumping and passing. Teacher invites resource persons to demonstrate correct movements. Learners practise correct movements. Learners play lead-up games (<i>libeke, maraundase, khati</i>). 	use appropriate movements when catching, throwing, jumping, targeting, kicking and passing.	<p>Balls</p> <p>Resource person(s)</p> <p>Skipping rope</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
6. subtract numbers in the range 1 to 20 without borrowing.	<p>Concepts Subtraction</p> <p>Skills Subtraction Problem- solving Decision -making</p> <p>Values and Attitudes Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> • count objects. • play subtraction games with the objects. • subtract using numbers in the range 1 to 20 without borrowing. • solve real-life problems using subtraction. 	subtract numbers without borrowing.	<p>Counters</p> <p>Linking blocks</p> <p>Sticks</p> <p>Textbooks</p> <p>Work cards</p> <p>Number line</p> <p>Subtraction charts</p> <p>Domino cards</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
7. perform simple addition and subtraction using Lesotho and RSA coins and notes in circulation (up to M100/R100).	<p>Concepts Money (coins and notes)</p> <p>Skills Manipulation Identification Problem Solving Decision making</p> <p>Values and Attitudes Appreciation Cooperation Honesty</p>	<p>• Teacher shows real and improvised coins and notes.</p> <p>Learners:</p> <ul style="list-style-type: none"> • revise the identity of different coins (colour, pictures, size). • identify the colour, pictures and values of the different bank notes. • role-play selling and buying activities. • perform other simple operations (addition and subtraction) using money. 	<p>identify Lesotho and RSA coins by: colour, size, pictures and value.</p> <p>identify Lesotho and RSA bank notes by: colour, size, pictures and value.</p> <p>role- play buying and selling using money.</p> <p>perform simple addition using money.</p> <p>perform simple subtraction using money.</p>	<p>Real coins and notes</p> <p>Improvise coins</p> <p>Improvise notes</p> <p>Items for buying and selling activities</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
8. identify the jobs that people do to earn a living.	<p>Concepts Jobs</p> <p>Skills Observation Information-finding Reporting Communication Writing</p> <p>Values and Attitudes Awareness Appreciation Acceptance</p>	<p>Learners:</p> <ul style="list-style-type: none"> find out different jobs that people do. report their findings. list different types of jobs that people do. collect pictures of people doing different jobs and label them. explain what the jobs consist of. name people according to their jobs. write sentences stating what each person does at work. 	<p>list different types of jobs.</p> <p>name people according to their jobs.</p> <p>write sentences stating what each person does at work.</p>	<p>Posters</p> <p>Pictures</p> <p>Magazines</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
9. identify different places of work.	<p>Concepts Places of work: school, field, clinic, shop</p> <p>Skills Observation Information finding Reporting Communication</p> <p>Values and Attitudes Awareness Appreciation Acceptance</p>	<p>Learners:</p> <ul style="list-style-type: none"> list names of places of work. collect pictures of places of work. explain what work is done in each place of work. match places of work with jobs. 	<p>mention different places of work.</p> <p>explain what work is done at each place of work.</p> <p>match places of work with jobs.</p>	<p>Posters</p> <p>Pictures</p> <p>Magazines</p> <p>Educational tour</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
10. identify prominent people in their villages or communities.	<p>Concepts Village or community Prominent people: chief or headman, nurse, teacher, shopkeeper, taxi owner, driver</p> <p>Skills Communication Reporting Information- finding Role- playing</p> <p>Values and Attitudes Respect Appreciation Acceptance</p>	<ul style="list-style-type: none"> Teacher and learners discuss why certain people are usually prominent in their communities. <p>Learners:</p> <ul style="list-style-type: none"> mention the names of their chiefs/headmen. research the prominent people in their own villages or communities. report their findings, mentioning names of prominent people in their community role- play the activities of the prominent people in their communities. 	<p>mention prominent people in their villages or communities.</p> <p>role-play the activities of the prominent people in their village or community.</p>	<p>Photos</p> <p>Pictures</p> <p>Chart paper</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
11.state the names of religious denominations in Lesotho.	<p>Concepts Religious denominations in Lesotho: Lesotho Evangelical Church [LEC], Roman Catholic Church [RCC], Anglican Church of Lesotho [ACL], Apostolic Missions, Methodists</p> <p>Skills Information- finding Communication Reporting</p> <p>Values and Attitudes Appreciation Acceptance Respect</p>	<ul style="list-style-type: none"> Teacher and learners identify and list the names of the different denominations. Learners mention the different denominations to which they belong. 	<p>list different names of church denominations in Lesotho.</p> <p>mention denominations to which they belong.</p>	<p>Pictures</p> <p>Religious reference books</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
12.state the names of the Supreme Being in different beliefs and religions.	<p>Concepts Names of Supreme Being in different beliefs and religions:: <i>Tlatlamacholo God, Molimo, Nkulunkulu, Tixo, Allah, Jehova</i></p> <p>Skills Information- finding Communication Reporting</p> <p>Values and Attitudes Appreciation Acceptance Respect</p>	<p>Learners:</p> <ul style="list-style-type: none"> • find out the names of the Supreme Being in different beliefs and religions. • report their findings. 	state the names of the Supreme Being in different beliefs.	Reference books Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
13.state the attributes of a Supreme Being.	<p>Concepts Attributes of Supreme Being: Source of life Creator of the universe Rain maker Almighty Protector of life</p> <p>Skills Communication Listening Singing</p> <p>Values and Attitudes Appreciation Acceptance</p>	<ul style="list-style-type: none"> • Teacher reads the Bible story of The Creation. • Learners list the different attributes of the Supreme Being from the story. • Teacher and learners discuss attributes of the Supreme Being from the story. • Teacher and learners sing a song showing the Supreme Being as the creator of the universe (<i>Tšimolohong molimo oa hlola</i>). 	state attributes of a Supreme being. sing about the Supreme Being.	Bible Reference books (religious) Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
14. make scraffito paintings.	<p>Concepts Scraffito painting</p> <p>Skills Manipulation Observation Painting</p> <p>Values and Attitudes Neatness Accuracy Appreciation Workmanship Aesthetics</p>	<ul style="list-style-type: none"> The teacher demonstrates scraffito painting. Learners practise scraffito painting on a paper using fingers, sticks, combs and forks. Learners make scraffito paintings using fingers, sticks, combs and forks. Individual learners present their work to the class and display it on the wall. Teacher and learners take an educational tour to see scraffito paintings. 	make scraffito paintings.	<p>Pictures</p> <p>Paints</p> <p>Forks</p> <p>Combs</p> <p>Paper</p> <p>Sticks</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
15. dramatise short stories.	<p>Concepts Dramatisation Short stories</p> <p>Skills Communication Acting (including facial expressions) Movement Creativity Observation Listening</p> <p>Values and Attitudes Competence Commitment Artistry Workmanship</p>	<ul style="list-style-type: none"> Teacher demonstrates and discusses story-telling, role-play, puppetry, costumes and gestures with learners. Teacher narrates a short story that depicts love and kindness. Individual learners tell short stories that depict love and kindness. Learners role-play the narrated story. Learners practise puppetry. Learners wear appropriate costumes for a particular role in a play. Learners practise gestures. 	dramatise short stories.	<p>Costumes</p> <p>Puppets</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
16.demonstrate understanding of multiplication as repeated addition.	<p>Concepts Multiplication sign (x) Addition</p> <p>Skills Multiplying Adding Manipulating Grouping</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher provides concrete objects for learners. Learners group objects first in twos, then in threes, in fours and in fives. Learners perform repeated addition using groups of objects. Learners identify what sum the groups make. Learners repeat the process using numbers. Teacher introduces multiplication sign (x). Learners use numbers to identify multiplication as repeated addition, by translating addition operations into multiplication. Learners use familiar objects to demonstrate multiplication as repeated addition. Learners work in groups to extend multiplication as repeated addition up to 5x5 or 25. 	<p>use multiplication as repeated addition using concrete objects.</p> <p>use multiplication as repeated addition using numbers and multiplication sign.</p>	<p>Maths kit</p> <p>Linking blocks</p> <p>Sticks</p> <p>Stones</p> <p>Maths charts</p> <p>Multiplication tables</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
17.demonstrate understanding of division as repeated subtraction.	<p>Concepts Division sign (\div) Subtraction</p> <p>Skills Sharing</p>	<ul style="list-style-type: none"> Teacher provides objects to a small group of learners. Starting with two learners, they divide objects equally amongst themselves. Then 	<p>use division as repeated subtraction using concrete objects.</p> <p>use division as repeated subtraction using numbers and</p>	<p>Maths kit</p> <p>Maths charts</p> <p>Stones</p>

	Dividing equally Manipulation Subtracting Values and Attitudes Appreciation Cooperation	3three learners divide the objects amongst themselves; then four learners; then five. <ul style="list-style-type: none"> Learners divide objects equally using repeated subtraction. Learners continue with the same activites using different numbers of objects and learners. Teacher introduces division sign (\div). Learners carry out division as repeated subtraction using division sign and numbers. 	division sign.	Sticks Beads Clay balls Linking blocks Multiplication tables Teacher's Guide
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
18.help to prepare two Basotho traditional dishes.	Concepts Food preparation Traditional dishes (cuisine) Skills Handling Tasting Preparation Cooking Values and Attitudes Commitment Competence Patience Tidiness Care	<ul style="list-style-type: none"> Teacher discusses different traditional Basotho dishes with learners. Teacher demonstrates how to prepare two Basotho traditional dishes (<i>Papa</i> and <i>Lehala</i>). Learners write ingredients and utensils used for different dishes. Learners read ingredients and utensils for different dishes with correct pronunciation. Learners help the teacher to prepare two Basotho traditional dishes. 	describe the stages of preparation of <i>papa</i> and <i>lehala</i> . help to prepare <i>papa</i> and <i>lehala</i> .	Pots Water Fuel Matches Stirring stick Ingredients Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
19. make mono-prints	<p>Concepts Mono-printing (using a single medium and single colour)</p> <p>Skills Observation Manipulation Printing</p> <p>Values and Attitudes Workmanship Appreciation Aesthetics Neatness Accuracy</p>	<ul style="list-style-type: none"> • Teacher demonstrates monoprinting using different objects and techniques. • Learners practise monoprinting using different objects. • Learners practise match box printing. • Teacher demonstrates how to make a stencil. • Learners practise stencil making. • Learners practise chalk printing. • Learners display their work. 	<p>make stencils.</p> <p>make monoprints.</p>	<p>Matchbox</p> <p>Sunlight bar</p> <p>Chalk</p> <p>Chalk duster</p> <p>Paper</p> <p>Teacher's Guide</p>

Literacy window: Sesotho

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
1. pheta tšomo ea 'Litokotoko' ka nepo.	<p>Moko-tabane Moetlo oa ho pheta tšomo: ho hloma lehlokoa hloohong, Qalo (Ba re e ne e re) Karabo (E/Qoi) Ntšetso-pele (E le...) Qetello (Ke tšomo ka mathetho)</p> <p>Tšomo: Litokotoko</p> <p>Litsebo-ketso Ho: mamela bua pheta lokolisa</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka lintlha tsa bohlokoa tse lateloang ha ho phetoa tšomo. Bana ba phete litšomo tseo ba li tsebang. Tichere e phetele bana tšomo ea 'Litokotoko.' Tichere e buisane le bana ka mantsoe a ba thatafallang a hlahang tšomong. Tichere e buisane le bana ka thuto e fumanoang tšomong. Tichere e botse bana lipotso tse batlang kutloisiso ea bona ea tšomo. Bana ba phetelane litšomo. Bana ba tšoantšise litaba tsa tšomo. 	<p>phetha litloaello tsa ho pheta tšomo ha a hopotsoa.</p> <p>phetha litloaello tsa ho pheta tšomo a sa hopotsoe.</p> <p>araba lipotso tse hlohang kutloisiso ea hae ea tšomo.</p> <p>tšoantšisa litaba tsa tšomo.</p> <p>bolela thuto ea tšomo ea <i>Litokotoko</i>.</p> <p>pheta tšomo ea <i>Litokotoko</i>.</p>	"Teacher's Guide"

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
2. araba le ho letsa mohala/fono ka nepo.*	<p>Moko-tabane Ho araba mohala: "Halo!" Ho botsa hore na o bua le mang kamor'a tumeliso ha a letselitsoe. Ho se koalle motho fono ka tsebeng</p>	<ul style="list-style-type: none"> Tichere e bontše bana litšoantšo tsa mefuta e fapaneng ea fono. Tichere e buisane le bana ka melemo oa fono. Tichere e buisane le bana ka bohlokoa ba ho se koalle motho fono ka tsebeng. 	<p>bolela bohlokoa ba fono.</p> <p>araba le ho letsa mohala/fono ka nepo.</p>	Litšoantšo

	<p>Litsebo-ketso Ho: araba mohala letsa mohala fetisa molaetsa</p> <p>Makhabane Tlhompho Boikarabello</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka bohlokoa ba ho botsa motho ea letsitseng lebitso. • Tichere e buisane le bana ka tšebeliso e mpe ea fono. • Bana ba tšoantšise maemo ao ba letsang esita le ho araba mohala ho ona. 		
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlalojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
3. hlalohanya melumo ea Sesotho.	<p>Moko-tabane Melumo e bopiloeng ka tlhaku e le 'ngoe Melumo e bopiloeng ka tlhaku tse tharo: <i>mph, nts, ntl, nth, nch, ntj</i></p> <p>Litsebo-ketso Ho: mamela, bua bala, kopitsa, peleta, ngola, hlalohanya, bopa mantsoe</p> <p>Makhabane Makhethe Boikarabello Thahasello</p>	<ul style="list-style-type: none"> • Tichere e fe bana melumo e tlhaku e 'ngoe ba ingolle mantsoe. • Tichere e fe bana melumo e tlhaku li peli ba ingolle mantsoe. • Tichere e ngole melumo e <i>tlhaku li tharo</i> letlapeng, e e balle bana. • Bana ba mamele 'me ba phete melumo ka nepo. • Bana ba balle batsoali melumo 'me batsoali ba tekene ho bontša hore bana ba balile. • Tichere e bitsetse bana melumo, ba e ngole. • Bana ba bope mantsoe a qalang ka melumo eo ba ithutileng eona. 	<p>hlalohanya melumo.</p> <p>ngola melumo e tlhaku li tharo.</p> <p>mamela le ho pheta melumo ka nepo.</p> <p>bopa mantsoe a qalang ka melumo eo ba ithutileng eona.</p>	Mahlaseli

Sepheo: qetellong ea karošana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
4. rethetha ka nepo ha ba bapala lipapali tsa bochaba le ha ba bina lipina tsa tsona.*	<p>Moko-tabana Lipapali le lipina: khati ndlamo bana ba ka oe!</p> <p>Plotlo-ntsoe: Ho: tsatula betsa/ chobisa</p> <p>Litsebo-ketso Ho: mamela bua bina bapala 'moho</p> <p>Makhabane Tšebeliso-'moho Mamello</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka lipapali tseo ba li tsebang. Tichere e tataise bana ka lipotso ho hlalosa papali ea: khati, ndlamo, le bana ba ka oe! Tlong hae! Bana ba iketsetse lisebelisoa tsa lipapali. Tichere e buisane le bana ka plotlo-ntsoe e sebelisoang ha ho bapaloa papali ka 'ngoe. Bana ba bine lipina tse binoang ha ho bapaloa papali ka 'ngoe. Bana ba tsoele kantle ba bapale ka lihlotšoana. 	<p>bapala lipapali tsa bochaba ka nepo.</p> <p>hlalosa lipapali tse fanoeng.</p> <p>fana ka plotlo-ntsoe e sebelisoang ha ho bapaloa papali ka 'ngoe.</p> <p>hlalohanya lisebelisoa tsa lipapali.</p> <p>thusa ba sa tsebeng.</p> <p>se koate ha a hloleha.</p> <p>thahasella ho bapala le ba bang.</p> <p>se ikemisetse ho utloisa ba bang bohloko.</p> <p>bolela maikutlo a hae a sa utloise ba bang bohloko.</p> <p>tseba ho kopa tšoarelo ha a utloitse ba bang bohloko.</p> <p>emela ho bapala ka nako ea hae.</p>	<p>Khati</p> <p>Litjoho</p> <p>Likola</p> <p>“Teacher’s Guide”</p>

