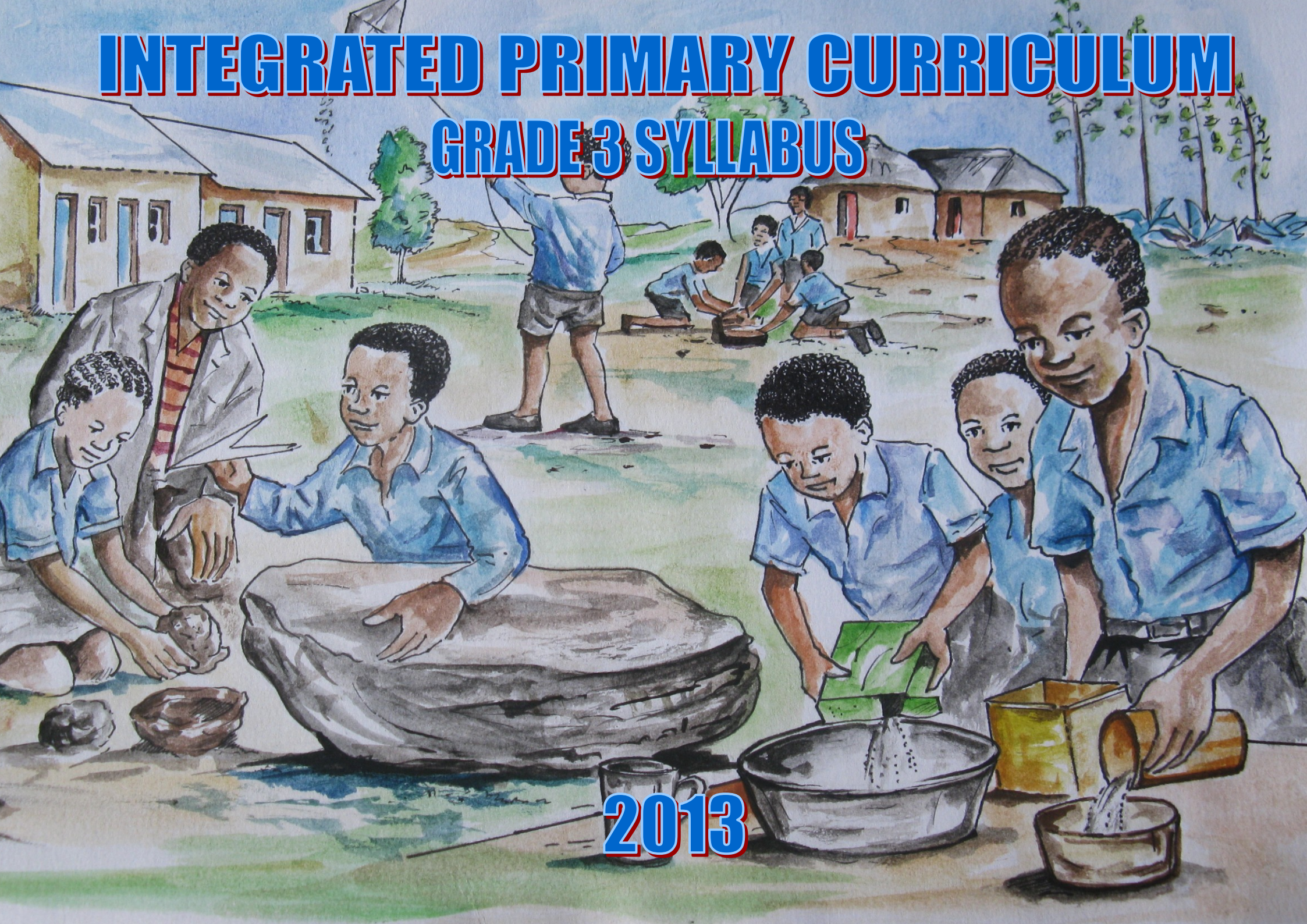


INTEGRATED PRIMARY CURRICULUM

GRADE 3 SYLLABUS



2013

Grade 3 Syllabus

Contents

Introduction to the Integrated Syllabus for Grades 1 -3	3
Principles of assessment	5
Definitions of terminology used	6
Grade 3 Unit 1 “About myself”	7
Literacy window: Sesotho	24
Literacy window: English	32
Numeracy window	38
Grade 3 Unit 2 “How I relate to others”	42
Literacy window: Sesotho.....	59
Literacy window: English	66
Numeracy window	70
Grade 3 Unit 3 “The world around me”	75
Literacy window: Sesotho.....	90
Literacy window: English.....	97
Numeracy window	102
Grade 3 Unit 4 “Looking after myself”	105
Literacy window: Sesotho.....	124
Literacy window: English.....	128
Numeracy window	132

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 primary 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 3 Unit 1 “About 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. outline their family genealogy. 2. identify sets of up to 10 elements and use correctly the symbols \in (<i>element of</i>) and \notin (<i>not element of</i>). TG 3. use set braces and Venn diagrams. TG 4. identify different clans and totems in Lesotho. TG 5. play indigenous games. 6. identify leaders in different social institutions. 7. state their roles and responsibilities in different social institutions. TG 8. identify goods, services and forms of trade which satisfy basic needs. 9. identify different types of careers. TG 10. recite thematic poems about respect and honesty. TG 11. compose games, expressive and literary works. 12. use different types of drawing to express themselves and communicate. TG 13. identify music genres from three different cultures. TG 14. crochet simple items 	<p>Listening to stories to predict the contents with the help of the title, asking and answering questions, giving opinions, giving events sequentially and saying why events occurred as they did.</p> <p>Reinforcement of the culture of requesting, apologising, showing gratitude, practising ‘lost and found’ and respect of one’s and other people’s property.</p> <p>Sentence construction with emphasis on meaning, spelling, word formation, use of adjectives, punctuation, conjunctions and self-correction.</p> <p>Introduction of four letter blends mpsh, ntlh Introduction to paragraph writing through guided composition. Extension of</p>	<p>Formal and informal greetings and the use of titles in more formal modes of address.</p> <p>Development of grammatical structures, with: differentiation between countable and uncountable nouns; practice of the simple past tense and contrast with the past continuous; use of adverbs of time.</p> <p>Ongoing development of writing, focusing on the spelling of common words containing silent letters, good handwriting and correct punctuation in two-paragraph texts.</p> <p>Introduction of more in-depth reading, with more critical responses from learners to what they have read.</p>	<p>Consolidation of set formation, using the symbols \in, \notin and $\{ \}$ and using Venn diagrams to form sets.</p> <p>Knowledge of the value of numerals 1- 1000 and association with their names and symbols.</p> <p>Place value of 3 digit numbers.</p> <p>Addition of 3 digit numbers without carrying, the sum being within the range 1 – 1000.</p> <p>Subtraction of 3 digit numbers without borrowing.</p>

<p>15. knit simple items.</p> <p>16. perform basic sewing stitches.</p> <p>17. interpret the features of the coat of arms.</p> <p>18. create signs and symbols. TG</p> <p>19. compare numbers using symbols: =, >, and <. TG</p> <p>20. count numbers within the range 1-1000.</p> <p>21. read numerals within the range 1 – 1000.</p> <p>22. write numerals within the range 1-1000.</p> <p>23. order 3 digit numbers in order of magnitude.</p> <p>24. identify place value of up to 3-digit numbers.</p> <p>25. write numbers in expanded notation.</p> <p>26. add 3-digit numbers with and without carrying, the sum being within the range 1-1000.</p> <p>27. Subtract 3-digit numbers with and without borrowing.</p>	<p>punctuation, using capital letters for all proper nouns.</p> <p>Reinforcement of speaking about topics of interest, reports, reciting poems, including those which are clan-related.</p>	<p>On-going development of oral skills, with a focus on confidence in speaking and on more critical listening.</p>	
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TG indicates that a Learning Outcome is guided in the Teacher's Guide

Grade 3 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: teachers should assess learners' ability to:	Suggested resources
1. outline their family genealogy.	<p>Concepts Family tree (three generations) Paternal and maternal grandparents Parents Child</p> <p>Skills Dramatisation Critical thinking Drawing</p> <p>Values and Attitudes Self-awareness Appreciation Respect</p>	<p>Learners:</p> <ul style="list-style-type: none"> • identify family members up to three generations. • role-play family members up to three generations. • draw family tree. 	<p>outline their family genealogy.</p> <p>draw their family trees up to three generations.</p> <p>role-play family members up to three.</p>	<p>Resource person (s)</p> <p>Paper</p> <p>Pencils</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
identify sets of up to 10 elements and use correctly the symbols \in (<i>element of</i>) and \notin (<i>not element of</i>).	<p>Concepts Symbols Element of (\in) Not an element of (\notin)</p> <p>Skills Drawing Critical thinking Creativity Manipulation</p>	<ul style="list-style-type: none"> • Learners group themselves according to their clans to form sets. • Learners identify elements of different sets produced. • Teacher introduces symbol \in (<i>element of</i>). • Learners identify elements of a given set. • Learners match elements to a given set. • Teacher introduces symbol 	<p>identify sets of up to 10 elements and correctly use symbols \in and \notin.</p>	<p>Maths kit</p> <p>Maths chart</p> <p>Concrete objects</p> <p>Shapes</p> <p>Teacher's Guide</p>

	Values and Attitudes Cooperation Confidence	\notin (<i>not element of</i>). <ul style="list-style-type: none"> Learners identify elements which do not belong to given sets. Learners practise to writing the symbols correctly. 		
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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. use set braces and Venn diagrams.	Concepts Identification of symbols Set braces { } Venn diagrams Skills Drawing Critical thinking Creativity Manipulation Values and Attitudes Cooperation Confidence	<ul style="list-style-type: none"> Teacher introduces set braces { }. Learners practise writing set braces. Learners match parts of set braces using jig-saw puzzles. Learners list elements in set braces. Teacher introduces Venn diagrams. Learners list elements in Venn diagrams. 	use set braces { } correctly to list elements of a set. use Venn diagrams correctly.	Improvised jig-saw puzzles Parts of set braces Venn diagrams using rings 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
4. identify different clans and totems in Lesotho.	Concepts Clans Totems Clan poems Skills Discussion Cooperation Self-awareness Values and Attitudes	Teacher helps learners to: <ul style="list-style-type: none"> name their clans. name their totems. recite their specific clan poems (<i>Thella-he!</i>). match clans and totems in Lesotho. 	identify different clans and totems in Lesotho. name their own clans and totems. match clans and totems in Lesotho. recite their clan poems.	Reference materials on the History of Basotho and Lesotho Pictures and posters of animals, people, plants, food and birds Resource person(s) Teacher's Guide

	Appreciation Respect Acceptance			
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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.play indigenous games.*	<p>Concepts Indigenous games: <i>liboko, toeba-toeba tloha moo, boleke, kapi ea ngoana 'Noi, bana ba ka tlong hae, ke lelimo ke ja bana</i></p> <p>Skills Playing Rhythm Running Catching</p> <p>Values and Attitudes Cooperation Appreciation Patience Tolerance</p>	<ul style="list-style-type: none"> Teacher and learners discuss indigenous games which learners know.* Teacher probes learners with questions to get them to describe the games.* Teacher and learners discuss appropriate language used while playing the games.* Teacher and learners discuss the importance of cooperation and taking turns.* In groups, learners agree on which games to play and play them. The teacher should ensure that all learners play all the games over the course of the unit. 	<p>play indigenous games.</p> <p>cooperate and take turns.</p>	<p>Safe space outdoors</p> <p>Hiding places</p> <p><i>Lebekere</i></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 leaders in different social institutions.	<p>Concepts Leadership structure: family, school, church and community</p> <p>Skills Discussion</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> name leaders in different social institutions. discuss roles and responsibilities of different leaders. draw the leadership 	<p>name leaders in different social institutions.</p> <p>draw leadership structure in different social institutions.</p> <p>write a short narrative about the</p>	<p>Resource person(s)</p> <p>Paper</p> <p>Pencils</p>

	Cooperation Self-awareness Representing structure Values and Attitudes Appreciation Respect Tolerance	structure in the family, school and church. <ul style="list-style-type: none"> choose one of the leaders and write a short narrative about their roles and responsibilities. 	roles and responsibilities of one of the leaders.	
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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
7. state their roles and responsibilities in different social institutions.	Concepts Roles and responsibilities Skills Self-awareness Cooperation Discussion Communication Dramatisation Values and Attitudes Respect Awareness Caring Appreciation Empathy	Learners: <ul style="list-style-type: none"> discuss their roles and responsibilities in the family, classroom, school, church or other religious organisations and communities. role-play roles and responsibilities of different learners in different groups. 	state their roles and responsibilities in the family, classroom, school, church or other group. role-play roles and responsibilities of different learners in the family, classroom, school, church or other group.	Pictures Reference materials (Universal Declaration of Human Rights booklets) Posters 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
8. identify goods, services and forms of trade which satisfy basic needs.	Concepts Goods Natural resources Services Trade Skills	<ul style="list-style-type: none"> Teacher and learners discuss what goods are and give examples. Teacher and learners discuss where goods come from. Teacher and learners revise natural resources (learned 	explain goods, services and trade. differentiate forms of trade. identify natural resources. play trade game with small	Pictures Charts Bostick Small items