Sepheo: qetellong ea karošana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
5. bitsa batho ka nepo ho latela kamano.*	<p>Moko-tabana Kamano: malome mochana</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka likamano tseo ba sa li tsebeng. Bana ba fuputse mabitso a 	<p>hlalosa <i>malome</i>, <i>mochana</i>, <i>rakhali</i> le <i>khaitsetli</i>.</p> <p>bolela mabitso a malome, rakhali le khaitsetli tsa hae.</p>	<p>Lichate</p> <p>Limakasine</p>

	<p>rakhali khaitsetli</p> <p>Litsebo-ketso Ho: mamela bua fuputsa bala ngola tlatsa likheo toroea</p>	<p>bo-malome/ rakhali le likhaitsetli tsa bona hae.</p> <ul style="list-style-type: none"> • Bana ba ngole mabitso a baamani libukeng tsa bona. • Lihlotšoaneng, bana ba ballane mabitso a baamani. • Bana ba toroe baamani bao ba ba ratang. • Bana ba ngole lipoleloana tse khutšoanyane tse hlahosang baamani bao ba ba toroileng. 	<p>bala mabitso a baamani.</p> <p>ngola mabitso a baamani.</p> <p>ngola lipoleloana tse hlahosang baamani bao a ba toroileng.</p> <p>bitsa batho ka nepo ho latela kamano.</p>	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
6. sebelisa mantsoe a kopanyang mantsoe a mang kapa lipolelo.	<p>Moko-tabane le kapa hobane empa</p> <p>Litsebo-ketso Ho: mamela bua bala ngola</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka mosebetsi oa 'le, kapa, hobane, le empa' polelong. • Tichere e ngolle bana lipolelo tse nang le likheo, bana ba tlatsa mantsoe a kopanyang. • Tichere e ngolle bana lipolelo tse nang le mantsoe a kopanyang ba a sehelle. • Bana ba iketsetse lipolelo tse nang le mantsoe a kopanyang. 	<p>qolla mantsoe a kopanyang lipolelo/mantsoe a mang polelong.</p> <p>tlatsa likheo ba sebelisa mantsoe a kopanyang ka nepo.</p> <p>sebelisa mantsoe a kopanyang mantsoe a mang kapa lipolelo.</p>	<p>Mahlaseli</p> <p>Libuka tsa bana</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
7. hlalohanya lijo tsa Sesotho.	<p>Moko-tabane Lijo tsa Sesotho: lehala khatsela motsilili mafi lipabi</p> <p>Litsebo-ketso Ho: mamela, bua, pheta, bala, bapisa, ngola</p>	<ul style="list-style-type: none"> Tichere e bontše bana litšoantšo tsa lijo kapa ba tle le lijo hae. Bana ba bolele mabitso a lijo. Bana ba bapise mabitso a lijo le litšoantšo. Sebelisa likarete tsa mantsoe. Tichere e ka qapa pina e amanang le lijo bana ba e bine. Bana ba ngole lijo tsa Sesotho ka ho kopitsa kapa ka pitsetso. Bana ba etse lipolelo ka lijo tsa Sesotho. 	<p>bolela mabitso a lijo tsa Sesotho.</p> <p>ngola lijo tsa Sesotho ka ho kopitsa kapa ka pitsetso.</p> <p>hlalohanya lijo tsa Sesotho.</p> <p>ngola lipolelo ka lijo tse Sesotho.</p>	<p>Litšoantšo</p> <p>Likarete tsa mantsoe</p> <p>Lijo</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
8. pheta lithothokiso tsa bana tse buang ka tikoloho ka nepo ba qapolla mantsoe.	<p>Moko-tabane Lithothokiso Morethetho Tikoloho</p> <p>Litsebo-ketso Ho: mamela bua pheta</p> <p>Makhabane Boikemelo</p>	<ul style="list-style-type: none"> Tichere e phetele bana thothokiso 'me ba e etsise. Tichere e buisane le bana ka mantsoe ao ba sa a tsebeng. Bana ba phete lithothokiso ka nepo ba bile ba etsa se boleloang ke eona. Bana ba phete lithothokiso ka lihlotšoana, ba etse tholisano. Tichere e bitsetse bana mantsoe a tsoang thothokisong. Bana ba iketsetse lipolelo ka mantsoe a thothokiso. 	<p>pheta thothokiso ka ho etsisa tichere.</p> <p>etsa se boleloang ke thothokiso.</p> <p>bitsa mantsoe ka nepo.</p> <p>ngola mantsoe a macha ka nepo.</p> <p>ngola lipolelo ka mantsoe ao ba ithutileng 'ona thothokisong.</p> <p>pheta thothokiso a le mong ka bolokolohi.</p>	<p>Litšoantšo</p> <p>Buka ea lithothokiso</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
9. sebelisa mantsoe a bontšang mebala lipolelong.	<p>Moko-tabane Mebala: tala tšehla ntšo khubelu tšoeu pherese thokoa chele</p> <p>Litsebo-ketso Ho: mamela bua bala ngola hlophisa toroea bapisa hlalosa</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka mebala e fapaneng. Ka lihlotšoana bana ba tle le lintho tsa mebala e fapaneng. Tichere e bontše bana mebala e fapaneng ba e bolele. Tichere e behe lintho tsa mebala e fapaneng 'moho bana ba li hlophise ka mebala ea tsona. Bana ba bapise mebala le mantsoe a e hlalosing. Tichere e ngolle bana mebala e fapaneng, ba e sebelise ho taka lintho tse fapaneng ka nepo. Bana ba toroe lintho tsa mebala e itseng ba be ba ngolelipolelo tse li hlalosing. Bana ba sebelise mebala ka nepo lipolelong ho hlalosa mantsoe. 	<p>bolela mebala.</p> <p>bapisa mantsoe le mebala.</p> <p>hlophisa lintho ka mebala ea tsona.</p> <p>taka lintho ka mebala e nepahetseng.</p> <p>hlalosa lintho ka mebala ea tsona.</p> <p>sebelisa mebala ka nepo lipolelong.</p>	<p>Lichate</p> <p>Tikoloho</p> <p>Lipentšele tse mebala</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
10. bala ka sepheo sa ho araba lipotso <i>mang, eng, kae, neng, joang</i> .	<p>Moko-tabane Ho bala Ho araba lipotso</p> <p>Litsebo-ketso Ho: mamela</p>	<ul style="list-style-type: none"> Faa bana pale e khutšoanyane, ba bale ka hloko. Botsa bana lipotso tse batlang kutloisiso ea bona ea pale lipotso e be tse botsang <i>eng, mang, kae,</i> 	<p>araba lipotso ka nepo</p> <p>tšoantšisa ka nepo likaroloana tsa pale eo a e pheteloang</p> <p>toroea karoloana e itseng ea pale</p>	<p>Mahlaseli</p> <p>Liballoa-kutloisiso</p> <p>“Teacher’s Guide”</p> <p>Limakasini</p>

	bua bala ngola araba botsa bapisa hlalosa	<i>neng le hobane'ng.</i> <ul style="list-style-type: none"> • Bana ba toroee likaroloana tseo ba li ratang paleng eo ba e balileng. • Bana ba tšoantšise likaroloana tsa pale. 		
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
11. sebelisa matšoao ka nepo lipolelong.	<p>Moko-tabane Lipolelo tse khutšoanyane Matšoao: khutlo(.) potso (?) feeloane (,) tlhaku e kholo</p> <p>Litsebo-ketso Ho: mamela, bua, bala, kopitsa, peleta, ngola, hlalohanya, bopa lipolelo</p> <p>Makhabane Makhethe Boikarabello Thahasello</p>	<ul style="list-style-type: none"> • Tichere e ngolle bana lipolelo tse khutšoanyane, ba li kopitse. • Bana ba etse lipolelo ba shebile litšoantšo. • Bana ba bale lipolelo tseo ba li ngotseng. • Tichere e bontše bana tšebeliso ea letšoao le le leng ka nako. • Bana ba ngole lipolelo ba ela hloko tšebeliso ea matšoao. • Tichere e rute bana tšebeliso ea feeloane (,) ho etsa lethathamo la mantsoe. • Bana ba sebelise feeloane ka nepo lipolelong tsa bona. • Bana ba ngole polelo e nang le matšoao 'ohle ao ba a rutiloeng. 	<p>sebelisa tlhaku e kholo ka nepo.</p> <p>sebelisa khutlo ka nepo.</p> <p>sebelisa feeloane ka nepo ha a etsa lethathamo.</p> <p>sebelisa letšoao la potso ka nepo.</p> <p>arola mantsoe ka nepo ha a ngola lipolelo.</p>	Mahlaseli

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
12 .ngola moqoqo o tataisitsoeng ka lipolelo tse robong (9) le likheo ba sebelisa matšoao ka nepo.	<p>Moko-tabane Moqoqo oa boithaloso: lebitso, fane lilemo, seboko, ngoanana/moshanyana mora/morali batsoali, motse sehlopha, sekolo</p> <p>Matšoao: Khutlo (.) Tlhaku e kholo</p> <p>Litsebo-ketso Ho: mamela bua bala ngola tlatsoa likheo araba</p>	<ul style="list-style-type: none"> Tichere e itlhalose ho bana 'me bona ba mamele ka hloko. Tichere e botse bana lipotso tse batlang hore ba ipolele/itlhalose 'me ba fele ba li arabe. Ka lihlotšoana, bana ba botsane lipotso tsa boithaloso 'me ba li arabe. Bana ba ka bina pina ea boithaloso. Tichere e ngolle bana lipolelo tse nang le likheo tseo ba lokelang ho li tlatsoa. Bana ba kopitse lipolelo 'me ba tlatse likheo ka nepo. Bana ba balle batsoali meqoqo ea bona 'me batsoali ba tekene. Bana ba ka itoroa ba ba ngola meqoqo ea boithaloso tlas'a litšoantšo tsa bona. 	<p>kopitsa lipolelo ka nepo.</p> <p>arola mantsoe ka nepo.</p> <p>sebelisa mantsoe a nepahetseng ho tlatsoa likheo.</p> <p>ela hloko tšebeliso ea matšoao.</p> <p>qala tse latelang ka tlhaku e kholo:</p> <ul style="list-style-type: none"> Lebitso Fane Seboko Motse Sekolo Batsoali <p>bala lipolelo tseo a li kopilitseng a supa lentsoe ka leng leo a le balang</p>	<p>Chate</p> <p>“Marker”</p> <p>“Teacher’s Guide”</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
13. sebelisa mantsoe a hananang lipolelong.	<p>Moko-tabane Mantsoe a hananang: tenya-sesane mokoko-sethole ntšo-tšoeu robala-tsoha thaba-koata cheka-kata bohlasoa-makhethe bofutsana-borui</p>	<ul style="list-style-type: none"> Tichere e fe bana mantsoe, ba fuputse a hananang le 'ona. Bana ba tlalehe liphuputso tsa bona sehlopheng. Tichere e fe bana lipolelo 'me bona ba fane ka mantsoe a hananang le a sheletsoeng. Moo ho lumellehang, bana ba etse liketso tse hananang. 	<p>sebelisa mantsoe a hananang.</p>	<p>Litšoantšo</p> <p>Chate</p> <p>“Marker”</p>

Literacy window: English

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
1. use correct terms to address family members.	<p>Concepts Kinship terms: grandmother, grandfather, grandson, granddaughter, uncle, aunt, niece, nephew</p> <p>Skills Listening Speaking Reading Drawing Writing</p> <p>Values and Attitudes Respect Humility</p>	<p>Learners:</p> <ul style="list-style-type: none"> learn the vocabulary of kinship terms. use the vocabulary to explain their relationships with different people. role-play addressing people in different situations at home using appropriate kinship terms. draw and label pictures depicting grandparents. 	address people using appropriate kinship terms.	<p>Charts</p> <p>Coloured pencils</p> <p>Textbooks</p> <p>Colouring books</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
2. identify people according to their titles and positions.	<p>Concepts Title and positions: King/His Majesty Queen/Her Majesty Prince Princess Prime Minister Minister</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Teacher explains who certain people are, and their value to the country. <p>Learners:</p> <ul style="list-style-type: none"> learn the vocabulary of titles and positions. label pictures of different people with recognisable titles/positions. fill in missing words about different people's titles. draw people with different titles and label drawings. 	identify people according to their titles and positions.	<p>Charts</p> <p>Textbooks</p> <p>Teacher's Guide</p>

	Values and Attitudes Respect Humility			
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
3.form different words using the two-letter sounds ng, th, er, oi, ao .	<p>Concepts Two-letter sounds: ng, th, er, oi, ao Word formation</p> <p>Skills Speaking Listening Reading Writing</p>	<ul style="list-style-type: none"> • Teacher pronounces some common words containing the two-letter sounds ng, th, er, oi, ao. • Teacher provides words with two-letter sounds and tells learners to identify the sounds making those words. • Learners use flash cards, putting them in a line to formulate words. • Learners list words with two-letter sounds and blend them. • Learners write words with two-letter sounds correctly by first uttering them. 	<p>blend words containing two-letter sounds.</p> <p>pronounce words containing two-letter sounds correctly.</p> <p>write words containing two-letter sounds correctly from a dictation.</p> <p>form words using two-letter sounds.</p> <p>use the formed words in sentences.</p>	<p>Charts</p> <p>Markers</p> <p>Textbooks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
4.differentiate between common and proper nouns in new vocabulary.	<p>Concepts Common and proper nouns</p> <p>Skills Speaking Listening Reading Writing Classifying</p>	<ul style="list-style-type: none"> • Learners differentiate proper nouns from common nouns in new vocabulary. • In pairs, learners classify nouns according to people's names, places, days of the week, months, animals, plants and body parts. • Teacher guides learners with questions to define a 	<p>separate common naming words from proper names.</p>	<p>Pictures</p> <p>Objects from the environment</p>

		<p>proper name and a common naming word.</p> <ul style="list-style-type: none"> Learners go around the school surroundings to collect and identify common naming words. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
5. use <i>a, an</i> and <i>the</i> accurately with new vocabulary in sentences.	<p>Concepts Indefinite articles: <i>a, an</i> Definite article: <i>the</i></p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Learners identify where to use <i>a</i> or <i>an</i> with new vocabulary items. Learners fill in missing articles <i>a, an</i> or <i>the</i> in a given text. Learners use articles <i>a, an</i> or <i>the</i> when writing sentences. 	<p>use <i>a, an</i> or <i>the</i> correctly before new vocabulary in gap filling exercises.</p> <p>use <i>a, an</i> or <i>the</i> correctly before nouns in writing, unprompted.</p> <p>use <i>a, an</i> or <i>the</i> correctly before nouns in speech, unprompted.</p>	<p>Charts</p> <p>Word cards</p> <p>Textbooks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
6. make short sentences using new vocabulary, placing capital letters and a full stop correctly.	<p>Concepts Capital letters Full stop</p> <p>Skills Listening Speaking Writing Accuracy</p>	<ul style="list-style-type: none"> Learners explain where capital letters and a full stop should be used. Learners write sentences using new common and proper nouns, using capital letters and full stops as necessary. Teacher provides unpunctuated short sentences and learners punctuate them. 	<p>place capital letters and full stops in unpunctuated sentences.</p> <p>use capital letters and full stop correctly in short sentences.</p>	<p>Charts</p> <p>Word cards</p> <p>Textbooks</p> <p>Markers</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
7. use a comma in a list.	<p>Concepts Comma List of words</p> <p>Skills Listening speaking Reading Writing Accuracy</p>	<ul style="list-style-type: none"> Teacher explains the use of a comma in a list. Learners write lists of items found in a home in a sentence form and punctuate the sentence correctly. Learners read sentences with lists of words, observing the use of a comma. 	<p>pause where there is a comma when they read.</p> <p>use a comma correctly in a list.</p>	<p>Charts</p> <p>Word cards</p> <p>Textbooks</p> <p>Markers</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
8. use verbs in the simple present tense to talk about things or actions which happen regularly.	<p>Concepts Verbs (action words) used at: shops play grounds clinic/hospital church school</p> <p>Skills Listening Speaking Acting</p>	<ul style="list-style-type: none"> In groups learners find verbs used in different contexts. Some learners act out those action words for the rest of the class to understand their contexts. Teacher provides sentences and action words for learners to fill in appropriately, remembering to put -s or -es after he/she/it. Learners bring different items from home and role-play various contexts. 	<p>use the correct form of verbs in gap filling exercises.</p> <p>use verbs correctly in utterances about things or actions which happen regularly.</p> <p>use verbs correctly in written sentences about things or actions which happen regularly.</p>	<p>Objects</p> <p>Textbooks</p> <p>Pictures</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
9. construct sentences in the present continuous tense using helping verbs to talk about things which are happening now.	<p>Concepts Helping verbs am, are, is Present participle (-ing form)</p> <p>Skills Differentiation Speaking Listening Reading Writing</p>	<ul style="list-style-type: none"> Using examples, teacher reminds learners of the use of -ing and helping verbs in sentences. Learners construct sentences about actions taking place in the classroom. Some learners carry out actions and others construct sentences about what their classmates are doing. 	<p>use helping verbs and <i>-ing</i> to talk about things which are happening now when prompted.</p> <p>use helping verbs and <i>-ing</i> in written exercises.</p> <p>use <i>am, are, is</i> and <i>-ing</i> correctly unprompted.</p>	<p>Textbooks</p> <p>Charts</p> <p>Word cards</p> <p>Markers</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
10. listen for information and respond.	<p>Concepts Stories Instructions Directions</p> <p>Skills Listening Speaking Critical thinking</p>	<ul style="list-style-type: none"> Teacher tells/reads stories and asks learners questions. Learners individually give critical views about the stories. Learners give each other directions and instructions to carry out. 	<p>listen and demonstrate understanding by answering questions appropriately .</p> <p>give oral instructions.</p> <p>carry out oral instructions.</p>	<p>Story books</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
11. speak clearly and confidently.	<p>Concepts Story telling</p> <p>Skills Speaking Listening</p>	<ul style="list-style-type: none"> Learners tell their own short stories in small groups. Learners retell another learner's story to the whole class. 	<p>pronounce words correctly.</p> <p>speak clearly and with confidence when telling a short story.</p>	

	Values and Attitudes Confidence			
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
12.read for information and enjoyment.	Concepts Stories Pictures Skills Reading	Learners: <ul style="list-style-type: none"> individually read very short stories and share with a small group or the whole class. 	read short stories. recount short stories they have read.	Story books Picture books

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
13.write a short composition about self.	Concepts Guided composition about self : name, surname, age, gender, clan, home, school, class, teacher Skills Creative writing Listening Speaking Reading Writing	<ul style="list-style-type: none"> Teacher asks learners questions about a topic and they answer in writing. Teacher provides incomplete sentences and learners fill in the missing information. Learners write short compositions about the topic. 	fill in sentences about themselves. use capital letters at the beginning of his/her name, surname, clan, home, village, school, and teacher's name. read the sentences they have written.	Charts Textbooks Pictures

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
14.write a short text about what they have read	Concepts Guided composition Skills Creative writing	<ul style="list-style-type: none"> Teacher asks learners questions about what they have read and they answer in writing. Teacher provides 	fill in the missing words to make complete sentences. write short texts about what they have read.	Charts Textbooks Pictures

	Listening Speaking Reading Writing Spelling	incomplete sentences and learners fill in the missing information. <ul style="list-style-type: none">• Learners write short texts (about two – three lines) about what they have read.		
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Numeracy window

Learning Outcomes: at the end of this unit, learners should be able to :	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>1. reinforce knowledge of the place value of two digit numbers and use addition and subtraction operations.</p> <p>form families of numbers in the range 1 - 20 (addition).</p> <p>form number bonds in the range 1-20 using addition.</p> <p>add numbers without carrying using tens and units.</p> <p>subtract numbers without borrowing.</p> <p>use number names (1-20) in various authentic contexts.</p> <p>use own problem-solving strategies to find relevant solutions related to use of addition and subtraction operations .</p>	<p>Concepts Composition of numbers, including number bonds Addition without carrying Subtraction without borrowing</p> <p>Skills Addition without carrying Subtraction without borrowing Problem solving</p> <p>Values and attitudes Appreciation of usefulness of basic operations Value of cooperative learning Positive attitude to problem solving</p>	<p>Learners:</p> <ul style="list-style-type: none"> • represent numbers by strokes/bundles of tens and units. • manipulate numbers to identify number bonds. • use number line to model addition and subtraction using numbers from 1 - 20. • recall addition and subtraction facts of numbers 1-20. • read telephone numbers, house numbers, car registration plates. • use magic squares to add numbers. • use charts to subtract numbers. • use addition and subtraction in problem solving. 	<p>form families of numbers in the range 1 - 20 (addition).</p> <p>form number bonds in the range 1-20 using addition.</p> <p>add numbers without carrying using tens and units.</p> <p>subtract numbers without borrowing.</p> <p>use number names (1-20) in various authentic contexts.</p> <p>use own problem-solving strategies to find relevant solutions related to use of addition and subtraction operations .</p>	<p>Number dominoes</p> <p>Number lines</p> <p>Number strips</p> <p>Charts</p> <p>stones</p> <p>Abacus</p> <p>Charts</p> <p>Beads</p> <p>buttons</p> <p>Linking blocks</p> <p>Clay balls</p> <p>Work cards</p> <p>Dice</p> <p>Beans and peas</p>

Learning Outcomes: at the end of this unit, learners should be able to :	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>2.demonstrate an understanding of the use and value of money using Lesotho and RSA coins and notes (up to M100.00 and R100.00) in practical situations.</p> <p>identify Lesotho and RSA coins/notes in common use.</p> <p>identify the value of each coin and note.</p> <p>identify the size and physical characteristics of each coin and note.</p> <p>use money in simple selling and buying activities.</p> <p>identify simple change when selling and buying.</p> <p>perform other simple operations using money.</p>	<p>Concepts Money Coins Notes Equivalence in value of Lesotho and RSA currency</p> <p>Skills Counting Manipulation Observation Decision making Identification Critical thinking Problem-solving</p> <p>Values and Attitudes Appreciation of the value of money Cooperation Correct use of money</p>	<p>Learners:</p> <ul style="list-style-type: none"> • identify pictures and colour of coins and bank notes. • sort coins according to size and colour. • manipulate real money to identify the value of each coin and note. • work in groups to identify the size and physical characteristics of each coin and note. • identify equivalence in value of Lesotho and RSA currency. • play mock shops where they sell and buy. • identify change in selling and buying activities. • use addition and subtraction operations in buying and selling activities. 	<p>identify Lesotho and RSA coins/notes in common use.</p> <p>identify the value of each coin and note.</p> <p>identify the size and physical characteristics of each coin and note.</p> <p>use money in simple selling and buying activities.</p> <p>identify simple change when selling and buying.</p> <p>perform other simple operations using money.</p>	<p>Maths kit</p> <p>Improvised money (coins and notes)</p> <p>Real money (coins and notes)</p> <p>Items for mock shops</p> <p>Word cards</p> <p>Charts</p>

Grade 2 Unit 3 “The world around me”

Overview of unit

Learning outcomes: at the end of this unit learners should be able to:	Literacy window		Numeracy window
	Sesotho	English	
<ol style="list-style-type: none"> 1. identify selected locations using symbols on a map of their village or community. TG 2. interpret the colours of the national flag. 3. identify locally available resources which satisfy basic needs. 4. Identify different types of soil. 5. demonstrate proper ways of controlling water pollution. TG 6. identify combined weather conditions. TG 7. demonstrate proper basic exercise movements. TG 8. distinguish various sounds from the environment to make music. TG 9. use non-verbal sounds to communicate different messages. TG 10. identify living and non-living things in the immediate environment. 11. add 2-digit numbers with carrying, the sum being within the range 1-100. 12. subtract 2-digit numbers with borrowing, the difference being less than 50. 13. demonstrate two ways of protecting living and non-living things in the immediate environment. 14. identify several different types of animals. 	<p>Reinforcement of listening and speaking skills with focus on thematic and rhythmic poems, storytelling, asking and answering questions, retelling a story using their own words, and displaying confidence while speaking and reciting poems. Listening to and retelling the folklore <i>Seeteetelane</i>.</p> <p>Reading age-appropriate texts and showing appreciation by giving a summary.</p> <p>Reinforcement of sentence construction with focus on nouns (lisebelisoa), adverbs of time, meaning, spelling, word formation, use of adjectives, punctuation</p>	<p>Ongoing development of English vocabulary and structures, including the language of phone calls. Consolidation of existing grammatical structures, using these confidently in speaking, listening, writing and reading.</p> <p>Reinforcement of written English, using appropriate punctuation: capital letters, full stops and commas in lists.</p> <p>Introduction of additional digraphs: ie, ai, ph, ar, or, ou, and focus on using these appropriately, in addition to those learned previously.</p>	<p>Reinforce knowledge of the place value of two digit numbers and use addition and subtraction operations.</p> <p>Investigation of shapes in learners’ immediate environment. Relating of basic mathematical shapes to everyday life.</p> <p>Identification and naming of one or more parts of the same object using fractions in practical situations (halves and quarters).</p>

<p>15. identify and observe small animals found in their immediate natural surroundings.</p> <p>16. compare animals in terms of body covering, movement, number of main body parts and limbs.</p> <p>17. sort animals according to colour, size, similarity of body parts, habitat and feeding habits.</p> <p>18. keep a record of at least three animals observed.</p> <p>19. demonstrate effective methods of keeping and caring for animals observed.</p> <p>20. demonstrate the use of kitchen waste as animal feed.</p> <p>21. demonstrate the use of agricultural waste as manure and compost. TG</p> <p>22. identify 2-dimensional shapes. TG</p> <p>23. draw and label 2-dimensional shapes from the environment. TG</p> <p>24. use 2-dimensional shapes to form patterns. TG</p> <p>25. identify properties of 2-dimensional shapes. TG</p> <p>26. use shapes to identify fractions (halves and quarters).</p> <p>27. recycle materials to make craft works.</p>	<p>and self correction.</p> <p>Extension of vocabulary and writing skills through kinship terms, months of the year and opposites; guided composition through gap filling and free writing of short sentences using appropriate punctuation.</p>		
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TG indicates that a Learning Outcome is guided in the Teacher's Guide

Grade 2 Unit 3 “The world around me”

Activity plan

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners’ ability to:	Suggested Resources
1. identify selected locations using symbols on a map of their village or community.	<p>Concepts Symbols used to designate: bridge roads hospital hotel police station school church</p> <p>Skills Observation Identification</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> • Teacher draws a big map of the village/community and displays it in the classroom. • Teacher and learners explore their local village or community to identify where symbols should be located on the map. • Teacher helps learners to locate, draw and colour their homes in the correct location. • Teacher presents symbols representing different locations. • Learners locate and draw symbols on the map. • Learners discuss the importance of the location symbols. • Teacher and learners take a field trip to a neighbouring village or community to observe location symbols not found in their locality. 	<p>locate, draw and colour their homes in the correct location on a map.</p> <p>locate selected location symbols on a map accurately.</p>	<p>Marker</p> <p>Map books</p> <p>Drawing books</p> <p>Learners’ environment</p> <p>Teacher’s Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
<p>2. Interpret the colours of the national flag.</p>	<p>Concepts National flag: colours</p> <p>skills Observation Cooperation Self awareness Communication Reporting</p> <p>values and attitudes Appreciation Awareness Tolerance Patriotism Respect Loyalty</p>	<ul style="list-style-type: none"> • Teacher explain colours of the national flag. • Teacher and learners discuss what the colours of national flag represent. • Learners draw the national flag. 	<p>State the colours of the national flag.</p> <p>Interpret the colours of the national flag.</p> <p>draw the national flag.</p>	<p>Posters</p> <p>National flag (replica/real flag)</p> <p>Pictures</p> <p>Teacher's Guide</p> <p>models</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
3. identify locally available resources which satisfy basic needs.	<p>Concepts Locally available resources Basic needs</p> <p>Skills Investigation Manipulation Observation Distinction</p> <p>Values and Attitudes Inquisitiveness Respect Responsibility Carefulness Caring Protectiveness</p>	<ul style="list-style-type: none"> Teacher and learners discuss local resources (plants, soil, water, rocks, animals) that satisfy needs and the importance of these. Learners bring pictures of resources and match them with needs. Teacher and learners display pictures on the wall. Teacher and learners take field trips to identify edible and inedible plants and explore different types of animals and rocks. 	<p>make a list of local resources.</p> <p>identify and list local resources which satisfy basic needs.</p>	<p>Pictures</p> <p>Plants</p> <p>Soil</p> <p>Water</p> <p>Rocks</p> <p>Animals</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
4. identify different types of soil.	<p>Concepts Types of soil Uses of soil</p> <p>Skills Observation Manipulation Sorting</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners discuss the importance of soil. Teacher and learners discuss types of soil (clay, loam, sand). <p>Learners:</p> <ul style="list-style-type: none"> collect soil samples. sort soil samples. write names of different types of soil. discuss uses of different types of soil (for building, smearing, modelling). role- play uses of soil. 	<p>identify, name and sort three different types of soil.</p> <p>identify three different uses of soil.</p> <p>role- play uses of soil.</p>	<p>Soil samples</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
5. demonstrate proper ways of controlling water pollution.	<p>Concepts Water pollution Ways of controlling water pollution</p> <p>Skills Observation Critical thinking Drawing</p> <p>Values and Attitudes Responsibility Caring</p>	<ul style="list-style-type: none"> Teacher and learners discuss water pollution and look at pictures of areas of high water pollution. Teacher and learners discuss ways of controlling water pollution. Learners draw posters to show ways of controlling water pollution. Learners present their posters to the class. 	<p>suggest proper ways of controlling water pollution.</p> <p>draw posters to show proper ways of controlling water pollution.</p>	<p>Pictures</p> <p>Posters</p> <p>Environment</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
6. identify combined weather conditions.	<p>Concepts Combined weather conditions</p> <p>Skills Observation Identification Reporting Interpretation Writing Reading</p> <p>Values and Attitudes Responsibility Appreciation</p>	<ul style="list-style-type: none"> Teacher writes sentences describing combined weather conditions and learners copy them. <p>Learners:</p> <ul style="list-style-type: none"> observe combined weather conditions. record weather conditions each day over a period of a week. present combined weather conditions observed over the course of a week. discuss combined weather conditions. write sentences about the combined weather conditions they observed. read their sentences in groups. 	<p>record combined weather conditions.</p> <p>present combined weather conditions.</p>	<p>Environment</p> <p>Weather chart</p> <p>Pictures</p> <p>Drawing books</p> <p>Crayons</p> <p>Posters</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
7. demonstrate basic exercise movements.	<p>Concepts Locomotor exercises: walking running hopping skipping leaping</p> <p>Skills Walking Running Hopping Leaping Skipping</p> <p>Values and Attitudes Appreciation Satisfaction Confidence Responsibility</p>	<p>Learners:</p> <ul style="list-style-type: none"> • walk in different directions, changing their direction when the signal is given. • walk in different ways (bring up their knees, stiff knees, one stiff knee, and sore ankle). • walk like soldiers on parade, a giant, a dwarf and a robot. • practise free running, concentrating on good knee lift. • run at different speeds. • run with high knee action and slap their knees as they run. • run backwards and sideways. • run in patterns. • run inside and around obstacles. • hop forward, backwards and sideways. • hold free foot forward, backwards and sideways while hopping. • hop, increasing and decreasing height at will. • hop with body in different positions: lean forward, backwards and sideways maintaining balance. • skip with exaggerated arm action and lifted knees. • skip and clap at the same time. 	<p>show proper walking.</p> <p>show proper running.</p> <p>show proper hopping.</p> <p>show proper leaping.</p> <p>show proper skipping.</p>	<p>Towels</p> <p>Training attire</p> <p>Skipping ropes</p> <p>Mats</p> <p>Cones</p> <p>Tins</p> <p>Sticks</p> <p>Batons</p> <p>Stones</p> <p>Hula hoops</p> <p>Teacher's Guide</p>