	<p>Identification Discussion Critical thinking Problem-solving</p> <p>Values and Attitudes Responsibility Respect Assertiveness Awareness Appreciation</p>	<p>in Grade 2) and list examples on the chalkboard.</p> <ul style="list-style-type: none"> • Teacher and learners take a field trip to explore natural resources in their locality. • Teacher and learners discuss the basic services that are offered in their locality and list them on the chalkboard. • Teacher facilitates a game where learners exchange small items by trading them with one another. • Learners are asked why each one traded as they did. • Teacher reinforces the concept of trade by making learners play the trading game again, commenting on their choices. 	<p>items.</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>9. identify different types of careers.</p>	<p>Concepts Career Types of careers</p> <p>Skills Communication Identification</p> <p>Values and Attitudes Appreciation Acceptance</p>	<ul style="list-style-type: none"> • Teacher explains the word <i>career</i>. <p>Learners:</p> <ul style="list-style-type: none"> • list different types of careers. • identify different types of careers from pictures provided. • discuss what careers they would like to follow later. • write a short composition about the careers they would like to follow. 	<p>identify different types of careers.</p> <p>write a short composition about the careers they would like to follow.</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
10. recite thematic poems about honesty and respect.	<p>Concepts <i>Lifela tsa Sesotho</i> Respect Honesty</p> <p>Skills Singing Discussion Interpretation</p> <p>Values and Attitudes Appreciation Patience Tolerance Competence Commitment Cooperation</p>	<ul style="list-style-type: none"> Teacher discusses thematic folk praises relating to respect and honesty with learners. Teacher invites resource person(s) to recite <i>Lifela tsa Sesotho</i>. Learners practise <i>Lifela tsa Sesotho</i>. Teacher and learners discuss desirable attributes of respect and honesty. 	recite thematic poems about honesty and respect.	<p>Resource person(s)</p> <p>Thematic poems</p> <p><i>Lifela tsa Sesotho</i></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
11. compose games, expressive and literary works.	<p>Concepts Simple games Dance Music Recitals Drama Aerobics</p> <p>Skills Agility Intensity Composing Dancing Acting Creativity Critical thinking Decision-making</p>	<ul style="list-style-type: none"> Teacher explains the importance of composing expressive and literary works as a means of generating income. Teacher invites resource person(s) to perform games, dance, music, recitals, aerobics and drama and/or plays videos of games, dance, aerobics, music, recitals and drama. Learners compose three-minute games, recitals, music, dance and drama connected to the themes of respect and honesty. 	compose some of the following: simple games, dance movements, music, recitals, drama and aerobics.	<p>Paper</p> <p>Pencils</p> <p>Music</p> <p>Poems</p> <p>Resource person(s)</p> <p>Videos</p>

	Values and Attitudes Commitment Perseverance Patience Assertiveness Competence Cooperation	<ul style="list-style-type: none"> • Learners perform three-minute games, recitals, aerobics, music, dance and drama. • Learners write one-stanza poems and short comedies. • Learners compose musical lyrics. 		
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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. use different types of drawing to express themselves and communicate.	Concept Drawing Communication Skills Observation Critical thinking Problem-solving Interpretation Drawing Accuracy Values and Attitudes Commitment Competence Patience Persistence Appreciation Aesthetics	<ul style="list-style-type: none"> • Teacher demonstrates drawing figures and pictures on the chalkboard. • Teacher demonstrates drawing a puzzle, cutting and joining it together. • Learners practise drawing puzzles, cutting and joining them together. • Teacher demonstrates drawing pictures of people and objects in motion. • Learners practise drawing figures by joining points. • Learners practise drawing pictures in motion. • Teacher discusses pictures illustrating stories with learners. • Learners practise drawing pictures illustrating stories. • Learners display their work on the wall. 	use different types of drawing to communicate and express themselves.	Paper Crayons Pencil Scissors 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. identify music genres from three different cultures.	<p>Concept: Music genres from different cultures</p> <p>Skills Listening Identifying Singing Dancing</p> <p>Values and Attitudes Appreciation Competence Tolerance</p>	<ul style="list-style-type: none"> Teacher discusses music genres from three different cultures. Teacher plays three music genres from other cultures or invites resource person (s) to perform. Learners sing and dance to imitate three music genres from other cultures. 	<p>identify three music genres from other cultures.</p> <p>imitate three music genres from other cultures.</p>	<p>Radio</p> <p>Cassette/CD</p> <p>Cell phone</p> <p>Resource person (s)</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
14. crochet simple items.	<p>Concepts Crocheted items: headband wristband</p> <p>Skills Crocheting Counting Reading Handling</p> <p>Values and Attitudes Care Commitment Competence Neatness Workmanship Aesthetic</p>	<ul style="list-style-type: none"> Teacher helps learners to read simple crochet patterns. Learners practise provided simple crochet patterns. Learners crochet simple headband and wristband. Learners display their articles. 	<p>read simple crochet.</p> <p>make simple patterns.</p> <p>crochet head and wristband.</p>	<p>Crochet hooks</p> <p>Wool/yarn</p> <p>Children's scissors</p> <p>Patterns</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. knit simple items.	<p>Concepts Stocking stitches: knit stitch purl stitch</p> <p>Skills Knitting Counting Reading Handling</p> <p>Values and Attitudes Care Commitment Competence Neatness Workmanship Aesthetic</p>	<ul style="list-style-type: none"> • Teacher demonstrate stocking stitch using knit and purl stitches. • Learners practise stocking stitch. • Learners make samples of stocking stitch. • Learners explore different resources to find simple patterns. • Teacher guides learners to read simple patterns • Learners practise simple patterns • Learners make simple knitted items and display them. 	<p>make stocking stitch.</p> <p>read simple patterns.</p> <p>make simple patterns.</p>	<p>Knitting pins</p> <p>Wool</p> <p>Children's scissors</p> <p>Patterns</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
16. perform basic sewing stitches.	<p>Concepts Sewing stitches: uneven tacking stitch</p> <p>Skills Sewing Cutting Observation Handling Threading</p>	<ul style="list-style-type: none"> • Teacher emphasizes danger of sewing tools. • Teacher demonstrates and supervises the handling and threading of a needle. • Learners practise the handling and threading of a needle. • Teacher demonstrates 	<p>handle sewing needle.</p> <p>thread a sewing needle.</p> <p>make uneven tacking stitch.</p>	<p>Children's sewing needle</p> <p>Thread</p> <p>Children's scissors</p> <p>Paper off-cuts</p> <p>Fabric off-cuts</p>

	Values and Attitudes Workmanship Care Commitment Cooperation	uneven tacking stitch. Learners practise uneven tacking stitch.		
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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. interpret the features of the coat of arms.	Concepts Features of the coat of arms: Thaba-Bosiu horses shield knob kerrie spear crocodile Skills Cooperation Self awareness Communication Reporting Values and Attitudes Appreciation Awareness Tolerance Patriotism Respect	Learners: mention what they see on the coat of arms find out what the features on the coat of arms represent report their findings draw the coat of arms	list the features of the coat of arms interpret features of the coat of arms draw coat of arms	Coat of arms Pictures posters

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. create signs and symbols.	<p>Concepts Signs and symbols in public places</p> <p>Skills Creativity</p> <p>Values and Attitudes Commitment Persistence Tidiness Appreciation Cooperation Sharing Respect</p>	<ul style="list-style-type: none"> Teacher and learners discuss how signs and symbols can be used to represent things and ideas. Learners explore signs and symbols for religious sites, health centres and business sites. In groups, learners create signs and symbols for religious sites, health centres and business sites. Learners display their work on the display rack. 	<p>create signs and symbols for religious sites, health centres and business sites.</p> <p>display and explain their work.</p>	<p>Paper</p> <p>Cardboard</p> <p>Pencil</p> <p>Pair of scissors</p> <p>Coloured pencils</p> <p>Sticks</p> <p>Glue</p> <p>Sellotape</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
19. compare numbers using symbols =, > and < .	<p>Concept Comparing</p> <p>Skills Comparing Reading numbers Manipulation Logical thinking Problem-solving</p> <p>Values and Attitudes Cooperation Appreciation Patience</p>	<p>Teacher:</p> <ul style="list-style-type: none"> uses concrete objects to demonstrate comparisons using the symbols > and <. helps learners to use symbols > and < as they compare numbers. <p>Learners:</p> <ul style="list-style-type: none"> compare numbers using symbols =, > and < . compare groups of objects with more and less items and apply symbols correctly. use the symbols to compare numbers, for example $5 < 12$ and $12 > 5$. 	<p>use symbols =, > and < to compare numbers.</p>	<p>Maths kit</p> <p>Charts</p> <p>Cards</p> <p>Number strips</p> <p>Number lines</p> <p>Number trays</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
20. count numbers within the range 1-1000.	<p>Concept Counting 1-1000</p> <p>Skills Counting numbers Manipulation Logical thinking</p> <p>Values and Attitudes Appreciation Patience</p>	<ul style="list-style-type: none"> Teacher shows learners charts to count numbers 1-1000. <p>Learners:</p> <ul style="list-style-type: none"> count numbers from the charts in groups. individually use number lines to count. arrange jumbled numbers and count in a sequence. 	<p>count numbers within the range 1-1000.</p> <p>arrange jumbled numbers and count in a sequence.</p>	<p>Maths kit</p> <p>Charts</p> <p>Cards</p> <p>Number strips</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
21. read numerals within the range 1 – 1000.	<p>Concept Reading numerals</p> <p>Skills Reading numbers Manipulation Logical thinking</p> <p>Values and Attitudes Cooperation Appreciation Patience</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> read numerals using charts from the Maths kit. read numerals using flash cards, number trays and concrete objects. sort numbers on the charts into a sequence and count. 	<p>read numbers within the range 1-1000.</p>	<p>Maths kit</p> <p>Charts</p> <p>Cards</p> <p>Number strips</p> <p>Number lines</p> <p>Number trays</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. write numerals within the range 1-1000.	<p>Concept Writing numerals</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> write numerals using charts from the Maths kit. write numerals using flash 	<p>write numbers within the range 1-1000.</p>	<p>Maths kit</p> <p>Charts</p>

	<p>Skills Writing numbers Manipulation Logical thinking</p> <p>Values and Attitudes Cooperation Appreciation Patience</p>	<p>cards.</p> <ul style="list-style-type: none"> • write numbers in a sequence in their exercise books. • write numbers from the number strips. 		<p>Cards</p> <p>Number strips</p> <p>Number lines</p> <p>Number trays</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
23. order 3-digit numbers in order of magnitude.	<p>Concept Ordering</p> <p>Skills Ordering Reading numbers Manipulation Logical thinking</p> <p>Values and Attitudes Cooperation Appreciation Patience</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> • use number lines to arrange numbers in a sequence. • find missing numbers on number strips. • arrange number cards in a sequence. • form their own sequences. 	order 3-digit numbers in order of magnitude.	<p>Maths kit</p> <p>Charts</p> <p>Cards</p> <p>Number strips</p> <p>Number lines</p> <p>Number trays</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. identify place value of up to 3-digit numbers.	<p>Concept Place value</p> <p>Skills Reading numbers Writing numbers Ordering Logical thinking Accuracy</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> • use abacus to find the value of 3-digit numbers. • identify value of numbers in 3-digit numbers on the chart. • fill in the table showing place values of 3-digit numbers. • find values of numbers 	identify place value of up to 3-digit numbers.	<p>Abacus</p> <p>Maths kit</p> <p>Charts</p> <p>Cards</p> <p>Number strips</p>

	Values and Attitudes Honesty Appreciation	written on the number strips, trays and lines.		Number lines Number trays
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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
25. write numbers in expanded notation.	<p>Concept Place value Expanded notation</p> <p>Skills Reading Expanded notation Writing Ordering Logical thinking Accuracy</p> <p>Values and Attitudes Honesty Appreciation</p>	<ul style="list-style-type: none"> Teacher provides learners with numbers to identify place values. <p>Learners:</p> <ul style="list-style-type: none"> arrange numbers from the smallest to the biggest. write numbers in expanded notation. work in groups to write expanded notation of numbers given on the work cards. 	write numbers in expanded notation.	Maths kit Charts Number strips Number cards Number trays