		<ul style="list-style-type: none"> • skip backwards. • skip twice on one foot. • push off and reach. • leap and turn backwards. • vary their arm position and clap hands when leaping. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
8. distinguish various sounds from the environment to make music.	<p>Concepts Sounds in the environment Pentatonic scale Encoding and decoding pentatonic scale</p> <p>Skills Listening Imitating Exploring Identification Artistry</p> <p>Values and Attitudes Patience Appreciation Perseverance Tolerance</p>	<ul style="list-style-type: none"> • Learners identify sounds from the environment. • Learners experiment with sounds from the environment to make music. • Teacher discusses the pitch of different sounds: low and high. • Learners identify sounds as having higher or lower pitch. • Teacher reviews the first triad. • Teacher introduces the pentatonic scale and hand signs. • Learners practise pentatonic scale, including hand signs. • Teacher and learners explore sounds that one can make music using one's body. • Learners use sounds made with their bodies to create music. • Learners dance to their music. 	<p>distinguish various sounds from the environment.</p> <p>make music using sounds from the environment.</p> <p>identify sounds as having higher or lower pitch.</p> <p>sing the pentatonic scale using appropriate hand signs.</p>	<p>The local environment</p> <p>Curwen's hand sign chart</p> <p>Tuning fork</p> <p>Pitch pipe</p> <p>Recorder</p> <p>Melodica</p> <p>Keyboard</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
9. use non-verbal sounds to communicate different messages.	<p>Concepts Encoding Decoding</p> <p>Skills Interpretation Decision- making Listening Critical thinking Communicating Creativity</p> <p>Values and Attitudes Appreciation Cooperation</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> experiment to create a variety of sounds which evoke different situations and purposes (entertaining, warning, soothing, emergency). create sounds which express different messages and emotions. play their sounds to others and ask them to say what they hear. explain the message they hoped to communicate with each sound. 	<p>use non-verbal sounds to encode and decode messages.</p> <p>explain the messages they hoped to communicate with each sound.</p>	<p>Pitch-pipe</p> <p>Modulator</p> <p>Melodica</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
10. identify living and non-living things in the immediate environment.	<p>Concepts Living and non-living things</p> <p>Skills Observation Drawing Writing</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> Teacher explains living and non living things. <p>Learners:</p> <ul style="list-style-type: none"> identify living and non-living things at home and school and sort them according to living and non-living. write two lists of living and non-living things found at home and at school. Draw living and non-living things found at home and school and label drawings. 	<p>identify living and non-living things in the immediate environment.</p> <p>draw living and non-living things found at home and school and label their drawings.</p>	<p>Posters</p> <p>Pictures</p> <p>Resource person(s)</p> <p>Environment</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
11. add 2-digit numbers with carrying, the sum being within the range 1-100.	<p>Concepts Addition Carrying</p> <p>Skills Addition Accuracy Manipulation</p> <p>Values and Attitudes Cooperation Objectivity</p>	<ul style="list-style-type: none"> Teacher identifies a group of non-living things as suitable objects for demonstrating addition. Learners count objects. Teacher demonstrates addition of 2-digit numbers with carrying from units to tens using concrete objects. Learners add 2-digit numbers with carrying. Learners carry out addition of 2-digit numbers with carrying using concrete objects. 	add 2 digit numbers with carrying.	<p>Objects from the environment</p> <p>Addition charts</p> <p>Number line</p> <p>Abacus</p> <p>Money</p> <p>Dienes blocks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
12. subtract 2-digit numbers with borrowing, the difference being less than 50.	<p>Concepts Subtraction Borrowing</p> <p>Skills Subtraction Manipulation Problem -solving Critical thinking</p> <p>Values and Attitudes Appreciation Confidence</p>	<ul style="list-style-type: none"> Learners count objects. Learners play subtraction games with objects. Teacher demonstrates subtraction of 2-digit numbers with borrowing using concrete objects. Learners subtract using numbers. Learners solve real-life problems using subtraction with borrowing. 	subtract 2- digit numbers with borrowing	<p>Objects from the environment</p> <p>Counters</p> <p>Linking blocks</p> <p>Sticks</p> <p>Textbooks</p> <p>Work cards</p> <p>Number line</p> <p>Subtraction charts</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
13. demonstrate two ways of protecting living and non-living things in the immediate environment.	<p>Concepts Protection of living things Protection of non-living things</p> <p>Skills Communication Decision-making</p> <p>Values and Attitudes Appreciation Caring Responsibility</p>	<ul style="list-style-type: none"> Teacher explains ways of protecting living and non-living things (covering plants, not killing small animals). <p>Learners:</p> <ul style="list-style-type: none"> mention two ways of protecting living and two ways of protecting non-living things. select living and non-living things which they can protect. apply two ways of protecting living and two ways of protecting non-living things. 	<p>show two ways of protecting living things.</p> <p>show two ways of protecting non-living things.</p>	<p>Pictures</p> <p>Resource person(s)</p> <p>Living and non-living things from the immediate environment</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
14. identify several different types of animals.	<p>Concepts Types of animals: domestic and wild animals</p> <p>Skills Observation Identification Sorting</p> <p>Values and Attitudes Appreciation</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> identify different types of animals. discuss domestic and wild animals to identify the difference between them. sort animals into domestic and wild, writing two lists. 	<p>identify several domestic and several wild animals.</p> <p>state the difference between domestic and wild animals.</p> <p>sort animals into domestic and wild.</p>	<p>Domestic animals</p> <p>Wild animals</p> <p>Models/pictures of animals</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested materials/resources
15. identify and observe small animals found in their immediate natural surroundings.	<p>Concepts Small animals : millipedes, grasshoppers, worms, butterflies, lizards Animal body structure Animal behaviour</p> <p>Skills Observation Identification</p> <p>Values and Attitudes Care of living creatures Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> go out to observe different types of animals in their natural surroundings. bring back animals that can be collected without harming them. observe the small animals collected, handling them carefully to avoid harming them. identify parts of their bodies (eyes, nose, mouth, head, legs, wings). observing them through transparent plastic/glass containers, identify their behaviour: the way they move and eat. 	<p>mention 5 small animals found in their immediate natural surroundings.</p> <p>mention their body structures.</p> <p>mention their behaviour.</p>	<p>Catching net</p> <p>Bottles/tins with small holes</p> <p>Transparent containers</p> <p>Plastic bags</p> <p>Hand lenses</p> <p>Collected specimens of animals (millipedes, grasshoppers, worms, butterflies, lizards)</p> <p>Animal food</p> <p>Grass</p> <p>Soil, decayed matter</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested materials/resources
16. compare animals in terms of body covering, movement, number of main body parts and limbs.	<p>Concepts Comparison of animals Body covering Body parts Movement</p> <p>Skills Comparison Identification Observation</p> <p>Values and Attitudes Care for living creatures</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> observe and compare body covering and texture of animal skin: rough, moist, scaly, hairy. count the number of limbs and apertures. identify if animal has a tail. observe and compare how animals move. 	<p>observe and compare body covering.</p> <p>count the number of limbs and apertures.</p> <p>identify if animal has a tail.</p> <p>observe and compare how animals move.</p>	<p>Animals</p> <p>Transparent containers</p> <p>Hand lenses</p> <p>Dry soil</p> <p>Wet soil</p> <p>Grass</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested materials/resources
17. sort animals according to colour, size, similarity of body parts, habitat and feeding habits.	<p>Concepts Sorting</p> <p>Skills Comparison Identification Observation Writing</p> <p>Values and Attitudes Care for living creatures</p>	<ul style="list-style-type: none"> Teacher helps learners to sort collected animals according to different criteria: colour, size, body colouring, body divisions, appendages, presence or absence of wings, places where animals live (habitat), things that animals eat. Learners record sorting exercise, writing lists for each criteria used. Learners write sentences which describe the animals of their choice. 	<p>sort animals according to colour, size, similar body parts, habitat and feeding.</p> <p>record the results of their sorting.</p>	<p>Small animals</p> <p>Transparent containers</p> <p>Hand lenses</p> <p>Different foodstuffs</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested materials/resources
18. keep a record of at least three animals observed.	<p>Concepts Animals</p> <p>Skills Record keeping Observation</p> <p>Values and Attitudes Care for living creatures</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> record the appearance of at least three of the animals observed, using the criteria studied (colour, size, body colouring, body divisions, appendages, wings, habitat, things that animals eat). draw and label the specimens as they see them, to record their observation. make mobiles (moving toys) with drawings or cut-out pictures of those 	<p>record their observation of animals, including the criteria studied, through drawing.</p> <p>record their observation of animals, including the criteria studied, through modelling.</p> <p>record their observation of animals, including the criteria studied, through mobile making.</p>	<p>Pencils</p> <p>Paper</p> <p>Cardboard</p> <p>Boxes</p> <p>Coloured pencils</p> <p>Clay</p> <p>Pins</p> <p>Magazines</p>

		specimens. <ul style="list-style-type: none"> • make models of animals and their habitats. • mount and display their models whenever possible. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested materials/resources
19. demonstrate effective methods of keeping and caring for animals observed.	Concepts Caring for animals: feeding looking after the housing Skills Keeping animals Caring for animals Values and Attitudes Care for living creatures Responsibility Appreciation	Teacher helps learners to: <ul style="list-style-type: none"> • keep and take care of some animals after they have observed them. • create suitable habitat for animals. • explain and discuss what they have done in small groups. • draw or make sketches that illustrate how they keep and care for live animals. • display their sketches or drawings. 	explain effective methods of keeping and caring for animals. illustrate how they keep and care for live animals using sketches.	Cages/ storage boxes Bottles with punched lids Sieves Cardboard boxes Small live animals: frogs, grasshoppers, flies Food for animals: grass Paper and pencils

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
20. demonstrate the use of kitchen waste as animal feed.	Concepts Kitchen waste Household waste disposal Skills Observation Classification Decision making Writing	Teacher and learners discuss the advantages of using kitchen waste as animal feed. Learners: <ul style="list-style-type: none"> • identify kitchen waste that can be used as animal feed. • write a list of kitchen waste that can be used 	identify kitchen waste that can be used as animal feed. write a list of kitchen waste that can be used as animal feed. explain the advantages of using kitchen waste as animal feed.	Kitchen leftovers Containers

	Values and Attitudes Responsibility Cleanliness Caring Appreciation	as animal feed. <ul style="list-style-type: none"> collect kitchen waste that can be used as animal feed. feed animals. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
21. demonstrate the use of agricultural waste as manure and compost.	Concepts Agricultural waste Compost Hygiene rules Skills Classification Observation Values and Attitudes Responsibility Cleanliness	<ul style="list-style-type: none"> Teacher and learners discuss the advantages of using agricultural waste (farmyard manure, dung, droppings) and plant remains as compost in food production and agriculture. Teachers explains the importance of hygiene rules when handling agricultural waste (wearing gloves, careful hand washing). Learners: <ul style="list-style-type: none"> collect dung/droppings to make farmyard manure. collect dung, droppings and plant remains to make compost. use manure and compost to fertilise soil in the school garden. 	explain the advantages of using agricultural waste as manure and compost in food production and agriculture. explain how they use agricultural waste as manure and compost. use manure and compost to fertilise soil in the school garden.	Dung/droppings Plant remains Wheelbarrow Spade Poles Container/watering can Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
22. identify 2-dimensional shapes.	<p>Concepts Shapes</p> <p>Skills Classifying Drawing Cutting out Tracing</p> <p>Values and Attitudes Appreciation Neatness Accuracy</p>	<p>Teachers displays different shapes (triangle circle, rectangle, square, kite) and names them.</p> <p>Learners:</p> <ul style="list-style-type: none"> • name different shapes. • describe properties of shapes. • trace around given shapes. • identify shapes. • sketch shapes freehand. • colour in shapes. • cut out shapes. 	<p>name and identify five 2-dimensional shapes.</p> <p>trace around given shapes neatly.</p> <p>colour in shapes neatly.</p> <p>cut out shapes accurately.</p>	<p>Pencils</p> <p>Markers</p> <p>Charts</p> <p>Crayons</p> <p>Scissors</p> <p>Shapes</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
23. draw and label 2-dimensional shapes from the environment.	<p>Concepts Shapes</p> <p>Skills Drawing Identification Labelling</p> <p>Values and Attitudes Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> • identify different 2-dimensional shapes (triangles, circles, rectangles, squares, kites) in the environment. • identify the shapes in their own houses. • draw shapes found in their environment and in their houses. • label their drawings. 	<p>correctly identify different 2-dimensional shapes in the environment.</p> <p>draw 2-dimensional shapes from the environment.</p> <p>label their drawings correctly.</p>	<p>Pencils</p> <p>Markers</p> <p>Charts</p> <p>Scissors</p> <p>Shapes</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
24. use 2-dimensional shapes to form patterns.	<p>Concepts Shapes</p> <p>Skills Manipulation Cooperation Problem -solving Critical thinking Creativity</p> <p>Values and Attitudes Appreciation Workmanship Patience Commitment</p>	<ul style="list-style-type: none"> Teacher shows learners patterns using 2-dimensional shapes (triangles, circles, rectangles, squares, kites). Learners make their own patterns using different shapes. Learners colour their patterns. Learners display their work. 	use 2-dimensional shapes to form patterns.	<p>Maths kit</p> <p>Shapes</p> <p>Coloured pencils</p> <p>Paper</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
25. identify properties of 2-dimensional shapes	<p>Concepts Properties of 2-dimensional shapes</p> <p>Skills Manipulation Cooperation Problem -solving Critical thinking</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> Learners collect 2-dimensional shapes (triangles, circles, rectangles, kites, squares) from the environment. Learners sort shapes. Learners identify number of corners (angles) and sides of each category of 2-dimensional shape. 	<p>sort shapes (triangles, circles, rectangles, kites, squares).</p> <p>identify the properties (corners and sides) of each type of 2-dimensional shapes studied.</p> <p>state the properties of each type of shape studied.</p>	<p>Maths kit</p> <p>Posters</p> <p>2-dimensional shapes from the environment</p> <p>Toys</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
26. use shapes to identify fractions (halves and quarters).	<p>Concepts Fractions Halves Quarters</p> <p>Skills Dividing Manipulation</p> <p>Values and Attitudes Appreciation Accuracy</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> • cut circles, rectangles, and squares out of paper. • fold the shapes into halves. • identify how many halves are in the whole. • shade half the shape. • fold the shapes into quarters. • identify how many quarters are in the whole. • shade a quarter of the shape. • write mathematical numerals to represent $\frac{1}{2}$ and $\frac{1}{4}$. 	<p>use shapes to demonstrate a half and quarters.</p> <p>state how many halves are in the whole.</p> <p>state how many quarters are in the whole.</p> <p>write mathematical numerals to represent $\frac{1}{2}$ and $\frac{1}{4}$.</p>	<p>Maths kit</p> <p>Fraction boards</p> <p>Shapes</p> <p>Chart paper</p> <p>Scissors</p> <p>Crayons</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
27. recycle materials to make craft works	<p>Concepts Recycling resources C raft works</p> <p>Skills Manipulation Measuring Cutting</p> <p>Values and Attitudes Tidiness Aesthetics Workmanship Appreciation Commitment Neatness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the importance of recycling for sustainable use of resources. • Teacher demonstrates how to recycle materials to make craft works. • Learners collect materials that can be recycled. • Learners practise making crafts. • Learners display their work. 	<p>use recycled materials to make craft works.</p>	<p>Recyclable objects</p> <p>Measuring ruler</p> <p>Scissors</p>

Literacy window: Sesotho

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
1. pheta tšomo ea 'Seeteetelane' ka nepo.	<p>Moko-tabane Moetlo oa ho pheta tšomo: ho hloma lehlakoa hloohong, qalo (Ba re e ne e re) karabo (E/Qoi) ntšetso –pele (E le....) qetello (Ke tšomo ka mathetho). Tšomo: Seeteetelane</p> <p>Litsebo-ketso Ho: mamela pheta lokolisa bua</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka lintlha tsa bohlokoa tse lateloang ha ho phetoa tšomo. Bana ba phete litšomo tseo ba li tsebang. Tichere e phetele bana tšomo ea <i>Seeteetelane</i>. Tichere e buisane le bana ka mantsoe a ba thatafallang a hlahang tšomong. Tichere e buisane le bana ka thuto e fumanoang tšomong. Tichere e botse bana lipotso tse batlang kutloisiso ea bona ea tšomo. Bana ba phetelane tšomo ea <i>Seeteetelane</i>. Bana ba tšoantšise litaba tsa tšomo. 	<p>phetha litloaelo tsa ho pheta tšomo ha a hopotsoa.</p> <p>phetha litloaelo tsa ho pheta tšomo a sa hopotsoe.</p> <p>pheta litšomo tseo a li tsebang.</p> <p>araba lipotso tse hlohang kutloisiso ea hae ea tšomo.</p> <p>tšoantšisa litaba tsa tšomo.</p> <p>bolela thuto ea tšomo ea <i>Seeteetelane</i>.</p> <p>pheta tšomo ea <i>Seeteetelane</i>.</p>	"Teacher's Guide"

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
2. pheta lithothokiso tsa bana tse buang ka likotsi tsa mebileng ka nepo ba qapolla mantsoe.	<p>Moko-tabane Lithothokiso Morethetho Likotsi tsa mebileng</p> <p>Litsebo-ketso Ho: Mamela Bua Pheta</p>	<ul style="list-style-type: none"> Tichere e phetele bana thothokiso 'me ba e etsise. Tichere e buisane le bana ka mantsoe ao ba sa a tsebang. Ka lihlotšoana le ka bomong bana ba phete lithothokiso ka nepo ba bile ba etsa se boleloang ke eona. Bana ba phete lithothokiso ka lihlotšoana, ba etse 	<p>bitsa mantsoe ka nepo.</p> <p>ngola mantsoe a macha ka nepo.</p> <p>ngola lipolelo tse nepahetseng ka mantsoe a tsoang thothokisong.</p> <p>pheta thothokiso a le mong ka</p>	<p>Litšoantšo</p> <p>Buka ea lithothokiso</p>