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. add 3-digit numbers with and without carrying, the sum being within the range 1-1000.	<p>Concepts Addition</p> <p>Skills Addition Accuracy Manipulation Problem-solving</p> <p>Values and Attitudes Cooperation Appreciation</p>	<ul style="list-style-type: none"> Teacher checks learners' understanding of place value for 3-digit numbers. Teacher helps learners to use abacus to show place of 3-digit numbers. Teacher helps learners to add 3-digit numbers without carrying. Teacher demonstrates addition of 3-digit numbers with carrying. Learners carry out addition 	add 3-digit numbers without carrying. add 3-digit numbers with carrying.	Addition charts Maths kit Number line Abacus Money Dienes blocks

		<p>of 3-digit numbers with carrying, using concrete objects.</p> <ul style="list-style-type: none"> Learners solve real-life problems involving addition of 3-digit numbers. 		
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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
27. Subtract 3-digit numbers with and without borrowing.	<p>Concept Subtraction</p> <p>Skills Subtraction Accuracy Manipulation Problem solving Logical thinking</p> <p>Values and Attitudes Cooperation Appreciation</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> use concrete objects to subtract without borrowing. subtract numbers without borrowing. <p>Teacher demonstrates subtraction with borrowing.</p> <p>Learners:</p> <ul style="list-style-type: none"> subtract with borrowing solve real-life problems involving subtraction of 3-digit numbers. create and solve their own problems involving subtraction. 	<p>subtract 3-digit numbers without borrowing.</p> <p>subtract 3-digit numbers with borrowing.</p>	<p>Subtraction charts</p> <p>Maths kit</p> <p>Number line</p> <p>Abacus</p> <p>Linking blocks</p> <p>Dienes blocks</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. lumelisa le ho arabela tumeliso ka nepo le ka tlhomphe.*	<p>Moko-tabane Tumeliso: -Lumela 'mè/ ntate/ lebitso la motho -Lumelang ntate le 'mè/ metsoalle -Le/u phela joang? -Sala/ salang hantle! -Fonane/ fonaneng ! Karabo ea tumeliso : -E 'mè/ ntate. -Ke phela hantle uena u phela joang 'mè/ ntate? -Tsamaea/tsamaeang hantle! -Fonane/fonaneng!</p> <p>Litsebo-ketso Ho: bua, mamela, lumelisa ka letsoho</p> <p>Makhabane tšebeliso-'moho, pheliso tlhomphe</p>	<ul style="list-style-type: none"> Lumelisa bana 'me u ba rute ho arabela ka nepo le ka tlhomphe. Buisana le bana ka bohlokoa ba tumeliso. Buisana le bana ka phapang pakeng tsa ha ho lumelisoa motho a le mong leha ho lumelisoa batho ba bangata. Buisana le bana ka mantsoe a sebelisoang ha ho arohanoa. Bana ba tšoantšise maemo ao ba lumelisoang ho 'ona. Ka lihlotšoana le ka bobeli, bana ba lumelisoane. 	<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 arohano 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-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
2. mamela le ho phetha litaelo tse tharo tse kolokileng ka nako e le 'ngoe tikolohong eo ba leng ho eona.	<p>Moko-tabane Litaelo</p> <p>Litsebo-ketso Ho: mamela bua bala</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) 	<p>botsa ha a sa utloisise.</p> <p>phetha taelo e le 'ngoe ka nako.</p> <p>phetha litaelo tse peli tseo a li fuoang ka nako e le 'ngoe.</p> <p>phetha litaelo tse tharo ha a</p>	<p>"Teacher's Guide"</p> <p>Tikoloho</p>

	Ngola	<ul style="list-style-type: none"> • Bana ba bale litaelo tseo ba li ngotseng. • Tichere e fe bana litaelo tse kolokileng 'me bana ba li phethe (ema, u tsoele kante; phetla buka, u toroee ngoana). • Bana ba fanane litaelo 'me ba li phethe • Bana ba tšoantšise litaelo tseo ba li fuoang. 	<p>hopotsoa.</p> <p>phetha litaelo tse tharo 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> <p>fana ka litaelo tse tharo ka nako e le 'ngoe.</p>	
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Learning outcomes: at the end of this unit learners should be able to:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
3. bontša tlhompho boitšoaronng le lipuong.	<p>Moko-tabane Tlhompho lipuong: ho kopa ho leboha ho kopa tšoarello ho ipolela ha motho a entse phoso. Tlhompho liketsong: ho latela melao ea sekolo</p> <p>Litsebo-ketso Ho : mamela bua</p> <p>Makhabane Tlhompho Boikarabello</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka maemo a ka ba tlamang ho kopa le ho leboha. • Ka lihlotšoana, bana ba tšoantšise ho kopa, ho leboha le ho kopa tšoarello. • Tichere e buisane le bana ka melao ea sekolo. • 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 tlhompho lipuong. • Tichere e ngole melao ea sekolo chateng, e e manamise leboteng. 	<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 phoso.</p> <p>latela melao ea sekolo.</p>	<p>Chate</p> <p>“Marker”</p> <p>Teacher’s Guide</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. pheta lithothokiso tsa bana tse buang ka likoluo ka nepo ba qapolla mantsoe.	<p>Moko-tabana Lithothokiso Morethetho Likoluo</p> <p>Litsebo-ketso Ho: mamela bua pheta 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 tsona. Bana ba rethethe ho latela moelelo oa thothokiso. Bana ba phete lithothokiso ka lihlotšoana, ba etse tlholisano. Tichere e bitsetse bana mantsoe a tsoang thothokisong. Bana ba iketsetse lipolelo ka mantsoe a thothokiso a khethiloeng ke tichere. 	<p>pheta lithothokiso ka bolokolohi a bile ba ela hloko morethetho.</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"

Learning outcomes: at the end of this unit learners should be able to:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
5. bolela lintho tseo ba anang ka tsona.	<p>Moko-tabana Liboko Lintho tse anoang</p> <p>Litsebo-ketso Ho mamela Ho bua Ho thella</p>	<p>Bana ba:</p> <ul style="list-style-type: none"> ipolele ka liboko tsa bona. thelle bonyane ka mela e mehlano. fuputse lintho tseo ba anang ka tsona. fuputse melemo/ makhabane a lintho tseo ba anang ka tsona. tlalehe liphuputso tsa bona sehlopheng. toroee lintho tseo ba anang ka tsona. 	<p>bolela ntho eo a anang ka eona.</p> <p>toroea ntho eo a anang ka eona.</p> <p>tlaleha liphuputso tsa hae sehlopheng.</p> <p>bapisa liboko le litšoantšo tsa lintho tse anoang.</p> <p>ngola thothokiso ea seboko sa hae ka mela e meraro.</p>	Litšoantšo

		<ul style="list-style-type: none"> • thothokise liboko tsa bona ka mongolo, bonyane ka mela e meraro. 		
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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. thella ka ho thothokisa seboko sa hae bonyane ka lipolelo tse tharo.	<p>Moko-tabana 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 Ho: mamela bua thothokisa 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. • Tichere e buisane le bana ka bohlokoa ba ho se tšehe ba bang ha ba roka liboko tsa bona. • Bana ba fuputse lithoko tsa liboko tsa bona, bonyane ka lipolelo tse tharo. Ba tlahehe liphuputso tsa bona. • Tichere e hlophise bana ho latela liboko tsa bona. • Bana ba thelle ka bomong. • Bana ba fuputse bohlokoa ba liboko ba be ba tlahehe 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> <p>roka seboko sa hae ka lipolelo tse tharo.</p> <p>se tšehe ba bang ha ba roka liboko tsa bona.</p>	Motho oa litsebo

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. latela le ho fana ka litšupiso.	<p>Moko-tabana Litšupiso: - kathoko -qalong -bohareng -qetellong -kante ho -kahar'a</p>	<ul style="list-style-type: none"> • Bana ba mamele litšupiso 'me ba li latele. • Ka bobeli kapa lihlotšoana, bana ba fanane litšupiso 'me ba li latele. • Bana ba bapale lipapali le lipina tse nang le litšupiso (Tlaase popoiki). • Bana ba toroee ho bontša 	<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 tataisoe.</p> <p>hlalosa moo ntho e leng teng ka</p>	Tikoloho

	Litsebo-ketso Ho: mamela, bua, latela tšupiso, fana ka tšupiso, taka	kutloisiso ea litšupiso. <ul style="list-style-type: none"> Bana ba bolele moo lintho li leng teng ba sebelisa litšupiso. 	tšebeliso ea litšupiso. fana ka litšupiso ka tataiso ea tichere. fana ka litšupiso a sa tataiso.	
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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
8. sebelisa matšoao ka nepo lipolelong.	Moko-tabana Lipolelo tse khutšoanyane Matšoao: khutlo (.) potso (?) feeloane (,) tshaku e kholo Litsebo-ketso Ho: mamela, bua, bala, kopitsa, peleta, ngola, hlalohanya, bopa lipolelo Makhabane Makhetha Boikarabello Thahasello	<ul style="list-style-type: none"> Tichere e buisane le bana ka matšoao ao ba a tsebang le tšebeliso ea 'ona. Tichere e buisane le bana ka tšebeliso ea tshaku e kholo (qalong ea polelo, qalo ea lebitso le fane, lebitso la sebaka). 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. Bana ba ngole lipolelo ba ela hloko tšebeliso ea matšoao. Tichere e ngolle bana lipolelo tse se nang matšoao, bona ba kenye matšoao a nepahetseng. 	sebelisa khutlo ka nepo. sebelisa tshaku e kholo ka nepo. sebelisa letšoao la potso ka nepo. sebelisa feeloane ka nepo ha a etsa lethathamo.	Buka ea bana Mahlaseli 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
9. sebelisa mantsoe a kopanyang mantsoe a mang kapa lipolelo.	Moko-tabana Le Kapa Empa	<ul style="list-style-type: none"> Tichere e buisane le bana ka mosebetsi oa 'le, kapa, empa, hobane, joaloka' polelong. 	qolla lentsoe le kopanyang a mang polelong.	Mahlaseli

	<p>Hobane Joaloka</p> <p>Litsebo-ketso Ho: mamela bua bala ngola</p>	<ul style="list-style-type: none"> • Tichere e ngolle bana lipolelo tse peli, e 'ngoe e na le lentsoe le kopanyang e 'ngoe e se na lona empa le ne le tšoanela ho ba teng. Bana ba bolele e nepahetseng. • Tichere e ngolle bana lipolelo tse nang le likheo ba tlatse 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 lentsoe le kopanyang lipolelo tse peli polelong.</p> <p>sebelisa mantsoe a kopanyang a mang polelong.</p> <p>mantsoe a kopanyang lipolelo tse peli polelong.</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
10. bopa mantsoe ba sebelisa melumo/litlhaku tsa Sesotho ka nepo.	<p>Moko-tabane Melumo e bopiloeng ka tlhaku tse peli le <i>mm</i> e le molumo o mocha Melumo e bopiloeng ka tlhaku tse 'ne: <i>mpsh, ntlh</i> Melumo e ferekanyang: <i>q/qh; p/ph; hl/tl/tlh; t/th; ts/tš</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 ngole melumo/litlhaku letlapeng, e e balle bana. • Bana ba mamele 'me ba phete melumo/litlhaku ka nepo. • Bana ba ngole melumo libukeng tsa bona, ba e balle tichere. • Tichere e bitsetse bana melumo, ba e ngole. • Bana ba bope mantsoe a nang le melumo eo ba ithutileng eona. • Tichere e bitsetse bana lipolelo tse nang le melumo e ferekanyang ba li ngole. • Bana ba bale lipolelo tseo ba li ngotseng. 	<p>bopa mantsoe a sebelisa melumo/litlhaku tse peli ka nepo.</p> <p>ngola mantsoe a nang le melumo/litlhaku tse peli.</p> <p>sebelisa mantsoe a nang le melumo/ litlhaku tse peli lipolelong ka nepo.</p> <p>hlalohanya melumo e ferekanyang.</p>	Mahlaseli

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:		Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
11. ngola moqoqo o tataisitsoeng ka likheo ba sebelisa matšoao ka nepo.	<p>Moko-tabá Moqoqo oa boithaloso ka "Na': lebitso, fane, lilemo, seboko, botona/botšehali, batsoali, motse, mora/morali, bana beso, sehlopha, sekolo, tichere</p> <p>Liratsoana</p> <p>Matšoao: khutlo (.) potso (?) feeloane (,) tlhaku e kholo</p> <p>Litsebo-ketso Ho: mamela, bua, bala, ngola, tlatsa likheo, araba</p>	<ul style="list-style-type: none"> • Tichere e hlahosetse bana hore na seratsoana se bopuoá joang. • Tichere hammoho le bana ba bope seratsoana, a se ngole letlapeng, bana ba se kopitse. • Tichere e fe bana lipolelo tse ikemetseng, ba bope seratsoana ka tsona. • Tichere e ngolle bana lipolelo tse nang le likheo, ba ngole moqoqo ka 'na' ka ho tlatsa likheo ka nepo. • Bana ba ballane meqoqo ea bona lihlotsoaneng kapa sehlopheng se sehola. • Bana ba botsane lipotso holim'a moqoqo o baliloeng. Mohlala oa lipotso: 'na ke mang? Ke morali oa mang? ke lilemo li kae? tichere ea ka ea ke mang? Ke mong ka seboko? 	<p>kopitsa liratsaana 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>bala lipolelo tseo a li kopilitseng a supa lentsoe ka leng leo a le balang.</p>	"Teacher's Guide"

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabá, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
12. bua ka boitšepo ha ba hlalosa lintho ba sebelisa mebala, lipalo, linako tsa selemo, litšupiso.	<p>Moko-tabá Ho bua</p> <p>Litsebo-ketso Ho mamela Ho bua</p>	<ul style="list-style-type: none"> • Ka lihlotšoana, bana ba hlalose litšoantšo, sehlopha ka seng se tsepame holim'a e 'ngoe ea tse latelang: mebala, lipalo, linako tsa selemo le litšupiso. • Bana ba tlalehe mosebetsi 	<p>hlalohanya mebala esita le ho e sebelisa ka nepo.</p> <p>sebelisa mantsoe a bontšang tšupiso ka nepo.</p> <p>bitsa lipalo hantle ka mantsoe.</p>	Tikoloho Litšoantšo

		<p>oa bona sehlopheng se seholo.</p> <ul style="list-style-type: none"> • Bana ba tsoele kantle ba hlahlobe tikoloho ka sepheo sa ho e hlalosa. • Bana ba ballane litlhaloso tsa bona. 	<p>bapisa palo le lintho tseo a li balileng ka nepo.</p> <p>bua a shebile letšoele.</p> <p>phahamisa lentsoe ha a bua.</p> <p>se tšehe ba bang ha ba bua.</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 both formal and informal greetings.	<p>Concepts Formal greetings and responses: Good morning, how are you? I'm very well, thank you.</p> <p>Informal greetings and responses: Hi, how are you? I'm fine, thanks.</p> <p>Skills Listening Speaking Reading</p> <p>Values and Attitudes Respect Honesty</p>	<ul style="list-style-type: none"> Teacher explains the differences between formal and informal greetings and gives several examples of each. Learners practise greeting people of different ages appropriately at different times of the day. Learners practise greeting one another both formally and informally. role-play greeting different people appropriately at different times of the day: mother, father, teacher and agemates . 	<p>greet both formally and informally in a role-play situation.</p> <p>greet both formally and informally in real life situations.</p> <p>greeting different people appropriately at different times of the day.</p>	<p>Textbooks</p> <p>Word cards</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. use titles to address people.	<p>Concepts Titles: Mr, Miss, Mrs</p> <p>Skills Listening Speaking Reading Writing</p> <p>Values and Attitudes Respect Humility</p>	<ul style="list-style-type: none"> Teacher presents different titles in context. Learners role-play being Miss, Mr, Mrs and address each other accordingly. Learners draw pictures depicting different titles to show understanding. Learners fill in appropriate titles in short sentences. 	<p>insert appropriate titles in gap filling exercise.</p> <p>address people according to their titles, unprompted.</p>	<p>Text books</p> <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
3. use words that refer to actions that took place in the past.	<p>Concepts Simple past tense Regular verb (-d/-ed)</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Teacher provides examples of utterances containing regular verbs in the simple past tense. Learners construct their own sentences in the simple past observing subject-verb agreement. Learners relate events which occurred yesterday/last week/last month. Teacher introduces the most common irregular verbs. 	<p>construct oral sentences using simple past tense correctly.</p> <p>construct written sentences using simple past tense correctly.</p>	<p>Textbooks</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: teachers should assess learners' ability to:	Suggested resources
4. spell words containing silent letters correctly.	<p>Concepts Silent letters: laugh people write because black</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Teacher presents the most familiar words with silent letters by writing and saying them out correctly. Learners first learn to blend letter sounds and then learn their correct pronunciation. Teacher gives a list of a few words with silent letters and learners provide others. Learners use the words to write short sentences. 	<p>list words containing silent letters.</p> <p>spell words containing silent letters correctly.</p> <p>write words containing silent letters correctly in sentences.</p>	<p>Textbook</p> <p>Dictionary</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
5. differentiate between countable and uncountable nouns.	<p>Concepts Countable nouns (nouns which can be counted) Uncountable nouns (nouns which cannot be counted)</p>	<ul style="list-style-type: none"> Learners give a list of common nouns. Learners are guided through questions to find the rule that some of the common nouns are not countable (cannot be counted). Learners identify countable and uncountable nouns from their existing vocabulary. Teacher explains the use of <i>a, an, the, some</i> with countable and uncountable nouns. Learners practise making oral and written sentences using countable and uncountable nouns. 	<p>identify nouns as countable and uncountable.</p> <p>use countable and uncountable nouns correctly in oral sentences.</p> <p>use countable and uncountable nouns correctly in written sentences.</p>	<p>Objects</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
6. use <i>was</i> and <i>were</i> with words ending in <i>-ing</i> .	<p>Concepts Past continuous tense Auxiliaries (helping verbs): <i>was</i> <i>were</i></p> <p>Present participle: (<i>-ing</i>)</p>	<ul style="list-style-type: none"> Teacher explains the use of past continuous tense and provides examples. Learners provide examples using past continuous tense. Learners construct sentences using simple past and past continuous tenses. 	<p>use verbs in the past continuous tense correctly.</p> <p>construct sentences using the past continuous tense correctly.</p>	<p>Textbooks</p> <p>Readers</p> <p>Word cards</p> <p>Radio</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. use adverbs of time correctly in sentences.	<p>Concepts Adverbs of time (words which answer the question <i>When?</i>): yesterday today tomorrow now next week/month/year</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Learners fill in correct adverbs of time in sentences. Learners construct their own sentences using adverbs of time. Teacher uses real-life interaction to encourage the use of adverbs of time. 	use adverbs of time correctly in sentences.	<p>Calendars</p> <p>Word cards</p> <p>Charts</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
8. listen for information and respond.	<p>Concepts Stories Radio news</p> <p>Skills Listening Speaking Critical thinking</p> <p>Values and Attitudes Confidence</p>	<ul style="list-style-type: none"> Teacher tells or reads stories and then asks learners questions. Teacher reads or tells the story several times for learners to understand. Learners individually give critical views about the stories. Learners listen to a suitable item from the news on the radio and report what they heard. 	<p>demonstrate understanding by answering questions about what they have heard.</p> <p>summarise what they have heard.</p>	<p>Story books</p> <p>Radio</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. speak clearly and confidently.	<p>Concepts Story telling</p> <p>Skills Speaking Listening Fluency</p> <p>Values and Attitudes Confidence</p>	<ul style="list-style-type: none"> Learners tell their own stories using the past tenses. Learners individually tell the whole class what they did the previous day after school or over the weekend. 	<p>tell their own stories confidently using the past tenses.</p> <p>say what they did the previous day after school or over the weekend.</p>	<p>Story books</p> <p>Readers</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. read for information and enjoyment.	<p>Concepts Stories Past tenses</p> <p>Skills Reading Viewing Critical thinking</p>	<ul style="list-style-type: none"> Learners read short stories written in the past tenses and summarise them. Individual learners are given short paragraphs to read aloud to the whole class. One learner summarises what they have heard. 	<p>read stories for understanding and enjoyment.</p> <p>summarise what they have read.</p>	<p>Story books</p> <p>Picture 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. write different kinds of guided texts.	<p>Concepts Writing Guided composition</p> <p>Skills Creativity Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Teacher and learners discuss a topic which they have studied or a story they have read. Learners write short (two paragraphs) compositions about the topic in the past tenses, using appropriate punctuation and spelling. In turns, learners read their compositions to the class. 	<p>write guided texts using appropriate punctuation and spelling.</p>	<p>Charts</p> <p>Textbooks</p>

	Values and Attitudes Tidiness Neatness			
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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. master set formation.</p> <p>form sets of up to 10 elements.</p> <p>list elements of sets using set braces- { }.</p> <p>use correctly the symbols \in , \notin and { }.</p> <p>use Venn diagrams to form sets.</p>	<p>Concepts Sets Description of sets Elements of a set Set symbols \in , \notin and { }</p> <p>Skills Listing of elements of a set Manipulation Decision-making Problem-solving Logical thinking</p> <p>Values and Attitudes Appreciation Cooperation</p>	<p>Learners:</p> <ul style="list-style-type: none"> make sets with number of elements from 1 to 10: a set of items found in the bedroom, a set of boys, a set of girls, a set of garden tools, a set of shapes. list elements of the sets above using set braces- { }. identify elements of sets and use the symbol element of (\in). given sets with elements, identify elements which belong to the set (\in) and those which do not belong to the set (\notin). form sets using Venn diagrams. 	<p>form sets of up to 10 elements.</p> <p>list elements of sets using set braces- { }.</p> <p>use correctly the symbols \in , \notin and { }.</p> <p>use Venn diagrams to form sets.</p>	<p>Maths kit</p> <p>Chart paper</p> <p>Concrete objects</p> <p>Shapes</p> <p>Coloured pencils</p> <p>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
<p>2. know the value of numerals and associate them with names and symbols.</p> <p>count numbers from 1 - 1 000.</p> <p>write numbers from 1 - 1 000.</p> <p>compare numbers using symbols =, > and < .</p>	<p>Concepts Number Manipulation Comparison of numbers Symbols: =, >, <</p> <p>Skills Decision-making Counting of numbers Writing of numbers Comparing numbers</p>	<p>Learners:</p> <ul style="list-style-type: none"> count numbers using the 100 square chart. count using number strips. count in 5s, 10s, 20s and 50s up to 1 000. count backwards in 100s. write numbers from 1 – 500 and fill the table (Maths kit). write numbers from 500 to 	<p>count numbers from 1 - 1 000.</p> <p>write numbers from 1 - 1 000.</p> <p>compare numbers using symbols: =, > and < .</p>	<p>Maths kit</p> <p>100 square chart</p> <p>Chart paper</p> <p>Number strips</p> <p>Counters</p> <p>Concrete objects</p>

	Values and Attitudes Appreciation	1000. <ul style="list-style-type: none"> compare numbers using equal sign (=). compare numbers on the number strips using > and <. 		Number line
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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. demonstrate understanding of place value of 3-digit numbers. identify place value of 3-digit numbers. write 3-digit numbers in expanded notation.	Concepts Place value Expanded notation Representation of 3-digit numbers Skills Manipulation Reading of numbers Values and Attitudes Cooperative learning Appreciation	Learners: <ul style="list-style-type: none"> identify place value of numbers using bundles and single sticks, such that bundles represent tens and singles units/ones. use base ten blocks (Maths kit) to represent tens and units. arrange three digit numbers using flats, longs and singles (Maths kit) to demonstrate place value. use number trays to demonstrate place value of 3-digit numbers. represent place value of 3-digit numbers using expanded notation. Fill in the missing number on the table representing place value in expanded notation. 	identify place value of 3-digit numbers. write 3-digit numbers in expanded notation.	Maths kit Number strips Loop abacus Place value table Number tray Linking blocks

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. add 3-digit numbers with and without carrying, the sum being within the range 1 – 1000.</p> <p>represent 3-digit numbers.</p> <p>add 3-digit numbers without carrying</p> <p>add 3-digit numbers with carrying.</p>	<p>Concepts Addition 3-digit numbers Place value</p> <p>Skills Manipulation Problem-solving</p> <p>Values and Attitudes Logical thinking</p>	<p>Learners:</p> <ul style="list-style-type: none"> represent 3-digit numbers on the loop abacus. add 3-digit numbers without carrying using the headings hundreds, tens and units. identify numbers to be added on the given headings and start with units, followed by tens, then hundreds. read the answers found after adding as a whole number and use Dienes' blocks to show that number. work in groups to add 3 digit numbers using Dienes' blocks. are given numbers to add individually. 	<p>represent 3-digit numbers.</p> <p>add 3-digit numbers without carrying.</p> <p>add 3-digit numbers with carrying.</p>	<p>Maths kit</p> <p>Loop abacus</p> <p>Dienes blocks</p> <p>Linking blocks</p> <p>Concrete materials</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. subtract 3-digit numbers with and without borrowing.</p> <p>represent 3 digit numbers.</p> <p>subtract 3 digit numbers without borrowing.</p> <p>subtract 3 digit numbers with borrowing.</p>	<p>Concepts Subtraction Place value</p> <p>Skills Manipulation Problem-solving Critical thinking</p> <p>Values and Attitudes Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> represent 3-digit numbers using the loop abacus. identify which numbers should be subtracted from others, thus subtract smaller numbers from bigger ones. subtract 3-digit numbers without carrying, using the headings: hundreds, tens and units. subtract from right to left 	<p>represent 3-digit numbers.</p> <p>subtract 3-digit numbers without borrowing.</p> <p>subtract 3-digit numbers with borrowing.</p>	<p>Maths kit</p> <p>Loop abacus</p> <p>Dienes' blocks</p> <p>Linking blocks</p> <p>Concrete materials</p>