	Makhabane Boikemelo	<p>tlholisano.</p> <ul style="list-style-type: none"> • Tichere e bitsetse bana mantsoe a tsoang thothokisong. • Bana ba iketsetse lipolelo ka mantsoe a thothokiso. 	bolokolohi.	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
3.bitsa batho ka nepo ho latela boemo le mosebetsi.*	<p>Moko-taba Boemo: 'mè ntate</p> <p>Mosebetsi: lepolesa lesole</p> <p>Litsebo-ketso Ho: mamela bua fuputsa bala ngola tlatse likheo</p>	<ul style="list-style-type: none"> • Bana ba hlalose liaparo tsa mapolesa le masole. • Bana ba fuputse mesebetsi ea mapolesa le masole ba tlalehe phuputso ea bona sehlopheng. • Bana ba tšoantšise mesebetsi ea masole le ea mapolesa. • Tichere e tataise bana ho bitsa batho ka nepo ho latela mesebetsi ea bona. • Bana ba tle le litšoantšo tsa lepolesa le lesole li manamisitsoe libukeng tsa bona. • Bana ba toroee masole le mapolesa ba be ba ngole lipoleloana tse hlahosang litšoantšo tsa bona. • Bana ba tlatse likheo tsa melumo mantsoeng. 	<p>bolela boemo ba batho ha a tataisoa.</p> <p>bolela boemo ba batho a sa tataisoa.</p> <p>bolela mesebetsi ea batho ha a tataisoa.</p> <p>bolela mesebetsi ea batho a sa tataisoa.</p> <p>bopa lipolelo ka nepo.</p> <p>tlatse likheo tsa melumo mantsoeng.</p>	<p>Lichate</p> <p>Limakasine</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
4. bala ka sepheo sa ho qolla baphetoa le liketso tsa bona	<p>Moko-tabana Ho bala</p> <p>Litsebo-ketso Ho: mamela bua bala ngola araba botsa bapisa hlalosa</p>	<ul style="list-style-type: none"> Faa bana pale e khutšoanyane ba ipalle. Bana ba supe mantsoe ao ba a balang. Bana ba ballane pale lihlotšoaneng tsa bona. Tichere e botse bana lipotso holim'a seo ba se balileng. Ka lihlotšoana, bana ba botsane ba be ba arabane lipotso holim'a seo ba se balileng. Bana ba arabe lipotso holim'a seo ba ipaletseng sona. Bana ba ikhethale libuka tseo ba ka ipallang tsona. Bana ba tšoantšise pale eo ba e balileng. 	<p>araba lipotso ka nepo.</p> <p>ela hloko tšebeliso ea matšoao.</p> <p>bitsa mantsoe ka nepo ha a bala.</p> <p>supa lentsoe ka leng leo a le balang.</p> <p>bolela baphetoa bao a balileng ka bona.</p> <p>bapisa baphetoa le liketso tsa bona.</p> <p>tšoantšisa ka nepo likaroloana tsa pale eo a e pheteloang.</p>	<p>Mahlaseli</p> <p>Liballoa-kutloisiso</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
5. sebelisa linako tse fapaneng tsa letsatsi ka nepo ha ba bua leha ba ngola.	<p>Moko-tabana Linako tsa letsatsi: hoseng bosiu motšeaere mantsiboea shoalane phirimana ka meso</p> <p>Litsebo-ketso Ho: mamela</p>	<ul style="list-style-type: none"> Ka lihlotšoana, bana ba buisane ka phapang lipakeng tsa bosiu le motšeaere; hoseng le mantsiboea. Tichere e buisane le bana ka lintho tse etsahalang ka linako tse fapaneng tsa letsatsi. Ka lihlotšoana, bana ba arole linako tsa letsatsi ka mahlofo a mabeli: (a) nako ea ha letsatsi le chabile; (b) 	<p>tlatsa likheo lipolelong a sebelisa linako tsa letsatsi ka nepo.</p> <p>toroea lintho tse fumanoang ka linako tse fapaneng tsa letsatsi.</p> <p>hlophisa linako tsa letsatsi ka nako ea ha letsatsi le chabile le ea ha le liketse.</p> <p>sebelisa linako tse fapaneng tsa letsatsi ha a bua le ha a ngola.</p>	<p>Tikoloho</p> <p>Chate</p> <p>“Marker”</p> <p>“Teacher’s Guide”</p>

	bua bala toroea tlatsa likheo hlophisa	nako ea ha letsatsi le liketse. <ul style="list-style-type: none"> • Bana ba bine lipina tse buang ka linako tsa letsatsi. • Ka bomong, bana ba bolele linako tsa letsatsi. • Bana ba toroee lintho tse fumanoang ka linako tse fapaneng tsa letsatsi (letsatsi, khoeli, linaledi). • Bana ba tlatsa likheo lipolelong ka linako tsa letsatsi. • Bana ba ngole lipolelo tse nang le linako tse fapaneng tsa letsatsi. 		
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
6.ngola likhoeli tsa selemo.	Moko-tabana Mabitso a likhoeli tsa selemo: Pherekhong Tlhakola Tlhakubele 'Mesa Motšeanong Phuptjane Phupu Phato Loetse Mphalane Pulungoana Tšitoe Litsebo-ketso Ho: mamela, bua, bala, ngola, kopitsa, hlophisa	<ul style="list-style-type: none"> • Tichere e phetele bana mabitso a likhoeli ka tatellano, ba mo etsise. • Bana ba bine lipina tse nang le likhoeli tsa selemo. • Tichere e lobokanye mabitso a likhoeli, bana ba li hlophise ka tatellano. • Tichere e ngolle bana mabitso a likhoeli ba a kopitse. • Bana ba ballane mabitso a likhoeli. 	bolela likhoeli tsa selemo ka tatellano ha a hopotsoa. bolela likhoeli tsa selemo ka tatellano a sa hopotsoe hlophisa likhoeli tsa selemo ka tatellano. kopitsa mabitso a likhoeli ka nepo, a qala ka tlhaku e kholo. bala mabitso a likhoeli ka nepo. sebelisa likhoeli tsa selemo ka nepo lipolelong.	Lichate "Calendar" "Marker"

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
7. hlahlohanya mefuta e fapaneng ea lisebelisoa.	<p>Moko-tabana Mabitso a lisebelisoa: paola, sethebe, leloala, tšiloana, patolo, kharafu, mohoma, haraka</p> <p>Litsebo-ketso Ho: mamela, bua, bala, ngola, hlahlohanya, fuputsa</p>	<ul style="list-style-type: none"> • Ka lihlotšoana, bana ba ngole mabitso a lisebelisoa. • Bana ba tlalehe mosebetsi oa bona sehlopheng se sehlo. • Bana ba tle le litšoantšo tsa lisebelisoa tse fapaneng ba be ba ngole mabitso a tsona. • Ka lihlotšoana, bana ba fuputse mosebetsi ea lisebelisoa tse fapaneng. • Ka lihlotšoana, bana ba tlalehe tseo ba li fumaneng phuputsong ea bona. 	<p>bolela mabitso a lisebelisoa.</p> <p>ngola mabitso a lisebelisoa ka nepo.</p> <p>bolela mosebetsi ea sesebelisoa ka seng.</p> <p>hlahlohanya mosebetsi ea lisebelisoa tse fapaneng.</p>	<p>Litšoantšo</p> <p>Chate</p> <p>“Marker”</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
8. ngola moqoqo o tataisitsoeng ka lipolelo tse robong (9) le likheo ba sebelisa matšoao ka nepo.	<p>Moko-tabana Moqoqo oa boithaloso: lebitso, fane lilemo, seboko botona/botšehali mora/morali batsoali, motse sekolo, sehlopha, tseo a li ratang.</p> <p>Matšoao: Khutlo (.) Feelane (.) Tlhaku e kholo</p> <p>Litsebo-ketso Ho:</p>	<ul style="list-style-type: none"> • Tichere e itlhalose ho bana 'me bona ba mamele ka hloko. • Tichere e botse bana lipotso tse batlang hore ba ipolele/itlhalose 'me ba fele ba li arabe. • Ka lihlotšoana, bana ba botsane lipotso tsa boithaloso 'me ba li arabe. • Bana ba ka bina pina ea boithaloso. • Tichere e ngolle bana lipolelo tse nang le likheo tseo ba lokelang ho li tlatsa. • Bana ba kopitse lipolelo 'me ba tlatsa likheo ka nepo. 	<p>kopitsa lipolelo ka nepo.</p> <p>arola mantsoe ka nepo</p> <p>sebelisa mantsoe a nepahetseng ho tlatsa likheo.</p> <p>ela hloko tšebeliso ea matšoao.</p> <p>qala tse latelang ka tlhaku e kholo:</p> <ul style="list-style-type: none"> • Lebitso • Fane • Seboko • Motse • Sekolo • Batsoali 	<p>Chate</p> <p>“Marker”</p>

	<p>mamela bua bala ngola tlatsa likheo araba</p>	<ul style="list-style-type: none"> • Bana ba balle batsoali meqoqo ea bona 'me batsoali ba tekene. • Bana ba ka itoroea ba ba ba ngola meqoqo ea boitlhaloso tlas'a litšoantšo tsa bona. 	<p>bala lipolelo tseo a li kopilitseng a supa lentsoe ka leng leo a le balang.</p>	
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Literacy window: English

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
1.use correctly all the two-letter sounds studied.	<p>Concepts Two-letter sounds: ie, ai, ph, ar, or, ou Word formation</p> <p>Skills Speaking Listening Reading Writing</p>	<ul style="list-style-type: none"> Teacher provides words with two-letter sounds and tells learners to identify the sounds in those words. <p>Learners:</p> <ul style="list-style-type: none"> use flash cards, standing in a line to form words. list words with two-letter sounds and blend them. write words with two-letter sounds correctly by first uttering them. practise spelling words correctly, orally and then in writing. underline words containing the two-letter sounds studied in a short paragraph. 	<p>blend words containing two-letter sounds.</p> <p>pronounce words containing two-letter sounds correctly.</p> <p>write words containing two-letter sounds correctly from a dictation.</p> <p>form words using different two-letter sounds.</p> <p>use the formed words in sentences.</p>	<p>Charts</p> <p>Markers</p> <p>Textbooks</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
2.write sentences using new vocabulary, placing capital letters and a full stop correctly.	<p>Concepts Capital letters Full stop (.)</p> <p>Skills Listening Speaking Reading Writing Accuracy</p>	<ul style="list-style-type: none"> Learners write newly learned proper names in sentences. Teacher provides learners with unpunctuated short sentences and learners punctuate them. Learners explain where capital letters and a full stop should be used. 	<p>punctuate sentences using capital letters and a full stop.</p> <p>write their own sentences using capital letters and a full stop.</p> <p>explain where capital letters and full stops should be used.</p>	<p>Charts</p> <p>Word cards</p> <p>Textbooks</p> <p>Markers</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
3.use commas in a list.	<p>Concepts Comma List of words</p> <p>Skills Listening speaking Reading Writing Accuracy</p>	<ul style="list-style-type: none"> Using vocabulary recently learned, learners write a list of items in sentence form and punctuate the sentence correctly. Learners read sentences with a list of words, observing the use of a comma. 	<p>use commas to punctuate written lists.</p> <p>use commas when writing lists.</p> <p>read lists aloud, observing the use of the comma.</p>	<p>Charts</p> <p>Word cards</p> <p>Textbooks</p> <p>Markers</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
4.describe people and things using numbers from one to fifty.	<p>Concepts Describing words of number: one – fifty</p> <p>Skills Differentiation Listening Speaking Matching</p>	<ul style="list-style-type: none"> Teacher gets learners to count from one to fifty. <p>Learners:</p> <ul style="list-style-type: none"> count the number of objects in pictures and have a competition to give the correct answer first. ask one another simple addition problems using numbers up to fifty. make up sentences using as many adjectives of number as possible. Write sentences using correct spelling and punctuation. read their sentences to others. 	<p>count the number of objects.</p> <p>write sentences using describing words of number correctly.</p> <p>read their sentences to others using correct pronunciation.</p> <p>describe people and things using numbers from one to fifty.</p>	<p>Charts</p> <p>Textbooks</p> <p>Readers</p> <p>Pictures</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
5. use <i>and, or, but</i> to connect two short sentences or words.	<p>Concepts Joining words: <i>and</i> <i>or</i> <i>but</i></p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Teacher introduces the word <i>but</i>, giving examples to illustrate its use. Learners fill in <i>and/or/but</i> in sentences appropriately. Learners construct their own short sentences using <i>and/or/but</i>. Teacher creates situations in which learners identify items/people using <i>and/or/but</i>. 	<p>use <i>and, or, but</i> to connect two short sentences.</p> <p>construct their own short sentences using <i>and/or/but</i>.</p>	<p>Word cards</p> <p>Textbooks</p> <p>Charts</p> <p>Objects</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
6. use correct language to make and receive phone calls.	<p>Concepts Phone manners: greetings: Hello! taking turns ending a call: Thank you, good bye</p> <p>Skills Listening Speaking</p> <p>Values and Attitudes Respect Courtesy</p>	<ul style="list-style-type: none"> Teacher and learners discuss what a phone is, its importance as well as how it is used. listen to phone conversations and identify what was said. take the role of one of the callers and replay the conversation they heard (controlled practice). 	<p>state the importance of a phone.</p> <p>describe how a phone is used.</p> <p>listen to phone conversations and identify what was said.</p> <p>use appropriate language when making and receiving phone calls in role-play.</p> <p>role-play phone conversations using appropriate language.</p>	<p>Improvised/toy phones</p> <p>Real phones</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
7. speak clearly and confidently.	<p>Concepts Clear speech Confident speech Debate</p> <p>Skills Speaking Listening</p> <p>Values and Attitudes Confidence</p>	<ul style="list-style-type: none"> Teacher gives learners a simple topic, such as 'Friends are important'. Learners prepare short statements to say about the topic. Learners present their statements to the rest of the class. 	<p>speak clearly and confidently about a simple topic.</p>	

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
8. read for information and enjoyment.	<p>Concepts Stories Pictures</p> <p>Skills Reading Viewing Critical thinking</p>	<ul style="list-style-type: none"> Teacher gives learners very short stories to take home and read. Learners retell the stories in their own words and share with the whole class what they have read. 	<p>read a very short story.</p> <p>tell the class what they have read.</p>	

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
9. re-write a short story in their own words.	<p>Concepts Guided composition</p> <p>Skills Creative writing Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Teacher asks learners questions about their stories and they answer in writing. Teacher provides incomplete sentences based on the stories and learners fill in the missing information. Learners re-write the story briefly (one continuous paragraph) in their own words. 	<p>answer questions in writing.</p> <p>accurately fill in missing information in sentences.</p> <p>Rewrite a story in their own words.</p>	<p>Charts</p> <p>Textbooks</p> <p>Pictures</p> <p>Teacher's Guide</p>

Numeracy window

Learning Outcomes: at the end of this unit, learners should be able to :	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>1. reinforce knowledge of the place value of two digit numbers and use addition and subtraction operations.</p> <p>form families of numbers in the range 1 - 20 (addition).</p> <p>form number bonds in the range 1-20 using addition.</p> <p>add numbers with carrying using tens and units.</p> <p>subtract numbers with borrowing.</p> <p>use number names (1-20) in various authentic contexts.</p> <p>use own problem-solving strategies to find relevant solutions related to use of addition and subtraction operations .</p>	<p>Concepts Composition of numbers including number bonds Addition with carrying Subtraction with borrowing</p> <p>Skills Addition without carrying Subtraction without borrowing Problem solving</p> <p>Values and Attitudes Appreciation of usefulness addition and subtraction operations Value of cooperative learning Positive attitude to problem-solving</p>	<p>Learners:</p> <ul style="list-style-type: none"> • represent numbers by strokes/bundles of tens and units. • manipulate numbers to identify number bonds. • use number line to model addition and subtraction using numbers from 1- 20. • recall addition and subtraction facts of numbers 1-20. • read telephone numbers, house numbers and car registration plates. • use magic squares to add numbers. • use charts to subtract numbers. • use addition and subtraction in problem solving. 	<p>form families of numbers in the range 1 - 20 (addition).</p> <p>form number bonds in the range 1-20 using addition.</p> <p>add numbers with carrying using tens and units.</p> <p>subtract numbers with borrowing.</p> <p>use number names (1-20) in various authentic contexts.</p> <p>use own problem-solving strategies to find relevant solutions related to use of addition and subtraction operations .</p>	<p>Number dominoes</p> <p>Number lines</p> <p>Number strips</p> <p>Stones</p> <p>Abacus</p> <p>Charts</p> <p>Beads</p> <p>Buttons</p> <p>Linking blocks</p> <p>Clay balls</p> <p>Work cards</p> <p>Dice</p> <p>Beans and peas</p>