		<p>observing the place value of 3-digit numbers.</p> <ul style="list-style-type: none">• subtract 3-digit numbers with carrying, using the headings: hundreds, tens and units.		
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Grade 3 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. show respect in speech and behaviour at school and at home.* TG 2. address people according to their kinship terms and titles.* TG 3. dramatise short stories that depict respect and honesty. 4. identify different ethnic groups and their influence in Lesotho (San, Nguni and Sotho). TG 5. state other African and non- African groups in Lesotho and their places of origin. 6. use symbols \subset (<i>sub set</i>) and $\not\subset$ (<i>not sub set</i>) correctly. TG 7. sing and dance to cultural songs (<i>mokhibo, mohobelo, ndlamo</i>).* 8. identify 2-dimensional shapes found in Basotho culture. 9. measure length using metres and centimetres. TG 10. identify a number of traditional dishes.* 11. prepare traditional cuisines from other cultures. 12. measure mass using kilograms and grams. TG 13. read time on the clock face in hours, half hours and quarter hours. 14. identify and use $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ in practical situations. 15. read the calendar in days, months and years. 	<p>Appreciation of Basotho culture, through listening to and re-telling the folklore <i>Ntete koane</i>, with focus on vocabulary, asking and answering questions and the consequences of trying to implicate someone and of faithfulness.</p> <p>Description of <i>lijo tsa Basotho</i> (Basotho dishes), <i>lipapali le lipina</i> (games and related songs), clan-related poems and analysis of their parents’ clans.</p> <p>Introduction to Basotho riddles and the vocabulary used during the riddles game.</p> <p>Increased vocabulary: use of kinship terms, opposites and new words found in different texts they have read.</p>	<p>Introduction to the protocol used in speech making at school and the expression of social graces.</p> <p>Sentence construction with close attention to the correct use of tense, subject-verb agreement.</p> <p>Extension of vocabulary: kinship terms, names of animals and their young and introduction to words which are spelt and sound the same but have different meanings (homographs and homophones).</p> <p>Ongoing development of the skills of reading, writing, speaking and listening, with a focus on developing both a critical attitude and confidence in their use.</p>	<p>Reinforcement of set formation using set symbols: set braces { }, subset of \subset and not subset of $\not\subset$, and Venn diagrams.</p> <p>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>Investigation of shapes in learners’ immediate environment and relation of basic mathematical shapes to everyday life.</p> <p>Time in quarter hours; association and comparison of events which could occur in quarter of an hour.</p> <p>investigation and estimation of time in relation to everyday life using subdivisions of</p>

<p>16. state names of the prophets to the Supreme Being in different religions. TG</p> <p>17. state the roles of the prophets in different religions. TG</p> <p>18. relate one's responsibilities to the Supreme Being. TG</p> <p>19. paint designs to communicate ideas and feelings.</p> <p>20. print simple designs.</p> <p>21. use sound to communicate. TG</p> <p>22. add and subtract using Lesotho and RSA coins and notes in circulation (up to M200/R200).</p> <p>23. demonstrate an understanding of zero as a number and as a place holder.</p> <p>24. identify basic computer hardware components and peripheral devices.</p> <p>25. use basic computer terminology.</p> <p>26. perform the basic functions of computer word processing software.</p> <p>27. demonstrate appropriate computer etiquette. TG</p>	<p>Sentence construction with emphasis on meaning, spelling, word formation, use of adjectives, punctuation, conjunctions and self correction.</p> <p>Reinforcement of paragraph writing through guided composition and free writing.</p> <p>Reading a variety of age-appropriate texts and showing appreciation by giving a summary.</p>	<p>Longer compositions with a focus on correct punctuation, including the introduction of additional punctuation marks.</p>	<p>the calendar (days, weeks, months and years). Reading the calendar in days, weeks, months and years.</p> <p>Estimation, measurement and comparison using standard units of mass.</p> <p>Estimation, measurement and comparison using standard units of length.</p> <p>Reinforce knowledge of the place value of three digit numbers and use addition and subtraction operations.</p>
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TG indicates that a Learning Outcome is guided in the Teacher's Guide

Grade 3 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
<p>1. show respect in speech and behaviour at school and at home.*</p>	<p>Concepts Respect in speech Respect in behaviour</p> <p>Skills Listening* Speaking*</p> <p>Values and Attitudes Requesting* Appreciation* Respect* Confessing* Good behaviour*</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss school regulations.* • discuss consequences of violating school regulations.* • discuss the value of school property and the importance of caring for it.* • discuss situations which may require learners to make requests and to show appreciation.* <p>Learners:</p> <ul style="list-style-type: none"> • role-play making requests and showing appreciation in groups.* • role-play moving away from the chair or making way for the elderly in groups.* • in groups, role-play situations in which they offend someone, ask for forgiveness, and make peace.* • make their own classroom regulations and observe them.* • write classroom regulations on the chart and display them on the wall.* • identify behaviour and speech that show disrespect. • role-play consequences of violating classroom and school regulations.* 	<p>show respect in speech and behaviour at school and at home.</p> <p>mention situations which show disrespect at school.</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. address people according to their kinship terms and titles.*	<p>Concepts Kinship terms: mother, father, brother, sister, aunt, uncle, cousin, guardian*</p> <p>Titles: Pastor Doctor Constable*</p> <p>Skills Listening* Speaking* Reading* Writing* Research* Describing* Role- play*</p>	<ul style="list-style-type: none"> • Teacher discusses different relatives with learners, putting emphasis on who they are and how they are related to them.* • Learners individually tell the class who their relatives are.* • Learners find out duties of a pastor, doctor and constable and present their findings to the class.* • Learners match pictures of different people with the words that describe them.* • Learners draw and label different people according to their jobs.* 	<p>match pictures of different people with the kinship terms and titles that describe them.</p> <p>address people according to their kinship terms and titles.</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
3. dramatise short stories that depict respect and honesty.	<p>Concepts Dramatisation</p> <p>Skills Communication Acting Creativity Facial expressions Observation Listening Movement</p> <p>Values and Attitudes Competence Sense of humour</p>	<ul style="list-style-type: none"> • Teacher discusses storytelling, role-play, puppetry, costumery and gestures with learners. • Teacher narrates short stories which depict respect and honesty. • Individual learners tell short stories. • Learners wear appropriate costumes for a particular role in a play. • Learners practise gestures. • Learners practise dramatising stories using 	<p>dramatise short stories which depict respect using role -play.</p> <p>dramatise short stories which depict respect using puppets.</p>	<p>Costumes</p> <p>Puppets</p>

	Persistence Respect Empathy	role-play. <ul style="list-style-type: none"> Learners practise dramatising stories using puppetry. 		
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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
4. identify different ethnic groups and their influence in Lesotho.	<p>Concepts Ethnic groups: San, Nguni and Sotho</p> <p>Skills Discussion Cooperation Self-awareness Assertiveness Reporting</p> <p>Values and Attitudes Appreciation Respect Acceptance Tolerance</p>	<ul style="list-style-type: none"> Teacher and learners mention different ethnic groups in Lesotho. Teacher and learners find out names of people and places which have been influenced by the Nguni and Khoisan languages. Learners report their findings. Teacher and learners plan and take educational tours to places of historical interest. 	<p>list different ethnic groups in Lesotho.</p> <p>mention names of people and places influenced by the different ethnic groups.</p>	<p>Reference materials on the History of Basotho and Lesotho</p> <p>Pictures</p> <p>Resource person(s)</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
5. use symbols \subset (<i>subset</i>) and $\not\subset$ (<i>not subset</i>) correctly.	<p>Concept Symbols \subset and $\not\subset$</p> <p>Skills Drawing Logical thinking Critical thinking Problem-solving Creativity Manipulation</p> <p>Values and Attitudes</p>	<p>Teacher</p> <ul style="list-style-type: none"> introduces set symbols, \subset and $\not\subset$. uses objects/pictures to form sets using symbols, \subset and $\not\subset$. <p>Learners:</p> <ul style="list-style-type: none"> practise writing set symbols, \subset and $\not\subset$. match sets where symbols, \subset and $\not\subset$ are used 	<p>use symbols \subset (<i>subset</i>) and $\not\subset$ (<i>not subset</i>) correctly.</p>	<p>Maths kit</p> <p>Charts</p> <p>Work cards</p> <p>Teacher's Guide</p>

	Cooperation Confidence Appreciation	correctly. • apply symbols, \subset and $\not\subset$ with correct examples.		
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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. sing and dance to cultural songs.*	<p>Concepts Cultural songs: <i>mokhibo, mohobelo, ndlamo</i></p> <p>Skills Singing Dancing Rhythm</p> <p>Values and Attitudes Cooperation Appreciation Patience Tolerance</p>	<ul style="list-style-type: none"> • Teacher and learners discuss traditional songs which learners know.* • Teacher probes learners with questions in order for them to describe the given songs.* • Teacher and learners discuss appropriate language to be used while singing the songs.* • Learners collect relevant costumes for different songs.* • Learners sing appropriate songs for different dances.* • Teacher and learners discuss the importance of cooperation and taking turns.* • In groups, learners should sing and dance to different songs. 	sing and dance to cultural songs.	<i>Sethebe</i> <i>Sekola</i> <i>Lechoba</i> <i>Litjobo</i> <i>Merutlhoana</i> <i>Tuku/kuoane</i>

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. identify 2-dimensional shapes found in Basotho culture.	<p>Concept 2-dimensional shapes</p>	<ul style="list-style-type: none"> • Teacher divides learners into groups to observe shapes found in the Basotho houses, blankets, and <i>litema</i>. 	name 2-dimensional shapes found in Basotho culture.	Maths kit 2 D shapes

	<p>Skills Observation Discussion Manipulation Creativity</p> <p>Values and Attitudes Cooperation Confidence Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss designs or shapes used in Basotho culture. • Learners make or design shapes embedded in Basotho culture. • Learners create their own designs which can improve the already existing designs in the Basotho culture. • Learners create a mock shop to market and sell their products. 		
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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. measure length using metres and centimetres.	<p>Concepts Measurement Centimetre Metre Rulers</p> <p>Skills Measuring Accuracy Estimation Matching Cooperation</p> <p>Values and Attitudes Objectivity Endurance</p>	<ul style="list-style-type: none"> • Teacher introduces a metre ruler. • Teacher introduces a metre and a centimetre. • Learners use metre to measure length of objects in and outside the class. • Learners estimate and confirm measurement of different lengths using metres and centimetres. • Learners record their findings . • Learners measure parts of their bodies using tape measure and compare their findings. 	measure length using metres and centimetres.	<p>Maths kit</p> <p>Metre rulers</p> <p>Strings</p> <p>Improvised metre sticks</p> <p>Metre stick</p> <p>Tape measure</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 a number of traditional dishes.*	<p>Concepts Traditional dishes: <i>likhetšo*</i>, <i>sekele*</i>, <i>lepu*</i>, <i>ntšoe*</i>, <i>maphooqo*</i>, <i>Lithootse*</i>, <i>qhubu*</i></p> <p>Skills Listening* Speaking* Reading* Writing* Comparing* Research*</p>	<p>Learners:</p> <ul style="list-style-type: none"> • find out the descriptions of different traditional dishes and present their findings in class.* • sing songs related to food.* • write traditional dishes, with emphasis on correct spelling.* • construct sentences using traditional dishes.* 	mention Basotho traditional dishes.	

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. prepare traditional cuisines from other cultures.	<p>Concepts Cuisines</p> <p>Skills Manipulation Handling Tasting Preparation Cooking Writing</p> <p>Values and Attitudes Commitment Appreciation Tidiness Workmanship Care</p>	<ul style="list-style-type: none"> • Teacher and learners discuss staple foods of other cultures. • Teacher demonstrates how to prepare three staple foods of other cultures. • Learners prepare three staple foods of other cultures. • Learners write three staple foods from other cultures. • Learners write ingredients for different cuisines. 	prepare three staple foods of other cultures.	Pots Water Fuel Matches Stirring stick Ingredients

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. measure mass using kilograms and grams.	<p>Concepts Units of mass Grams Kilograms</p> <p>Skills Measuring Recording Comparing Manipulation</p> <p>Values and Attitudes Appreciation Discipline Acceptance</p>	<ul style="list-style-type: none"> • learners bring containers with different masses written on them. • Teacher helps learners to sort containers according to masses written on them. • Teacher helps learners to sort containers according to size. • Teacher helps learners to compare masses of different objects. • Teacher helps learners to use a bathroom scale to measure their weights and record their findings. • Teacher helps learners to compare their weights. • Learners bring health booklets (<i>Bukana tsa bophelo</i>) and compare their masses. 	measure mass using kilograms and grams.	Bathroom scale Weights Containers Soil Feathers Water Pillows 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
12. read time on the clock face in hours, half- hours and quarter- hours.	<p>Concepts Reading time</p> <p>Skills Comparing Reading Measuring Manipulation Observation</p>	<p>Teacher:</p> <ul style="list-style-type: none"> • introduces a 12 hour-clock. • introduces parts of a clock (face, hour hand and minute hand). • introduces numbers written on the clock face. • assists learners to show time on the clock face (hours, half- hours and 	read time on the clock face in hours, half- hours and quarter- hours.	12 hour clock face

	Values and Attitudes Punctuality Appreciation Cooperation	quarter- hours). Learners: <ul style="list-style-type: none"> bring their own clock faces. demonstrate hour and half-hour time on the clock faces. demonstrate quarter-hours on the clock face. discuss different events and demonstrate them on their clock faces. 		
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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
13. identify and use $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ in practical situations.	Concepts Fractions Skills Comparing Reading Measuring Observation Values and Attitudes Cooperation Appreciation	Teacher: <ul style="list-style-type: none"> introduces fractions using paper folding and shading. assists learners in writing fractions. Learners: <ul style="list-style-type: none"> fold papers to form fractions. draw fractions on the paper and shade them. identify fractions from the fraction board (Maths kit). compare drawn fractions. 	identify and use $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ in practical situations.	Maths kit Fraction board Fraction dominos Flash cards Fraction charts Number line fraction charts

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. read the calendar in days, months and years.	Concepts Calendar Days Months Years	<ul style="list-style-type: none"> Teacher leads learners in reciting days of the week. Teacher and learners discuss activities carried out on different days of the week. 	read the calendar in days, months and years.	Maths kit Charts Calendar

	<p>Skills Reading Logical thinking Problem-solving Discussion Manipulation</p> <p>Values and Attitudes Cooperation Confidence Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> • identify school days. • identify days which form weekends and tell what they do on those days. • identify months of the year. • identify the months in which they were born. • group themselves according to their birthdays. • organise their birthday celebrations. • identify the years in which they were born. • display their birthdays (days, months, and years) on the wall. 		Work cards
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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
15. state names of the prophets to the Supreme Being in different religions.	<p>Concepts Prophets (intermediaries/ messengers) to the Supreme Being</p> <p>Skills Information finding Discussion</p> <p>Values and Attitudes Respect Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains what a prophet is. <p>Learners:</p> <ul style="list-style-type: none"> • find out names of the prophets to the Supreme Being in different religions. • list names of the prophets to the Supreme Being in different religions. 	mention names of the prophets to the Supreme Being in different religions.	Reference materials on African Traditional Religions 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
16. state the roles of the prophets in different religions.	<p>Concepts Roles of prophets (intermediaries/ messengers) to the Supreme Being</p> <p>Skills Information finding Reporting Writing</p> <p>Values and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> Teacher explains the role of a prophet. <p>Learners:</p> <ul style="list-style-type: none"> find out the roles of prophets in different religions. report their findings. write a short summary of the names and roles of the prophets in different religions. Match prophets with their religions. 	<p>mention the roles of the prophets in different religions.</p> <p>Match prophets with their religions</p>	<p>Reference materials on African Traditional Religions</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
17. relate one's responsibilities to the Supreme Being.	<p>Concepts Responsibilities to the Supreme Being</p> <p>Skills Teamwork Information-finding Discussion</p> <p>Values and Attitudes Respect Awareness Loyalty Appreciation Obedience Humility</p>	<ul style="list-style-type: none"> Teacher and learners discuss their responsibilities to the Supreme Being. In groups, learners discuss these responsibilities and what they entail in terms of behaviour. Learners report their discussions back to the rest of the class. 	<p>state one's responsibilities to the Supreme Being.</p>	<p>Posters</p> <p>Pictures</p> <p>Reference materials on African Traditional Religions</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
18. paint designs to communicate ideas and feelings.	<p>Concepts: Painting designs Blow and blot painting</p> <p>Skills Neatness Painting Communication</p> <p>Values and Attitudes Competence Persistence Appreciation Neatness</p>	<ul style="list-style-type: none"> • Teacher demonstrates blow and blot painting. • Learners practise blow painting using straws to produce different designs. • Learners practise blot painting to produce different designs. • Learners display their work on the wall. 	<p>make blow painting to produce different designs.</p> <p>make blot painting to produce different designs.</p>	<p>Paper</p> <p>Paint</p> <p>Straws</p> <p>Aprons</p> <p>Reed</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
19. print simple designs.	<p>Concepts Printing</p> <p>Skills Printing Creativity Accuracy</p> <p>Values and Attitudes Competence Commitment Neatness Workmanship Appreciation</p>	<ul style="list-style-type: none"> • Teacher demonstrates printing using blocks and string. • Learners practise block printing using blocks. • Learners practise string printing using a string. • Learners display their work on the wall. 	print simple designs.	<p>Paper</p> <p>Blocks</p> <p>Strings</p> <p>Paint</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. use sound to communicate.	<p>Concepts Encoding Decoding Diatonic scale</p> <p>Skills Interpretation Decision- making Listening Critical thinking Music making Communicating Creativity</p> <p>Values and Attitudes Appreciation Persistence Commitment Competence Patience</p>	<ul style="list-style-type: none"> Learners create entertaining, warning, soothing and emergency sounds. Learners create sounds to express different emotions, warning and soothing using simple instruments. Teacher revises pentatonic scale with various exercises. Teacher introduces diatonic scale using appropriate hand signs. Learners practise diatonic scale using hand signs. 	<p>use sound to express different emotions.</p> <p>sing diatonic scale using appropriate hand signs.</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: the teacher should assess learners' ability to:	Suggested resources
21. add and subtract using Lesotho and RSA coins and notes in circulation (up to M200/R200).	<p>Concepts Money Lesotho and RSA coins Lesotho and RSA notes</p> <p>Skills Buying Selling Manipulation Identification Problem-solving Decision-making</p>	<ul style="list-style-type: none"> Teacher provides real and improvised coins and notes. <p>Learners:</p> <ul style="list-style-type: none"> revise the identity of different coins (colour, pictures, size). identify colour, pictures and values of the different bank notes. role-play selling and buying activities. perform other operations (addition and subtraction) using money. 	<p>distinguish Lesotho and RSA coins by : colour, size, pictures and value.</p> <p>distinguish Lesotho and RSA bank notes by : colour, size, pictures and value.</p> <p>role-play buying and selling using money.</p> <p>perform addition using money.</p> <p>perform subtraction using</p>	<p>Real coins</p> <p>Improved coins</p> <p>Improved notes</p> <p>Items for buying and selling activities</p>

	Values and Attitudes Appreciation Cooperation Honesty		money.	
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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
23. demonstrate an understanding of zero as a number and a place holder.	Concept Zero as a number and place holder Skills Counting Observation Manipulation Values and Attitudes Appreciation Cooperation	<ul style="list-style-type: none"> Teacher provides learners with work cards with numbers which contain zero. Learners identify place value of numbers with zero. Teacher and learners identify numbers where zero is used as a number and place holder. Learners work out numbers where zero is used as a number and place value. 	identify zero as a number and a place holder.	Abacus Maths kit Charts Work cards Number strips Number lines Number trays

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. identify basic computer hardware components and peripheral devices.	Concepts Basic computer hardware components and peripheral devices: mouse keyboard monitor printer headphones speakers Skills Observation Manipulation	<ul style="list-style-type: none"> Teacher divides learners into groups of manageable sizes to enhance effective learning. Teacher shows learners basic computer hardware components and peripheral devices. Learners identify basic computer hardware components and peripheral devices by names. Learners match basic computer hardware 	identify basic computer hardware components and peripheral devices by names. match basic computer hardware components and peripheral devices with their functions.	Computer Pictures Charts

	Values and Attitudes Appreciation	components and peripheral devices with their functions.		
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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
25.use basic computer terminology.	<p>Concepts Basic computer terminology: Login (log-in) cursor icon scroll bar hour glass/busy word processor internet open file</p> <p>Skills Manipulation Identification</p> <p>Values and Attitudes Appreciation Responsibility</p>	<ul style="list-style-type: none"> Teacher introduces learners to basic computer-related terms. Learners identify basic computer-related terms. Teacher shows learners how to log-in and use the cursor, icons, the scroll bar and hour glass. Learners log-in and use the cursor, icons, the scroll bar and hour glass. 	<p>use basic computer related terminology.</p> <p>log-in and use the cursor, icons, the scroll bar and hour glass.</p>	<p>Computer</p> <p>Pictures</p> <p>Computer manuals</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.perform the basic functions of computer word processing software.	<p>Concepts Word processing: login(log-in) open Microsoft Word create and save a new document use save and save as</p> <p>Skills Manipulation Observation</p>	<p>Learners:</p> <ul style="list-style-type: none"> log in to the computer. open Microsoft word to write their names and surnames. use save/save as to create and save their documents using an appropriate file name. close their documents. 	<p>perform basic functions of computer word processing.</p>	<p>Computers</p> <p>Pictures of computers</p>

	<p>Identification</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> locate and open their documents again. perform basic word processing exercises. 		
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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
27.demonstrate appropriate computer etiquette.	<p>Concepts Computer etiquette</p> <p>Skills Manipulation Observation Identification Dramatisation</p> <p>Values and Attitudes Appreciation Responsibility</p>	<ul style="list-style-type: none"> Teacher and learners discuss some basic ethics concerning the use of a computer. Learners role-play appropriate computer etiquette they discussed with the teacher. Learners perform basic computing functions, observing etiquette discussed . 	<p>explain appropriate computer etiquette.</p> <p>show appropriate computer etiquette in their use of the computer in class.</p>	<p>Computer</p> <p>Teacher's Guide</p>

Literacy window: Sesotho

Learning outcomes: at the end of this unit learners should be able to:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
1. mamela lipale tse khutšoanyane ka sepheo sa ho lokolisa lietsahala le ho fana ka mabaka ao li etsahetseng ka 'ona.	<p>Moko-tabane Ho mamela</p> <p>Litsebo-ketso Ho: mamela bua tšoantšisa toroea phetha litaelo</p>	<ul style="list-style-type: none"> Tichere e phetele/balle bana pale e khutšoanyane (liratsoana tse 2-3), ba mamele ka hloko. Tichere e botse bana lipotso tse batlang kutloisiso ea bona ea pale. Tichere e khethe buka kapa pale. E bontše bana sehlooho sa eona 'me ba nohe tse tla etsahala. Tichere e balle bana pale, ba fane ka maikutlo holim'a seo ba se baletsoeng. Bana ba lokolise lietsahala tsa pale. Bana ba fane ka mabaka ao liketsahalo li etsahetseng ka 'ona. Bana ba tšoantšise likaroloana tsa pale. Bana ba ka toroea likaroloana tseo ba li ratang tsa pale. 	<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</i>, <i>tšehisoa</i>, <i>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>lokolisa lietsahala tsa pale.</p> <p>fana ka mabaka ao lintho li etsahalang ka 'ona.</p> <p>se tšehe ba bang ha ba bua.</p>	<p>Likoranta</p> <p>Limakasini</p> <p>Libuka</p>