Learning outcomes: at the end of this unit learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>1.investigate shapes in learners' immediate environment and relate basic mathematical shapes to</p>	<p>Concepts Shapes Patterns Properties of shapes</p>	<p>Learners:</p> <ul style="list-style-type: none"> • identify shapes from the environment. • sketch shapes. • colour shapes. 	<p>identify triangles, kites, squares, rectangles, circles and</p>	<p>Maths kit</p> <p>Shapes</p> <p>Patterns of shapes</p>

<p>everyday life.</p> <p>identify shapes by name (triangle, kite, square, rectangle, circle and pentagon).</p> <p>identify properties of shapes by number of corners and sides.</p> <p>identify shapes used in making patterns.</p>	<p>Skills Naming shapes Recognising properties of shapes</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> count number of sides and corners of different shapes. identify and relate properties of the shapes. identify shapes used in making Basotho patterns (<i>Litema</i>). 	<p>pentagons by names.</p> <p>identify properties of shapes by number of corners and sides.</p> <p>identify shapes used in making patterns.</p>	<p>Coloured pencils</p> <p>Chart paper</p> <p>Work cards</p> <p>Cardboards</p> <p>Boxes</p> <p>Pens and pencils</p> <p>Basotho patterns</p> <p>Pictures of Basotho huts</p> <p>Basotho blankets</p> <p>Basotho hats</p>
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Learning outcomes: at the end of this unit learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>2. identify and name one or more parts of the same object using fractions in practical situations (halves and quarters).</p> <p>identify fractions (half, quarter) in practical situations.</p> <p>use fractions in practical situation using concrete objects.</p> <p>write fraction using symbols $\frac{1}{2}$, $\frac{1}{4}$.</p> <p>compare fractions (half, quarter).</p>	<p>Concepts Fractions Halves Quarters</p> <p>Skills Identification Reading Writing Decision- making Manipulation Folding Comparing</p> <p>Values and Attitudes Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> halve concrete objects such as an apple and an orange. shade half/a quarter of a given object to identify size of fractions. compare fractions on the fraction board (Maths kit). show fractions by paper folding. write symbols $\frac{1}{2}$, $\frac{1}{4}$. compare a half with a quarter using concrete objects/fraction board. 	<p>identify fractions (half and quarter) in practical situations.</p> <p>use fractions in practical situation using concrete objects.</p> <p>write fraction using symbols $\frac{1}{2}$, $\frac{1}{4}$.</p> <p>compare fractions (half, quarter).</p>	<p>Maths kit</p> <p>Apples</p> <p>Oranges</p> <p>Peaches</p> <p>Chart paper</p> <p>Chocolate</p> <p>Work cards</p> <p>Fraction boards</p>

Grade 2 Unit 4 “Looking after myself”

Overview of unit

Learning outcomes: at the end of this unit learners should be able to:	Literacy window		Numeracy window
	Sesotho	English	
<ol style="list-style-type: none"> 1. state three human rights and related responsibilities. 2. identify indigenous vegetables that promote healthy living. TG 3. identify indigenous medicinal herbs (<i>hloenya</i>, <i>lekhalana</i>, blue gum). TG 4. identify the early warning signs of insect plagues in the environment. 5. demonstrate ways of controlling insect plagues. TG 6. identify ways of recovering from insect plagues. 7. demonstrate preservation of fruits by drying. TG 8. plan a balanced diet. 9. use a calendar to show the number of days in a week and months in a year. 10. measure time in full and half hours. 11. measure length using arbitrary units such as body measurements. TG 12. measure mass using arbitrary units. 13. measure volume using arbitrary units. 14. demonstrate safe handling of hot water at home. 	<p>Reinforcement of sentence construction with focus on nouns (birds), word formation, spelling and punctuation.</p> <p>Enhancement of vocabulary through relevant terminology for animals and their young.</p> <p>Reading a variety of age-appropriate texts and showing appreciation by giving a summary.</p> <p>Extension of writing skills: guided composition through questions and free writing, using short sentences, adjectives, adverbs,</p>	<p>Ongoing development of English vocabulary and grammatical structures, practising applying previously learned grammatical rules (capitalisation of proper nouns, the correct use of definite and indefinite articles) to newly acquired vocabulary.</p> <p>Progressive development of speaking, listening, writing and reading: learners begin to be able to give their own reactions after reading and listening.</p> <p>Reinforcement of punctuation when writing.</p>	<p>Reinforce knowledge of the place value of two digit numbers and use multiplication and division operations.</p> <p>The handling of simple data relating to learners themselves and their immediate surroundings.</p> <p>Showing time in hours and half hours; association of events with the time; comparison of events which could occur in 1 hour and half an hour.</p> <p>Estimation, measurement and comparison using arbitrary units of length.</p> <p>Estimation, measurement and</p>

<p>15. demonstrate safe handling of sharp objects at home.</p> <p>16. demonstrate safe handling of poisonous and flammable substances at home.</p> <p>17. demonstrate safe handling of electrical appliances at home.</p> <p>18. design board games to encourage safety. TG</p> <p>19. recognise how infectious diseases are spread (common cold, cough, influenza [flu]).</p> <p>20. recognise ways of reducing the spread of infectious diseases (common cold, cough, influenza [flu]).</p> <p>21. recognise ways of reducing the spread of HIV.</p> <p>22. identify warning signs that help prevent injuries and diseases. TG</p> <p>23. identify and play indigenous games that promote healthy living.</p> <p>24. demonstrate ways of preparing for floods. TG</p> <p>25. demonstrate text messaging using cell phones.</p> <p>26. identify different ways of protecting people and property during floods.</p> <p>27. demonstrate appropriate response after floods.</p>	<p>conjunctions, relevant vocabulary and appropriate punctuation.</p>	<p>Reinforcement of spelling, through the consolidation of all digraphs learned in Grade 2.</p>	<p>comparison using arbitrary units of mass.</p> <p>Estimation, measurement and comparison using arbitrary units of length, mass and volume.</p>
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TG indicates that a Learning Outcome is guided in the Teacher's Guide

Grade 2 Unit 4 “Looking after myself”

Activity plan

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners’ ability to:	Suggested Resources
1. state three human rights and related responsibilities.	<p>Concepts Basic human rights: Right to life and responsibility to take care of one’s life and health; Right to property and responsibility to take care of one’s property (possessions); Right to education and responsibility to learn</p> <p>Skills Negotiation Self- awareness Communication</p> <p>Values and Attitudes Awareness Caring Appreciation Responsibility</p>	<p>Teacher and learners discuss rights and responsibilities.</p> <p>Learners:</p> <ul style="list-style-type: none"> • mention the three rights learned. • discuss how they can take care of their lives. • discuss ways of caring for their property. • discuss what they can do in order to learn. • match rights with the related responsibilities. 	<p>state three human rights and responsibilities.</p> <p>match rights with the related responsibilities.</p>	<p>Universal Declaration of Human Rights booklets</p> <p>Posters</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners’ ability to:	Suggested resources
2. identify indigenous vegetables that promote healthy living.	<p>Concepts Indigenous vegetables : <i>leshoabe, tenane and qhela</i></p>	<ul style="list-style-type: none"> • Teacher and learners revise indigenous vegetables learned in Grade 1 (including <i>theepe</i> and <i>seruoe</i>) and the concept of indigenous plants that promote healthy living. 	<p>name and identify three indigenous plants that promote healthy living.</p> <p>explain the advantages of indigenous vegetables.</p>	<p>Vegetables</p> <p>Teacher’s Guide</p>

	<p>Skills Discussion Communication Identification</p> <p>Values and Attitudes Responsibility Awareness</p>	<p>Learners:</p> <ul style="list-style-type: none"> • mention other vegetables they know. • collect vegetables from their immediate environment. • identify vegetables by names. • discuss the advantages of eating vegetables collected from the immediate environment. • discuss the need to verify the identity of plants before eating them, as some may be harmful. 	<p>explain the importance of verifying plants before eating them.</p>	
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
3. identify indigenous medicinal herbs.	<p>Concepts Medicinal plants: <i>hloenya</i>, <i>lekhalana</i>, blue gum</p> <p>Skills Discussion Communication Identification</p> <p>Values and Attitudes Responsibility Awareness Appreciation</p>	<p>Teacher and Learners:</p> <ul style="list-style-type: none"> • discuss indigenous plants that have medicinal properties. • mention medicinal plants they know. • collect medicinal plants from their immediate environment. • identify medicinal plants by names. • discuss when medicinal plants should be used and the need to only take them when they are sick or with adult guidance. 	<p>name and identify three indigenous herbs that have medicinal property.</p> <p>explain the precautions to be taken before using indigenous herbs that have medicinal property .</p>	<p>Plants</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
4. identify the early warning signs of insect plagues in the environment.	<p>Concepts Early warning signs of insect plagues Termites (<i>masetlaoko</i>) Locusts(<i>tsie</i>)</p> <p>Skills Identification</p> <p>Values and Attitudes Sharing Responsibility</p>	<ul style="list-style-type: none"> Teacher shows learners early warning signs of insect plagues. Teacher and learners discuss the early warning signs of insect plagues. 	list early signs of insect plagues.	<p>Charts</p> <p>Videos</p> <p>Pictures</p> <p>Textbooks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
5. demonstrate ways of controlling insect plagues.	<p>Concepts Control and prevention of insect plagues Termites (<i>masetlaoko</i>) Locusts(<i>tsie</i>)</p> <p>Skills Identification Discussion Dramatisation</p> <p>Values and Attitudes Sharing Responsibility</p>	<ul style="list-style-type: none"> Teacher shows learners different activities to control insect plagues. Learners discuss different activities to control insect plagues. Learners role- play activities to control insect plagues. 	<p>explain ways of controlling insect plagues.</p> <p>role- play activities to control insect plagues.</p>	<p>Charts</p> <p>Videos</p> <p>Pictures</p> <p>Textbooks</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
6. identify ways of recovering from insect plagues.	<p>Concepts Ways of recovering from an attack by insect plagues: Termites (<i>masetlaoko</i>) Locusts(<i>tsie</i>)</p> <p>Skills Discussion Dramatisation</p> <p>Values and Attitudes Responsibility Sharing</p>	<ul style="list-style-type: none"> Teacher shows learners a video or tells a story showing different ways to recover from insect plagues. Learners identify at least three things to do in order to recover from insect plagues. Learners role- play at least three things to do in order to recover from insect plagues. 	<p>State three ways of recovering from insect plagues.</p> <p>role play at least three things to do in order to recover from insect plagues.</p>	<p>Videos</p> <p>Charts</p> <p>Pictures</p> <p>Textbooks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
7. demonstrate preservation of fruits by drying.	<p>Concepts Food preservation Drying of fruits</p> <p>Skills Manipulation</p> <p>Values and Attitudes Appreciation Cleanliness Responsibility Preparedness</p>	<p>Teacher and learners revise different methods of preserving food (canning, bottling, freezing, drying).</p> <p>Learners:</p> <ul style="list-style-type: none"> collect fruits for drying. prepare fruits for drying. dry fruits. store dried fruits. 	<p>prepare fruits for drying.</p> <p>dry fruits.</p> <p>store dried fruits.</p>	<p>Fruits</p> <p>Spoons</p> <p>Corrugated iron</p> <p>Nets/orange bags</p> <p>Solar drier</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
8. plan a balanced diet.	<p>Concepts Basic food groups Balanced diet</p> <p>Skills Decision- making Critical thinking Creativity Writing</p> <p>Values and Attitudes Commitment Patience Competence</p>	<ul style="list-style-type: none"> Teacher and learners revise basic food groups (body building foods, protective foods, energy-giving foods). Teacher displays pictures of foods. Learners classify food stuffs according to basic food groups. Teacher and learners discuss how to plan a balanced diet. Learners plan a balanced diet for one week and write what they would eat each day. 	<p>identify components of a balanced diet.</p> <p>plan a balanced diet for a week.</p>	<p>Pictures of basic food groups</p> <p>Chart</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
9. use a calendar to show the number of days in a week and months in a year.	<p>Concepts Calendar Days Weeks Months</p> <p>Skills Decoding/reading Singing Reciting Identification of dates</p> <p>Values and Attitudes Appreciation Cooperation</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> name days of the week. sing a song about days of the week. count the days in a week on the calendar. name months of the year. recite months of the year. count the months of the year on the calendar. tell months of their birthdays. identify national holidays on the calendar. 	<p>recite the days of the week in order.</p> <p>recite the months of the year in order.</p> <p>use a calendar to show the number of days in a week.</p> <p>use a calendar to show the number of months in a year.</p>	<p>Maths kit</p> <p>Calendars</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
10. measure time in full and half hours.	<p>Concepts Time Hour Half hour</p> <p>Skills Problem- solving Manipulation Estimation</p> <p>Values and Attitudes Appreciation</p>	<p>• Teacher provides clock faces.</p> <p>Learners:</p> <ul style="list-style-type: none"> • show the time in full hours (o'clock). • read the time in full hours from the clock face. • show the time in half hours. • read the time in half hours from the clock face. • identify events that last for an hour and half an hour. 	<p>show the time in full and half hours.</p> <p>read the time in full and half hours from the clock face.</p>	<p>Maths kit</p> <p>Charts</p> <p>Clock faces</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
11. measure length using arbitrary units such as body measurements.	<p>Concepts Arbitrary units Measurement Body measurements</p> <p>Skills Measurement Recording Problem- solving Reflection</p> <p>Values and Attitudes Cooperation Accuracy Willingness</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> • compare their body measurements: hand-span, cubit and strides. • use arbitrary units: hand-span, cubit and strides to measure (a) their heights, (b) their table, (c) the length of their classroom wall, in groups. • record their findings. • present their findings to the class. • use other arbitrary units (paper strips, strings, sticks) to measure the same objects. • compare and contrast their findings. 	<p>measure using arbitrary units.</p> <p>record and report their findings.</p> <p>compare and contrast their findings reflectively.</p>	<p>Arbitrary units</p> <p>Materials from the environment</p> <p>Paper strips</p> <p>Strings</p> <p>Sticks</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
12.measure mass using arbitrary units.	<p>Concepts Mass</p> <p>Skills Measurement Recording Manipulation</p> <p>Values and Attitudes Cooperation Accuracy</p>	<p>Learners:</p> <ul style="list-style-type: none"> in groups compare different weights: bean bags, sand bags, using phrases <i>heavier than</i> and <i>lighter than</i>. play see-saw game and identify heavier and lighter pupils. record their findings. present findings in class. compare and contrast their findings. 	<p>measure and compare mass using arbitrary units.</p> <p>record and present findings.</p>	<p>See-saw</p> <p>Bean bags</p> <p>Sand bags</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
13.measure volume using arbitrary units.	<p>Concepts Volume</p> <p>Skills Measuring Manipulation Comparing Estimating Problem- solving</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher provides containers of different sizes. <p>Learners:</p> <ul style="list-style-type: none"> use different sizes of containers to measure liquids. compare volume of different containers. order containers according to different sizes. estimate volumes of different containers to find out which contains more/less. 	<p>compare volume of different containers.</p> <p>order containers according to different sizes.</p>	<p>Maths kit</p> <p>Containers</p> <p>Water</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
14. demonstrate safe handling of hot water at home.	<p>Concepts Hot water Safety</p> <p>Skills Observation Handling</p> <p>Values and Attitudes Responsibility Safety</p>	<ul style="list-style-type: none"> Teacher and learners discuss uses of hot water and why hot water can be dangerous. Teacher demonstrates proper handling of hot water. Learners role- play scenarios involving hot water, demonstrating safe handling. Teacher warns learners not to touch hot water when there is no adult present. 	show proper handling of hot water.	Pictures of containers of hot water