Learning outcomes: at the end of this unit learners should be able to:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
2. bua ka lintho tseo a li etsang khafetsa (tseo a li etsang hoseng, tseo a li etsang sekolong, tseo a li etsang mafelong a beke).	<p>Moko-tabane Ho bua</p> <p>Litsebo-ketso Ho mamela Ho bua</p>	<ul style="list-style-type: none"> Tichere e fe bana nako ea ho bua ka litaba tse fapaneng. Tichere e fe bana nako ea ho botsa lipotso moo ba sa utloisiseng. Tichere e fe bana nako ea 	<p>hlalosa lintho tseo a li etsang ka tataiso ea tichere.</p> <p>hlalosa lintho tseo a li etsang a sa tataiso.</p> <p>sebelisa mantsoe a nepahetseng</p>	

		ho ntša maikutlo a bona ka litaba tse fapaneng. <ul style="list-style-type: none"> • Ka lihlotšoana, bana ba buisane ka tseo ba li etsang khafetsa. 	ha a hlalosa . bitsa mantsoe ka nepo. bua a sa kokotletse.	
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Learning outcomes: at the end of this unit learners should be able to:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
3. bontša tlhompho boitšoaronng.	Moko-tabana Tlhompho boitšoaronng: -ho ela hloko melao ea sekolo -ho suthela motho e moholo setulong/ ka tseleng -ho arolelana le ba bang -ho sebetsa le ba bang -ho tholisa ba bang ha ba lahlehetsoe Litsebo-ketso Ho mamela Ho bua Makhabane Tlhompho Boikarabello Ho arolelana Tšebeliso-'moho	<ul style="list-style-type: none"> • Tichere e buisane le bana ka melemo ea ho arolelana, ho sebetsa 'moho le ho tholisa ba bang. • Ka lihlotšoana, bana ba tšoantšise ho suthela motho e moholo setulong/ ka tseleng, ho arolelana le ba bang, ho sebetsa le ba bang, le ho tholisa ba bang ha ba lahlehetsoe. • 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 tlhompho lipuong. 	se inkele lintho tsa ba bang ka bosholu kapa ka matla/ bompoli. boloka melao ea sekolo. baballa thepa ea sekolo. suthela motho e moholo setulong/ ka tseleng. arolelana le ba bang. tholisa ba lahlehetsoeng. sebetsa hantle le ba bang lihlotšoaneng.	Chate "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
4. pheta lithothokiso tsa bana tse buang ka teka-tekano ka nepo ba qapolla mantsoe.	Moko-tabana Tekatekano Lithothokiso Morethetho	<ul style="list-style-type: none"> • Tichere e buisane le bana ka lentsoe "teka-tekano". • Tichere e phetele bana thothokiso 'me ba e etsise. • Tichere e buisane le bana ka 	hlalosa teka-tekano. pheta lithothokiso ka bolokolohi ba bile ba ela hloko morethetho.	Litšoantšo

	Litsebo-ketso Ho mamela Ho bua Ho pheta Boikemelo	mantsoe ao ba sa a tsebeng a hlahang thothokisong. <ul style="list-style-type: none"> • Bana ba phete lithothokiso ka nepo ba bile ba etsa se boleloang ke tsona. • Bana ba phete lithothokiso ka lihlotšoana, ba etse tsholisano. • Tichere e bitsetse bana mantsoe a tsoang thothokisong. • Bana ba iketsetse lipolelo ka mantsoe a thothokiso. 	bitsa mantsoe ka nepo. peleta mantsoe ka nepo ha a a bitsetsoa. ngola lipolelo ka nepo a ela hloko tlhaku e kholo le matšoa.	
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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. bitsa batho ka nepo ho latela kamano le mesebetsi.	Moko-tabane Baamani: moena moholoane motsoala 'mangoane rangoane Mesebetsi: moruti molemi lekosetabole Litsebo-ketso Ho: mamela, bua, fuputsa, bala, ngola, tlatsa likheo Makhabane Boitšepo	<ul style="list-style-type: none"> • Tichere e buisane le bana ka baamani bao ba sa ba tsebeng. • Bana ba tšoaŋtšise maemo ao ba bitsang baamani ka nepo. • Bana ba hlalose mesebetsi ea moruti, molemi le lekosetabole. • Bana ba bapise litšoaŋtšo tsa mesebetsi le mantsoe a li hlalosing. • Ka lihlotšoana, bana ba buisane ka seo ba ka ratang ho ba sona lipakeng tsa moruti, molemi le lekosetabole. • Bana ba tlalehe litaba tsa bona ka puo e hloekileng. 	hlalohanya mabitso a baamani. hlalosa mesebetsi e fapaneng (moruti, molemi, lekosetabole). bapisa litšoaŋtšo tsa mesebetsi le mantsoe a li hlalosing. bitsa batho ho latela kamano le mesebetsi ka nepo.	Litšoaŋtšo

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. pheta tšomo ea <i>Ntetekeane</i> 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: <i>Ntetekeane</i></p> <p>Litsebo-ketso Ho: mamela pheta lokolisa lintlha tsa tšomo</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>Ntetekeane</i> e e phelise ka ho tšoantšisa liketso tse etsahalang tšomong. Tichere e buisane le bana ka mantsoe a ba thatafallang a hlahang tšomong. Tichere e botse bana lipotso tse batlang kutloisiso ea bona ea tšomo. Tichere e buisane le bana ka thuto e fumanoang tšomong ea <i>Ntetekeane</i>. Bana ba tšoantšise litaba tsa tšomo. Ka lihlotšoana, bana ba phetelane tšomo ea <i>Ntetekeane</i>. 	<p>phetha litloaelo tsa ho pheta tšomo ha ba hopotsoa.</p> <p>phetha litloaelo tsa ho pheta tšomo a sa hopotsoe.</p> <p>pheta litšomo tseo ba 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>Ntetekeane</i></p> <p>o pheta tšomo ea <i>Ntetekeane</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
7. rethetha ka nepo ha ba bapala lipapali tsa bochaba le ha ba bina lipina tsa tsona.	<p>Moko-tabane Lipapali le lipina: mokhibo, mohobelo, ndlamo, liboko, toeba-toeba tloha moo</p> <p>Tlotlo-ntsoe: sanko/seiba, kope</p> <p>Litsebo-ketso</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 ‘liboko’ le ea ‘toeba-toeba, tloha moo’. Tichere e buisane le bana ka tlotlo-ntsoe e sebelisoang ha ho bapaloa papali ka 	<p>hlalohanya lisebelisoa tsa lipapali.</p> <p>thusa ba sa tsebang.</p> <p>thahasella ho bapala le ba bang.</p> <p>bolela maikutlo a hae a sa utloise ba bang bohloko.</p>	<p>“Teacher’s Guide”</p> <p>Sethebe</p> <p>Sekola</p> <p>Merutlhoana</p> <p>Lechoba</p>

	Ho mamela Ho bua Ho bina Ho bapala 'moho Tšebelisano-'moho	'ngoe. <ul style="list-style-type: none"> Bana ba bine lipina tse binoang ha ho bapaloa papali ka 'ngoe. Bana ba tsoele ka ntle ba bapale lipapali tsena ka lihlotšoana. 	kopa tšoarello ha a utloisitse ba bang bohloko. emela ho bapala ka nako ea hae. rethetha ka nepo ho latela papali ka 'ngoe.	Litjoho
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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
8. lothana ka lilothe tseo likarabo tsa tsona e leng litho tsa 'mele.	<p>Moko-tabane Lilothe tse tloaelehileng Moetlo oa ho lothana: Ka u lotha? ka'ng? Ka... Ka se reka; jaa khomo ea hao u ntšiele masapo. Lilothe tseo likarabo tsa tsona e leng: mahlo, litsebe, meno, leleme, nko, menoana, lintši</p> <p>Litsebo-ketso Ho bua Ho mamela Boinahano bo tebileng</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka moetlo oa ho lothana. Tichere e buisane le bana ka lilothe tseo likarabo tsa tsona e leng litho tsa 'mele. Tichere e lothe bana, 'me bana ba arabe. Ha ba sa tsebe ba se reke kapa tichere e ba bolelle karabo. E mong oa bana a lothe sehlopha, sona se arabe. Bana ba lothane ka lihlotšoana kapa ka bobeli. 	<p>sebelisa mantsoe a nepahetseng ha a kopa motho e mong hore ba lothane.</p> <p>sebelisa mantsoe a nepahetseng ha a motho e mong a mo kopa hore ba lothane.</p> <p>sebelisa mantsoe a nepahetseng ha a bolela hore ha a tsebe karabo ea selotho.</p> <p>sebelisa mantsoe a nepahetseng ha a bolela hore o feletsoe ke lilothe.</p> <p>bapala papali ea ho lothana ka lilothe tseo likarabo tsa tsona e leng litho tsa 'mele.</p>	"Teacher's Guide"

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
9. sebelisa mebala lipolelong ka nepo.	<p>Moko-tabane Mebala: tala, tšehla, ntšo, khubelu, tšoeu, putsoa, sootho, pinki,</p>	<ul style="list-style-type: none"> Bana ba toroee lintho tse fapaneng, ba li tlotse ka mebala e lumellanang le tsona. 	<p>hlalohanya mebala</p> <p>sebelisa mebala ka nepo lipolelong.</p>	<p>Lipentšele tse mebala</p> <p>Tikoloho</p>

	<p>chele, pherese, thokoa</p> <p>Litsebo-ketso Ho: mamela, bua, bala, ngola, hlalohanya, hlophisa, toroea, bapisa, hlalosa</p>	<ul style="list-style-type: none"> • Bana ba bapise mebala le mantsoe a e hlalosing. • Tichere e hlalositse bana mosebetsi oa mebala polelong (ho hlalosa lintho). • Bana ba sebelise mebala lipolelong ka nepo ha ba bua le ha ba ngola. • Tichere e fe bana litšoantšo bona ba li take ka mebala e nepahetseng. 	<p>sebelisa mebala e nepahetseng litšoantšong tsa bona.</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
10. sebelisa mantsoe a hananang lipolelong.	<p>Moko-tabane Mantsoe a hananang: ntšo-tšoeu ntle-mpe telele-khutšoanyane nthithi-bohale tenya-tšesanyane bata-chesa</p>	<ul style="list-style-type: none"> • Tichere e fe bana lipolelo 'me bona ba fetole mantsoe a sheletsoeng. • Moo ho lumellehang, bana ba etse liketso tse hananang. • Bana ba toroe litšoantšo tse bontšang khanano ea mantsoe. 	<p>sebelisa mantsoe a hananang ka nepo lipolelong.</p>	<p>Chate</p> <p>Litšoantšo</p> <p>“Marker”</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
11. ngola moqoqo o tataisitsoeng ka likheo ba sebelisa matšoao ka nepo.	<p>Moko-tabane Liratsoana Moqoqo ka 'Motsoalle oa ka': lebitso, fane, lilemo, seboko, moshanyana/ngoanana, batsoali, motse, mora/morali, bana babo, sehlopha, sekolo, tichere</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka popo ea seratsoana. • Tichere, hammoho le bana ba bope seratsoana, e se ngole letlapeng, bana ba se kopitse. • Tichere e fe bana lipolelo tse ikemetseng, ba bope seratsoana ka tsona. • Ka lihlotšoana, bana ba 	<p>kopitsa liratoana ka nepo.</p> <p>arola mantsoe ka nepo.</p> <p>sebelisa mantsoe a nepahetseng ho tlatša likheo.</p> <p>ela hloko tšebeliso ea matšoao</p> <p>qala tse latelang ka tlhaku e</p>	<p>“Teacher’s Guide”</p>

	<p>Matšoao: khutlo (.) potso (?) feeloane (,)) tlhaku e kholo</p> <p>Litsebo-ketso Ho: mamela bua bala ngola tlatsa likheo araba</p>	<p>ngole moqoqo oa boiqapelo ka 'motsoalle oa ka.' Tichere e hopole ho ba tataisa ka lipolelo. Liratsoana e be tse peli feela, 'me mela e se fete leshome.</p> <ul style="list-style-type: none"> • Bana ba ballane liratsaana/meqoqo ea bona. 	<p>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>	
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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
12. bala ka sepheo sa ho bolela liketsahalo le hore na li etsahetse neng, kae.	<p>Moko-tabane Lipale tse khutšoanyane</p> <p>Litsebo-ketso Ho: mamela bala ngola araba botsa</p>	<ul style="list-style-type: none"> • Tichere e balle bana seratsaana u ela hloko tšebeliso ea matšoao. • Tichere e botse bana lipotso holim'a seo a ba baletseng sona, ba li arabe. • Tichere e khethele bana liratsaana tse ngotsoeng ka puo ea boemo ba bona, ba li ballane. • 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 qape meqoqo ba e balle sehlopha. 	<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>lokolisa lietsahala tsa pale.</p> <p>fana ka mabaka ao lintho li etsahalang ka 'ona.</p> <p>bolela hore na liketsahalo li etsahetse neng.</p> <p>bolela hore na liketsahalo li etsahetse kae.</p> <p>se tšehe ba bang ha ba bua.</p>	<p>Lipale</p> <p>Likoranta</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: teachers should assess learners' ability to:	Suggested resources
1. identify words with the same spelling but different meanings.	<p>Concepts Words with different meanings: book - book water - water beat (n) – beat (v) saw (n) – saw (v)</p>	<ul style="list-style-type: none"> • Teacher introduces words with the same spelling but with different meanings. • Learners list other words they know. • Learners play games with words. • Learners write pairs of sentences demonstrating the different meanings of each word. 	<p>mention words with the same spelling but different meanings.</p> <p>make sentences which demonstrate the different meanings of each word.</p>	Dictionary