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
15. demonstrate safe handling of sharp objects at home.	<p>Concepts Sharp objects Safety</p> <p>Skills Observation Handling</p> <p>Values and Attitudes Responsibility Safety</p>	<ul style="list-style-type: none"> Teacher and learners discuss dangers caused by sharp objects (knives, needles, nails). Teacher demonstrates proper handling of sharp objects. Learners role- play scenarios involving sharp objects, demonstrating safe handling. Teacher warns learners not to touch sharp objects when there is no adult present. 	<p>mention sharp objects used at home.</p> <p>show safe way of handling sharp objects.</p>	Pictures of sharp objects

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
16. demonstrate safe handling of poisonous and flammable substances at home.	<p>Concepts Poisonous substances Flammable substances Safety</p>	<ul style="list-style-type: none"> Teachers and learners identify poisonous substances and discuss why they are dangerous. 	<p>list poisonous substances found at home.</p> <p>list flammable substances</p>	Pictures of poisonous and flammable substances (aerosol containers, Jeyes fluid, methylated spirit,

	<p>Skills Observation Handling</p> <p>Values and Attitudes Responsibility Safety</p>	<ul style="list-style-type: none"> • Teacher demonstrates proper handling of poisonous substances. • Teacher demonstrates proper handling of flammable substances. • Learners role- play scenarios involving poisonous and flammable substances, demonstrating safe handling. • Teacher warns learners not to touch poisonous or flammable substances when there is no adult present. 	<p>found at home.</p> <p>demonstrate safe handling of poisonous substances.</p> <p>demonstrate safe handling of flammable substances.</p>	<p>paraffin, paint)</p>
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
17. demonstrate safe handling of electrical appliances at home.	<p>Concepts Electrical appliances Safety</p> <p>Skills Observation Handling</p> <p>Values and Attitudes Responsibility Safety</p>	<ul style="list-style-type: none"> • Teacher and learners identify electrical appliances and discuss why they are dangerous. • Teacher demonstrates proper handling of electrical appliances. • Learners role- play scenarios involving electrical appliances, demonstrating safe handling. • Teacher warns learners not to touch electrical appliances when there is not an adult present. 	<p>list electrical appliances found at home.</p> <p>demonstrate safe handling of electrical appliances.</p>	<p>Pictures of electrical appliances</p> <p>Electrical wire</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
18. design board games to encourage safety.	<p>Concepts Safety games</p>	<ul style="list-style-type: none"> • Teacher introduces board games that promote safety to learners (<i>snakes and ladders</i>, 	<p>design and create own board games that encourage safety, working in groups.</p>	<p>Board games</p> <p>Counters</p>

	<p>Skills Accuracy Creative thinking Resourcefulness Problem- solving</p> <p>Values and Attitudes Commitment Competence Cooperation Responsibility</p>	<p>where the snakes represent different hazards and the ladders represent safe behaviour adopted).</p> <ul style="list-style-type: none"> • Teacher demonstrates how board games are played. • Learners play a board game in groups. • Learners design and create their own board games which promote safety in groups. • Learners present their game to the rest of the class, explaining how it promotes safety. 		Teacher's Guide
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
19. recognise how infectious diseases are spread (common cold, cough, influenza [flu]).	<p>Concepts Infectious diseases Posters to show information</p> <p>Skills Logical thought Drawing</p> <p>Values and Attitudes Responsibility Empathy Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss some of the common ways of spreading infectious diseases (common cold, coughs, influenza [flu]). • Learners show ways in which infectious diseases are spread by drawing posters. 	<p>explain how infectious diseases are spread.</p> <p>show ways in which infectious diseases are spread by drawing posters.</p>	<p>Crayons</p> <p>Pencils</p> <p>Charts</p> <p>Pictures or posters</p> <p>Markers</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
20. recognise ways of reducing the spread of infectious diseases (common cold, cough, influenza [flu]).	<p>Concepts Infectious diseases: Posters to show information</p>	<ul style="list-style-type: none"> • Teacher and learners discuss some of the best ways of reducing the spread of infectious diseases. 	<p>explain ways of reducing the spread of infectious diseases.</p> <p>draw posters showing ways of</p>	<p>Crayons</p> <p>Pencils</p>

	<p>Skills Observation Logical thought Drawing Singing</p> <p>Values and Attitudes Responsibility Sympathy Empathy Appreciation</p>	<ul style="list-style-type: none"> Learners draw posters showing ways of reducing the spread of infectious diseases. Learners make up and sing songs or rhymes about ways that reduce the spread of infectious diseases. 	<p>reducing the spread of infectious diseases.</p> <p>make up and sing songs or rhymes about ways that reduce the spread of infectious diseases.</p>	<p>Charts</p> <p>Pictures or posters</p> <p>Washing basin</p> <p>Water</p> <p>Soap</p> <p>Dustbin with lid</p> <p>Handkerchief</p> <p>Markers</p>
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
21. recognise ways of reducing the spread of HIV.	<p>Concepts HIV Ways of reducing the spread of HIV</p> <p>Skills Identification Discussion</p> <p>Values and Attitudes Responsibility Empathy Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners brainstorm what they know about HIV. Teacher explains HIV, based on what learners have said. Teacher corrects any misconceptions about HIV and reinforces the correct statements. Teacher and learners discuss ways that reduce the spread of HIV. Learners write short correct statements about ways to reduce the spread of HIV on charts. Learners display their statements. 	explain ways of reducing the spread of HIV.	<p>Charts</p> <p>Pencils</p> <p>Markers</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
22. identify warning signs that help prevent injuries and diseases.	<p>Concepts Injuries and diseases Warning signs</p> <p>Skills Observation Investigation Critical thinking Classification</p> <p>Values and Attitudes Responsibility</p>	<ul style="list-style-type: none"> Teacher and learners discuss warning signs that can prevent injuries and diseases (<i>Danger: electricity. No smoking. Beware of the dog</i>). Teacher and learners prepare a chart showing warning signs. Teacher displays a chart which shows warning signs that can prevent injuries and diseases. Learners classify warning signs according to danger and disease prevention. 	List and explain warning signs that can help prevent injuries and diseases.	<p>Charts</p> <p>Pictures</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
23. identify and play indigenous games that promote healthy living.	<p>Concepts Indigenous games: <i>Sekoche</i>, skipping, <i>morabaraba boleke</i> and ball games</p> <p>Skills Self- awareness Communication Running, Throwing Manipulation Critical thinking Decision- making</p> <p>Values and Attitudes Responsibility Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners discuss the positive benefits of playing indigenous games. <p>Learners:</p> <ul style="list-style-type: none"> mention games they play at home and school. say which games they prefer and why. play selected games. Teacher displays chart which shows warning signs that can prevent injuries and diseases. plan and write a short composition (one paragraph) about the health benefits of playing games. 	<p>list indigenous games that promote healthy living.</p> <p>write a short composition about the health benefits of playing indigenous games.'</p> <p>play selected games.</p>	

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
24.demonstrate ways of preparing for floods.	<p>Concepts Early warning signs of floods: heavy rains, radio announcements</p> <p>Ways of preparing for floods: swimming skills , evacuation techniques</p> <p>Skills Swimming Evacuation Cooperation Communication Dramatisation</p> <p>Values and Attitudes Appreciation Responsibility Awareness</p>	<ul style="list-style-type: none"> • Teacher explains floods. • Teacher tells the Biblical story of Noah and the Ark. • Learners list signs of floods as related in the story. • Learners list other warning signs found nowadays. • Teacher and learners discuss the best ways of preparing for floods. • Teacher narrates a short story depicting activities people do in preparation for floods. • Learners dramatise narrated story using puppets or role-play. • Role-play swimming skills and evacuation techniques. 	<p>list warning signs of folds.</p> <p>list ways of preparing for floods.</p> <p>role-play ways of preparing for floods.</p>	<p>Posters</p> <p>Pictures</p> <p>Resource persons</p> <p>Environment</p> <p>Costumes</p> <p>Puppets</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
25.demonstrate the proper use of cellphones.	<p>Concepts Text message Recording of sounds, voice, pictures, videos</p> <p>Skills Manipulation Observation</p> <p>Values and Attitudes Appreciation Caring</p>	<ul style="list-style-type: none"> • Teacher demonstrates how to write a text messages on a cellphone to warn someone to make necessary preparations for an imminent flood. • Learners operate cellphones to make text messages. • Where possible, teacher demonstrates how to take photos and make sound recordings and videos on a cellphone. • Learners practise taking photos 	<p>identify cellphone parts used to text message.</p> <p>write and send a text message to warn someone to make necessary preparations for an imminent flood.</p> <p>record sound/voice.</p> <p>take a picture.</p> <p>make a video.</p>	<p>Cellphones</p> <p>Improvised cellphones</p>

	Responsibility	<p>and making sound recordings and videos.</p> <ul style="list-style-type: none"> Teacher and learners discuss the responsible use of cellphones (not using others' phones without permission) and cellphone etiquette. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
26. identify different ways of protecting people and property during floods.	<p>Concepts Impact of floods Ways of protecting people and property during floods Appropriate behaviour during floods</p> <p>Skills Communication Dramatisation Listening Creativity</p> <p>Values and Attitudes Responsibility Caring Cooperation Empathy</p>	<p>Learners:</p> <ul style="list-style-type: none"> discuss the impact of floods on people and things. recall the Biblical story of Noah and the flood. list things that were destroyed by the flood in the story of Noah. list things that were protected during the flood in the story of Noah. discuss how floods affect people's lives and other things. mention things that can be protected during floods. brainstorm ways of protecting people and property during floods. Teacher narrates a story depicting appropriate behaviour during floods. Learners dramatise the narrated story using puppets or role play. 	<p>explain the impact of floods on people and property.</p> <p>explain ways of protecting people and property during floods.</p> <p>dramatise appropriate behaviour during floods.</p> <p>identify property that can be protected during floods.</p>	<p>Pictures</p> <p>Resource persons</p> <p>Environment</p> <p>Costumes</p> <p>Puppets</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teachers should assess learners' ability to:	Suggested Resources
27. demonstrate appropriate response after floods.	<p>Concepts Recovery after floods</p> <p>Skills Dramatisation Listening Creativity</p> <p>Values and Attitudes Commitment Competence Cooperation Empathy</p>	<ul style="list-style-type: none"> • Teacher narrates a story, this time depicting recovery after floods. • Learners dramatise this using puppets or role- play. 	dramatise appropriate response after floods.	<p>Costume</p> <p>Puppets</p>

Literacy window: Sesotho

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
1. hlalosa lintho ho latela mebala le lipalo tsa tsona.	<p>Moko-tabane Ho bua</p> <p>Litsebo-ketso Ho: mamela Bua Botsa fana ka maikutlo fetisa molaetsa</p> <p>Makhabane Boitšepo Sebete</p>	<ul style="list-style-type: none"> • Ka lihlotšoana bana ba hlalose lintho ho latela mebala le lipalo tsa tsona. • Bana ba tlalehe mosebetsi oa bona lihlotšoaneng. • Bana ba toroee lintho tseo ba li ratang ba be ba li hlalose ka mebala le ka lipalo tsa tsona. • Bana ba ngole lipolelo tse khutšoanyane ka lintho tseo ba li ratang. • Bana ba balle sehlopha lipolelo tsa bona. 	<p>hlalosa lintho ho latela mebala le lipalo tsa tsona.</p> <p>bua a shebile bathing, a eme tsoe, a phutholotse sefahleho.</p> <p>bua a sa kokotletse.</p> <p>ngola lipolelo tse khutšoanyane ka lintho tseo a li ratang.</p> <p>bala a bitsa mantsoe hantle, a khefutsa moo ho nang le letšoao.</p>	

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
2. ngola mabitso a linonyana.	<p>Moko-tabane Mabitso a linonyana: lekhoaba, khoho, leeba, phakoe, leholosiana, molepe, mpshe, 'mankhane, khaka, sephooko</p> <p>Litsebo-ketso Ho: mamela bua bala ngola fuputsa</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka mabitso a linonyana. • Ka lihlotšoana, bana ba fuputse ka bophelo ba nonyana ka 'ngoe. • Bana ba tlalehe mosebetsi oa bona sehlopheng se sehlo. • Bana ba toroee nonyana eo ba e ratang ba be ba ngole lebitso la eona. • Bana ba bapise setšoantšo sa nonyana le lebitso la eona. 	<p>bolela mabitso a linonyana.</p> <p>bapisa setšoantšo sa nonyana le lebitso la eona.</p> <p>bolela bophelo ba nonyana ka 'ngoe ka polelo e le 'ngoe kapa tse peli.</p> <p>ngola mabitso a linonyana ka nepo.</p>	<p>Litšoantšo</p> <p>Chate</p> <p>"Marker"</p> <p>"Teacher's Guide"</p>

		<ul style="list-style-type: none"> • Bana ba ngole mabitso a linonyana. • Bana ba ballane mabitso a linonyana. • Bana ba sebelise mabitso a linonyana ka nepo lipolelong. 		
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
3. mamela le ho etsa metlae.	<p>Moko-tabane Ho mamela Metlae</p> <p>Litsebo-ketso Ho : mamela bua natefelo ke metlae</p>	<ul style="list-style-type: none"> • Buisana le bana ka phapang pakeng tsa metlae le litaba tse ling. • Tichere e phetele bana metlae. • Bana ba phetelane metlae. 	<p>mamela a sa kene motho hanong.</p> <p>natefelo ke metlae.</p> <p>etsa metlae.</p>	Lipale tsa boiqapelo

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
4. hlalohanya mabitso a liphoofole tsa hae le malinyane a tsona.	<p>Moko-tabane Liphoofole le malinyane a tsona: katse-lelinyane ntja-mootloane poli-potsanyane nku-konyana khomo-namane pere-petsana pokola/tonki-petsana</p> <p>Litsebo-ketso Ho: mamela bua</p>	<ul style="list-style-type: none"> • Bana ba bolele mabitso a liphoofole 'me khatello e be holim'a tsa hae. • Bana ba etsise melumo ea liphoofole tseo. • Tichere e ngolle bana mabitso a liphoofole tsa hae, ba a kopitse. • Ka lihlotšoana, bana ba ballane mabitso a liphoofole. • Bana ba bapise mabitso a liphoofole le litšoantšo tsa tsona. 	<p>hlalohanya mabitso a liphoofole tsa hae le malinyane a tsona.</p> <p>bapisa mabitso a liphoofole le litšoantšo tsa 'ona.</p> <p>bapisa liphoofole le malinyane a tsona.</p> <p>ngola mabitso a liphoofole le malinyane a tsona ka nepo.</p>	Litšoantšo

	bala ngola bapisa tlatsa likheo kopitsa	<ul style="list-style-type: none"> • Bana ba bapise liphoofolo le malinyane a tsona • Tichere bitsetse bana mabitso a liphoofolo, ba a ngole. • Ka lihlotšoana, bana ba fuputse mesebetsi ea phoofolo ka 'ngoe, ba nt'o tlaleha. 		
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
5. pheta lithothokiso tsa bana tse buang ka ho utsuo ha bana ka nepo ba qapolla mantsoe.	<p>Moko-tabane Lithothokiso Morethetho Ho utsuo ha bana</p> <p>Litsebo-ketso Ho: Mamela Bua Pheta</p> <p>Makhabane Boikemelo</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka mantsoe ao ba sa a tsebeng. • Tichere le bana ba buisane ka mekhoha eo bana ba ka utsuoang ka eona. • Tichere le bana ba buisane ka mekhoha eo bana ba ka itlhokomelang ka eona ho qoba ho utsuo. • Tichere e phetele bana thothokiso 'me ba e etsise. • Bana ba phete lithothokiso ka nepo ba bile ba etsa se boleloang ke eona. • Tichere e bitsetse bana mantsoe a tsoang thothokisong. • Bana ba iketsetse lipolelo ka mantsoe a thothokiso a khethiloeng ke tichere. 	<p>hlalosa mekhoha eo bana ba ka utsuoang ka eona.</p> <p>hlalosa mekhoha eo a ka itlhokomelang ka eona ho qoba ho utsuo.</p> <p>pheta lithothokiso tseo a li phetsetsoeng ka bolokolohi.</p> <p>bitsa mantsoe ka nepo.</p> <p>peleta mantsoe ka nepo ha a a bitsetsoa.</p> <p>ngola lipolelo ka nepo a ela hloko tlhaku e kholo le matšoao.</p>	"Teacher's Guide"

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
6. bala ka sepheo sa ho qolla baphetoa le liketso tsa bona.	<p>Moko-tabana Ho bala</p> <p>Litsebo-ketso Ho: mamela bua bala ngola araba botsa hlalosa</p>	<ul style="list-style-type: none"> Faa bana pale e khutšoanyane ba ipalle. Bana ba supe mantsoe ao ba a balang. Bana ba ballane pale lihlotšoaneng tsa bona. Tichere e botse bana lipotso holim'a seo ba se balileng. Ka lihlotšoana, bana ba botsane ba be ba arabane lipotso holim'a seo ba se balileng. Bana ba arabe lipotso holim'a seo ba ipaletseng sona. Bana ba ikhethela libuka tseo ba ka ipallang tsona. Bana ba tšoantšise pale eo ba e balileng. 	<p>araba lipotso ka nepo.</p> <p>ela hloko tšebeliso ea matšoao ha a bala.</p> <p>bitsa mantsoe ka nepo ha a bala.</p> <p>supa lentsoe ka leng leo a le balang.</p> <p>bolela baphetoa bao a balileng ka bona.</p> <p>bapisa baphetoa le liketso tsa bona.</p> <p>tšoantšisa ka nepo likaroloana tsa pale eo a e pheteloang.</p>	<p>Mahlaseli</p> <p>Liballoa-kutloisiso</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
7. ngola moqoqo o tataisitsoeng ka lipotso tse robong (9) ba sebelisa matšoao ka nepo.	<p>Moko-tabana Moqoqo ka "Motsoalle oa ka": lebitso, fane lilemo, seboko ngoanana/moshanyana batsoali, motse mora/morali sekolo, sehlopha, tseo a li ratang</p> <p>Matšoao: Khutlo (.) Feelane (,) Thaku e kholo</p>	<ul style="list-style-type: none"> Tichere e botse bana lipotso tse batlang hore ba hlalose metsoalle ea bona 'me ba li arabe. ka lihlotšoana, bana ba botsane lipotso tse hlokanang hore ba hlalose metsoalle ea bona 'me ba li arabe. Tichere e ngolle bana lipotso tse batlang hore ba hlalose metsoalle ea bona 'me ba li arabe ka mongolo. Bana ba balle batsoali 	<p>kopitsa lipolelo ka nepo.</p> <p>arola mantsoe ka nepo</p> <p>sebelisa mantsoe a nepahetseng ho araba lipotso.</p> <p>ela hloko tšebeliso ea matšoao.</p> <p>qala tse latelang ka tlhaku e kholo:</p> <ul style="list-style-type: none"> Lebitso Fane 	<p>"Teacher's Guide"</p>

	<p>Litsebo-ketso Ho: mamela, bua, bala, ngola, tlatša likheo, araba</p>	<p>meqoqo ea bona 'me batsoali ba tekene.</p> <ul style="list-style-type: none"> • Bana ba ka toroea metsoalle ea bona ba ba ba ngola meqoqo e e hlahosang tlas'a litšoantšo tseo. 	<ul style="list-style-type: none"> • Seboko • Motse • Sekolo • Batsoali <p>bala lipolelo tseo a li ngotseng a supa lentsoe ka leng leo a le balang.</p>	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabā, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
8. ngola litaba tse etsahalang bophelong le tsa boiqapelo ba bona.	<p>Moko-tabā Ho ngola</p> <p>Litsebo-ketso Ho: mamela bua bala bapisa ngola</p>	<ul style="list-style-type: none"> • Bana ba ingolle mantsoe ka nepo. • Tichere e bitsetse bana mantsoe, ba a ngole. • Tichere e ngolle bana lipoleloana tse khutšoanyane, ba li kopitse. • Tichere e buisane le bana ka taba e ba amang. • Bana ba ngole hakhutšoanyane ka taba e ba amang. • Bana ba ngole lipolelo tse hlano ka taba ea boikhethelo ba bona ba ela hloko tšebeliso ea matšoao. 	<p>ngola litaba tse etsahalang bophelong ba bona.</p> <p>ngola litaba tsa boiqapelo.</p> <p>sebelisa matsoao ka nepo.</p> <p>peleta mantsoe ka nepo.</p>	

Literacy window: English

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
1.use correctly all the two-letter sounds studied.	<p>Concepts Two-letter sounds: oo, ee, ch, sh, ng, th, er, oi, ao, ie, ai, ph, ar, or, ou Word formation</p> <p>Skills Speaking Listening Reading Writing</p>	<p>Learners:</p> <ul style="list-style-type: none"> identify the sounds of all the two-letter sounds studied. use flash cards, standing in a line to formulate words using two-letter sounds. list words with two-letter sounds and blend them. write words with two-letter sounds correctly by first uttering them. practise spelling words correctly in speaking and in writing. practise using words correctly in written sentences. form and use different words containing two-letter sounds. 	<p>blend words containing two-letter sounds.</p> <p>pronounce words containing two-letter sounds correctly.</p> <p>write words containing two-letter sounds correctly from a dictation.</p> <p>form words using different two-letter sounds.</p> <p>use the formed words in sentences.</p>	<p>Charts</p> <p>Markers</p> <p>Textbooks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
2.name objects in the school and the home.	<p>Concepts Names of common objects</p> <p>Skills Listening Speaking Writing</p>	<ul style="list-style-type: none"> Learners name and list as many objects they can think of in the school and the home. Learners write down the objects. Teacher asks learners if they have used small or capital letters and elicits the rule that these are ordinary or common names, so are written using a small letter. 	<p>write the names of at least twenty objects found in the school and the home.</p> <p>use small letters when writing common nouns.</p> <p>explain why they are using small letters.</p>	<p>Pictures</p> <p>Objects</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
3. write a list of proper names.	<p>Concepts Names requiring capital letters Proper nouns</p> <p>Skills Listening Speaking Writing</p>	<ul style="list-style-type: none"> Learners name and list as many proper names they can think of (people, places, days of the week etc.). Learners write down the names. Teacher asks learners if they have used small or capital letters and elicits the rule that these are proper names, so are written using a capital letter. 	<p>write at least twenty proper names.</p> <p>use capital letters when writing proper names.</p> <p>explain why they are using capital letters.</p>	

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
4.write sentences using new vocabulary, placing capital letters and a full stop correctly.	<p>Concepts Capital letters Full stop (.)</p> <p>Skills Listening Speaking Reading Writing Accuracy</p>	<ul style="list-style-type: none"> Learners write sentences which include common nouns and proper nouns, punctuating them correctly. Teacher provides learners with unpunctuated short sentences and learners punctuate them. Learners explain where capital letters and a full stop are used. 	<p>construct sentences using capital letters and full stops.</p> <p>explain where capital letters and a full stop are used.</p>	<p>Charts</p> <p>Word cards</p> <p>Textbooks</p> <p>Markers</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
5.listen for information and respond appropriately.	<p>Concepts Stories Instructions Directions Questions</p> <p>Skills Listening</p>	<ul style="list-style-type: none"> Learners practice listening for information in a variety of ways. Learners listen to short audio documents or extracts from radio programmes. Teacher asks learners questions in groups and they discuss answers 	<p>answer questions.</p> <p>follow directions and carry out instructions.</p>	<p>Teacher's Guide</p>

	Speaking	<p>before giving them.</p> <ul style="list-style-type: none"> • Teacher tells/reads stories and asks learners questions. • Learners respond individually. • Learners give each other directions and instructions to carry out. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
6. speak clearly and confidently.	<p>Concepts Story telling Rhymes</p> <p>Skills Speaking Listening</p> <p>Values/attitudes Confidence</p>	<ul style="list-style-type: none"> • Learners prepare their own short stories in small groups. • Learners tell their stories to the rest of the class. • Learners sing rhymes individually and in groups to display confidence. 	<p>tell short stories speaking clearly and confidently.</p> <p>sing rhymes clearly and confidently.</p>	

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
7. read for information and enjoyment.	<p>Concepts Stories</p> <p>Skills Reading Viewing</p>	<p>Learners:</p> <ul style="list-style-type: none"> • take stories to read at home and report back what they have read to the class the next day. • individually read very short stories and share what they have read with the whole class. • write a short summary of what they have read. 	<p>read short stories and say clearly what they have read.</p> <p>write a short summary of what they have read.</p>	

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
8.write a short paragraph.	<p>Concepts Guided composition</p> <p>Skills Creative writing Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Teacher asks learners questions about stories they have read or other topics studied in class and they answer in writing. • Teacher provides short sentences for learners to join. • Learners write short (one continuous paragraph) compositions about stories they have read or other topics studied in class (describe their family members, or what they do each day before coming to school). 	write a paragraph using the language and structures studied in class.	

Numeracy window

Learning Outcomes: at the end of this unit, learners should be able to :	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>1. reinforce knowledge of the place value of two digit numbers and use multiplication and division operations.</p> <p>multiply numbers the product being up to 25.</p> <p>divide numbers in the range 1 - 25 without a remainder.</p>	<p>Concepts Composition of numbers, including number bonds Multiplication Division</p> <p>Skills Multiplication Division Problem solving</p> <p>Values and attitudes Appreciation of usefulness of multiplication and division operations Value of cooperative learning Positive attitude to problem solving</p>	<p>Learners:</p> <ul style="list-style-type: none"> • count in twos, threes, fours and fives from 1-20. • multiply number from 1 to 5 horizontally and vertically. • work out multiplication problems in various contexts. • divide using concrete objects. • divide numbers using repeated subtraction. • use multiplication as repeated addition correctly. • make multiplication tables of 1,2,3,4 and 5. 	<p>use own problem-solving strategies to find relevant solutions related to use of multiplication and division operations .</p> <p>multiply numbers the product being up to 25.</p> <p>divide numbers in the range 1 - 25 without a remainder.</p>	<p>Number dominoes</p> <p>Number lines</p> <p>Number strips</p> <p>Charts</p> <p>stones</p> <p>Abacus</p> <p>Charts</p> <p>Beads</p> <p>buttons</p> <p>Linking blocks</p> <p>Clay balls</p> <p>Work cards</p> <p>Dice</p>

Learning outcomes: at the end of this unit learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>2.handle simple data relating to themselves and their immediate surroundings.</p> <p>read and interpret graphs.</p> <p>collect, organize and interpret information in practical situations.</p> <p>form graphs from real data.</p> <p>read and interpret information from graphs (pictograms).</p>	<p>Concepts Visual representation of numerical information Graphs Pictograms</p> <p>Skills Data collection and handling Identification of information from graphs</p> <p>Values and Attitudes Appreciation of the use of graphs Honesty in interpreting data Rigour and method in handling data</p>	<p>Learners:</p> <ul style="list-style-type: none"> • collect data according to the villages they come from. • collect data of domestic animals in their homes and villages. • collect data about their birthdays. • form graphs using the data collected. • interpret and discuss data represented by graphs. • present the data to the class. 	<p>read and interpret graphs.</p> <p>collect, organise and interpret information in practical situations.</p> <p>form graphs from real data.</p> <p>read and interpret information from graphs (pictograms).</p>	<p>Data from real life situations</p> <p>Paper</p> <p>Pencils and pens</p> <p>Crayons</p>

Learning outcomes: at the end of this unit learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>3.show time in hours and half hours, associate events with the time, compare events which could occur in 1 hour and half an hour.</p> <p>identify and show time in hours and half hours.</p> <p>use clock-faces to enable learners to tell time in hours and half hours.</p>	<p>Concepts Time Hour and half- hour intervals Hours as sixty minutes Half- hour as thirty minutes</p> <p>Skills Reading time Showing time Decision- making</p> <p>Values and Attitudes Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> • identify hour hand and minute hand. • identify numbers on the clock face. • identify time showing the full hour time. • tell time shown on the clock face. • relate stories/events that take one hour and half an hour. 	<p>identify and show time in hours and half hours.</p> <p>use clock-faces to enable learners to tell time in hours and half hours.</p> <p>identify and show time in hours and half hours.</p> <p>use clock faces to tell time in hours and half hours.</p>	<p>Maths kit</p> <p>Clock faces</p> <p>Cardboards</p> <p>Drawn clocks</p> <p>Chart paper</p> <p>Work cards</p>

Learning outcomes: at the end of this unit learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>4.estimate, measure and compare using arbitrary units of length.</p> <p>identify arbitrary units for measuring length.</p> <p>measure objects using arbitrary units, including body measures.</p> <p>estimate length of objects using arbitrary units.</p> <p>confirm the estimated measurements by actually measuring using arbitrary units.</p> <p>compare measurement of length using arbitrary units.</p>	<p>Concepts Measurement Length Arbitrary units Body measures Estimation and actual measures</p> <p>Skills Measuring Estimating Manipulation Problem- solving Decision- making</p> <p>Values and Attitudes Appreciation Usefulness of measurement Cooperative learning Usefulness of estimation</p>	<p>Learners:</p> <ul style="list-style-type: none"> • measure classroom items using body measurements (hand spans, cubits, foot strides). • measure tables using hand spans. • measure their belts using their cubits and hand spans. • measure length of book lockers, Maths kit and Science kit using strings and sticks. • compare lengths of items: width of book shelves , tables and classroom walls. • work in groups to measure their heights using markings on the walls. • compare their heights. • discuss their heights, guided by questions indicating the tallest and the shortest learner. • estimate measurement of objects and measure to confirm their estimate measures. 	<p>identify arbitrary units for measuring length.</p> <p>measure objects using arbitrary units, including body measures.</p> <p>estimate length of objects using arbitrary units.</p> <p>confirm the estimated measurements by actually measuring using arbitrary units.</p> <p>compare measurement of length using arbitrary units.</p>	<p>Maths kit</p> <p>Book lockers</p> <p>Science kit</p> <p>Belts</p> <p>Strings</p> <p>Sticks</p> <p>Strips of paper</p> <p>Objects from the classroom</p>

Learning outcomes: at the end of this unit learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>5.estimate, measure and compare using arbitrary units of mass.</p> <p>measure mass using arbitrary units.</p> <p>identify mass of different objects.</p> <p>compare mass of different objects using words <i>heavier than</i> and <i>lighter than</i>.</p> <p>estimate mass given one unit of comparison.</p>	<p>Concepts Measurement Mass Arbitrary units Body measures Estimation and actual measures</p> <p>Skills Estimating Manipulation Identification Comparing Problem- solving Decision- making</p> <p>Values and Attitudes Appreciation of measurement of mass Usefulness of measurement Cooperative learning Usefulness of estimation</p>	<p>Learners:</p> <ul style="list-style-type: none"> measure mass of beans and sandbags using the words <i>heavier than</i> and <i>lighter than</i>. compare beans and sandbags with mass of other objects in the classroom. identify objects that can be measured using <i>heavier than</i> and <i>lighter than</i>. use see-saw to compare their masses. record their masses using <i>heavier than</i> and <i>lighter than</i>. 	<p>measure mass using arbitrary units.</p> <p>identify mass of different objects.</p> <p>compare mass of different objects using words <i>heavier than</i> and <i>lighter than</i>.</p> <p>estimate mass given one unit of comparison.</p>	<p>Maths kit</p> <p>Objects from the classroom</p> <p>Bean bags</p> <p>Sand bags</p> <p>Duster</p> <p>Box of chalk</p> <p>Maths books</p> <p>See-saw</p>

Learning outcomes: at the end of this unit learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>6.estimate, measure and compare using arbitrary units of volume.</p> <p>measure volume using arbitrary units.</p> <p>estimate volume of different containers.</p> <p>identify volume of different size of containers.</p>	<p>Concepts Measurement Volume Arbitrary units Conservation of measurement of volume Estimation and actual measures</p> <p>Skills Estimating Manipulation Identification</p>	<p>Learners:</p> <ul style="list-style-type: none"> measure volume of different sizes of containers using water. compare volume of different containers by finding how many smaller ones fill the bigger ones. measure liquids poured into different containers and decide which holds more and 	<p>measure volume using arbitrary units.</p> <p>estimate volume of different containers.</p> <p>identify volume of different sizes of containers.</p> <p>compare volume of different containers.</p>	<p>Maths kit</p> <p>Containers of different sizes</p> <p>Buckets</p> <p>Tins</p> <p>Jugs</p> <p>Cups</p>

<p>compare volume of different containers.</p>	<p>Comparing Problem- solving Decision- making</p> <p>Values and Attitudes Appreciation of measurement of volume Usefulness of measurement of volume Cooperative learning Usefulness and limitations of estimation</p>	<p>which contains less.</p> <ul style="list-style-type: none"> • find the volume of short and tall containers. • observe the principle of conservation of measurements. • estimate which containers hold the same as, more or less than others. 		<p>Clay pots</p> <p>Basins</p> <p>Bottles</p> <p>Flat dishes</p> <p>Bowls</p> <p>Water</p>
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