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. classify nouns as feminine and masculine.	<p>Concepts Nouns with feminine and masculine counterparts: mother- father daughter – son female – male aunt – uncle niece – nephew sister – brother</p> <p>Skills Speaking Writing</p>	<ul style="list-style-type: none"> • Learners list nouns and identify those that are feminine and masculine. • Learners match pictures with masculine and feminine nouns. • Learners progressively add new vocabulary to the list. 	<p>classify feminine and masculine nouns.</p> <p>use feminine and masculine nouns appropriately in free speech and writing.</p>	<p>Pictures</p> <p>Charts</p> <p>Word 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
3. distinguish between animals and their young.	<p>Concepts Vocabulary of animals and their young: dog – puppy cat – kitten pig – piglet cow – calf hen – chick sheep – lamb goat – kid horse – foal lion – cub</p>	<ul style="list-style-type: none"> Learners find out names of different animals and their young from home. Learners draw animals and label pictures correctly. Learners compile a list of animals and their young. Learners display their findings on the board or wall. 	<p>match names of animals with names of their young.</p> <p>write the names of animals and their young using correct spelling.</p>	<p>Pictures</p> <p>Word cards</p> <p>Charts</p> <p>Textbooks</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: teachers should assess learners' ability to:	Suggested resources
4. use words which show time and place correctly.	<p>Concepts Words which show time: yesterday today tomorrow now next week/month/year Words which show place: here there</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Learners fill in correct words in sentences. Learners construct their own sentences using words which show time and place in response to questions about <i>When?</i> and <i>Where?</i> Teacher uses real-life interaction to encourage the use of words which show time and place. 	<p>identify words which show time in given sentences.</p> <p>identify words which show place in given sentences.</p> <p>use words which show time correctly in sentences.</p> <p>use words which show place correctly in sentences.</p>	<p>Calendars</p> <p>Word cards</p> <p>Charts</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. listen for information and respond.	<p>Concepts Stories Rhymes News Instructions Directions</p> <p>Skills Listening Speaking Critical thinking</p> <p>Values and Attitudes Confidence</p>	<ul style="list-style-type: none"> Learners listen to audio documents at an appropriate level such as stories, rhymes, news items, instructions or directions. Learners carry out tasks to promote and assess comprehension (follow instructions, answer questions, summarise what they have heard). 	<p>demonstrate comprehension by answering questions correctly.</p> <p>demonstrate comprehension by performing instructions correctly.</p>	<p>Story books</p> <p>Audio documents</p> <p>Radio</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. speak clearly and confidently with correct pronunciation.	<p>Concepts Story telling Rhymes Debates Jokes and riddles Pronunciation</p> <p>Skills Speaking Listening Fluency</p> <p>Values and Attitudes Confidence</p>	<ul style="list-style-type: none"> Learners tell their own stories focussing on using correct pronunciation. Teacher provides learners with simple topics to debate on. Learners say/sing rhymes individually and in groups, focussing on using correct pronunciation. Learners make up jokes and riddles and share them with the rest of the class. 	<p>speak confidently and effectively with correct pronunciation.</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 Critical thinking</p>	<ul style="list-style-type: none"> • Learners read short stories. • Learners perform different tasks to promote understanding and enjoyment of what they have read (retelling the story, inventing the next part, role-playing one of the characters, telling the story from the viewpoint of one of the characters). 	<p>pause where there is a punctuation mark.</p> <p>retell the story in his/her words.</p> <p>role-play the story.</p> <p>write a few sentences about the story.</p>	<p>Story books</p> <p>Picture books</p> <p>Magazines</p> <p>Readers</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 their understanding of set formation.</p> <p>identify sets of up to 10 elements.</p> <p>use set symbols: set braces { }, subset of \subset and not subset of $\not\subset$ and Venn diagrams.</p>	<p>Concepts Sets Set symbols: set braces { }, subset of \subset and not subset of $\not\subset$ and Venn diagrams</p> <p>Skills Manipulation Problem-solving Critical thinking Decision-making</p> <p>Values and Attitudes Appreciation Cooperative learning</p>	<p>Learners:</p> <ul style="list-style-type: none"> form sets with 1 – 10 elements. list elements in set braces and separate elements with a comma: {2,4,6,8,10}. use Venn diagrams to form sets with 1 - 10 elements. form sets using the symbol \subset. identify elements which do not belong to the set and use the symbol $\not\subset$ (not subset of) . 	<p>identify sets of up to 10 elements.</p> <p>use set symbols: set braces{ }, subset of \subset and not subset of $\not\subset$ and Venn diagrams.</p>	<p>Maths kit</p> <p>Chart paper</p> <p>Concrete objects</p> <p>Drawn set symbols</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 M200.00 and R200.00) in practical situations.</p> <p>identify Lesotho and RSA coins.</p> <p>identify Lesotho and RSA bank notes.</p> <p>use Lesotho and RSA coins in selling and buying activities.</p>	<p>Concepts Money Coins Banknotes</p> <p>Skills Identification Problem-solving Critical thinking Manipulation</p> <p>Values and Attitudes Appreciation Cooperative learning</p>	<p>Learners:</p> <ul style="list-style-type: none"> collect coins used in Lesotho and RSA. identify coins from both countries and observe colour, size and value of those coins. identify bank notes and observe value and colour on the notes. use coins and notes in selling and buying activities. 	<p>identify Lesotho and RSA coins.</p> <p>identify Lesotho and RSA bank notes.</p> <p>use Lesotho and RSA coins in selling and buying activities.</p>	<p>Improvised coins</p> <p>Real coins</p> <p>Items used for buying and selling</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. investigate shapes in learners' immediate environment and relate basic mathematical shapes to everyday life.</p> <p>identify shapes used in Basotho culture.</p> <p>draw 2-dimensional shapes.</p> <p>identify properties of shapes.</p> <p>create own patterns using shapes.</p>	<p>Concepts Shapes (triangle, square, kite, rectangle, circle) Properties of shapes</p> <p>Skills Manipulation Creativity Decision-making</p> <p>Values and Attitudes Appreciation Cooperative learning</p>	<p>Learners :</p> <ul style="list-style-type: none"> identify shapes from the environment. identify shapes from magazines. collect home-made materials showing different types of Basotho hats, doormats, <i>moseme</i>, and <i>litema</i>. print different shapes depicting Basotho culture on paper, on cloth and model shapes with clay. make Basotho patterns as shown in Basotho hats. visit nearby village or cultural place to observe shapes used in the areas. create their own patterns using 2-dimensional shapes. draw shapes in their exercise books. identify properties of the shapes (size and corners). 	<p>identify shapes used in Basotho culture.</p> <p>draw 2-dimensional shapes.</p> <p>identify properties of shapes.</p> <p>create own patterns using shapes.</p>	<p>Maths kit</p> <p>Paper</p> <p>Clay</p> <p>Scissors</p> <p>Tracing paper</p> <p>Basotho hats</p> <p><i>Moseme</i></p> <p>Doormats</p> <p>Pictures of Basotho huts</p> <p>2-dimensional shapes</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. show time in quarter-hours and associate and compare events which could occur in quarter of an hour.</p> <p>read and demonstrate time on the clock in quarter-hour intervals.</p>	<p>Concepts Time Quarter of an hour</p> <p>Skills Telling time Demonstration Manipulation Writing of time</p>	<p>Learners:</p> <ul style="list-style-type: none"> use clock face to demonstrate quarter of an hour. use both digital and analogue clock to show quarter-hours. work in groups to identify events that last for a quarter 	<p>read time on the clock in quarter-hour intervals.</p> <p>demonstrate time on the clock in quarter-hour intervals.</p>	<p>Real clock faces</p> <p>Improvised clock faces</p> <p>Digital and analogue clocks</p> <p>Cardboard</p> <p>Chart paper</p>

	<p>Comparison</p> <p>Values and Attitudes Punctuality Discipline about time Appreciation Cooperative learning</p>	<p>of an hour and demonstrate those using both digital and analogue clocks.</p> <ul style="list-style-type: none"> Individually, learners are given time in quarter-hours to show on the clock face and to write in their exercise books. 		Markers
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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>5. investigate and estimate time in relation to everyday life using subdivisions of the calendar (days, weeks, months and years).</p> <p>read calendar in days, weeks, months and years.</p> <p>identify months of the year.</p> <p>identify number of days in a week.</p> <p>identify number of months in a year.</p>	<p>Concepts Calendar Days Weeks Months Years</p> <p>Skills Reading time Manipulation Decision-making Problem-solving Logical thinking</p> <p>Values and Attitudes Punctuality Appreciation Cooperative learning</p>	<p>Learners:</p> <ul style="list-style-type: none"> work in groups to identify and list days of the week and months of the year. name and sing a song about months of the year and days of the week. identify national events by months: <table border="1"> <thead> <tr> <th>Event</th> <th>Month</th> </tr> </thead> <tbody> <tr> <td>Christmas Day</td> <td>December</td> </tr> <tr> <td>Moshoeshoe's Day</td> <td>March</td> </tr> <tr> <td>King's Birthday</td> <td>July</td> </tr> </tbody> </table> <ul style="list-style-type: none"> use the calendar to identify the number of months in a year, number of weeks in a month. work in groups to observe the number of days in each month. 	Event	Month	Christmas Day	December	Moshoeshoe's Day	March	King's Birthday	July	<p>read calendar in days, weeks, months and years.</p> <p>identify months of the year.</p> <p>identify number of days in a week.</p> <p>identify number of months in a year.</p>	<p>Maths kit</p> <p>Calendar</p> <p>Chart paper</p> <p>Work cards</p>
Event	Month											
Christmas Day	December											
Moshoeshoe's Day	March											
King's Birthday	July											

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 standard units of mass.</p> <p>identify kilograms and grams.</p> <p>measure mass using kilograms and grams.</p> <p>use kilograms and grams to measure mass.</p>	<p>Concepts Units of mass Kilograms and grams</p> <p>Skills Measuring Comparing</p> <p>Values and Attitudes Appreciation Cooperative learning</p>	<p>Learners:</p> <ul style="list-style-type: none"> identify mass in grams finding objects of the same mass which balance with one another. identify mass in kilograms finding objects of the same mass which balance with one another. use scale from the Maths kit for weighing objects in grams and kilograms. use grams and kilograms and use the short form of writing grams (g) and kilograms (kg). 	<p>identify kilograms and grams.</p> <p>measure mass using kilograms and grams.</p> <p>use kilograms and grams to measure mass.</p>	<p>Maths kit</p> <p>Scale balance</p> <p>kg- weights</p> <p>g-weight</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>7. estimate, measure and compare using standard units of length.</p> <p>measure length using metres and centimetres .</p> <p>estimate a metre length.</p> <p>measure using centimetres.</p> <p>estimate half a metre length in centimetres.</p> <p>identify the appropriate unit to measure lengths/objects.</p>	<p>Concepts Measurement Metre Centimetre</p> <p>Skills Measuring Accuracy Estimating</p> <p>Values and Attitudes Objectivity Cooperation</p>	<p>Learners:</p> <ul style="list-style-type: none"> estimate lengths that measure 1 metre. measure with a metre stick to confirm their estimations. write m for metres and cm for centimetres. use trundle wheel to measure distance in metres and centimetres outside and inside the classroom. record lengths measured in metres and centimetres. measure their heights in metres and centimetres using the metre stick and tape measure. 	<p>measure length using metres and centimetres .</p> <p>estimate a metre length.</p> <p>measure using centimetres.</p> <p>estimate half a metre length in centimetres.</p> <p>identify the appropriate unit to measure lengths/objects.</p>	<p>Tape measures</p> <p>Strings</p> <p>Metre stick</p> <p>Trundle wheel</p>

		<ul style="list-style-type: none"> measure around their; heads, hips, arms and chests; then record and compare their measurements. 		
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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>8.reinforce knowledge of the place value of three digit numbers and use addition and subtraction operations.</p> <p>form families of numbers in the range 100 - 200 (addition).</p> <p>form number bonds in the range 100-200 using addition.</p> <p>add numbers without carrying using tens and units.</p> <p>subtract numbers without borrowing.</p> <p>use number names (100-200) 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 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 100 - 200. recall addition and subtraction facts of numbers 100-200. 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 100 - 200 (addition).</p> <p>form number bonds in the range 100-200 using addition.</p> <p>add numbers without carrying using tens and units.</p> <p>subtract numbers without borrowing.</p> <p>use number names (100-200) 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>

Grade 3 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. state basic differences between living and non-living things. 2. make a plan to protect three living and three non-living things in the immediate environment. TG 3. identify parts of a plant (leaves, stem, roots). 4. demonstrate proper basic aerobic exercising movements. TG 5. draw and interpret bar charts. TG 6. draw and interpret bar charts that represent real life contexts. TG 7. recycle materials to promote sustainable use of resources. 8. measure volume in litres. TG 9. design a mini project using recycled materials. TG 10. design and produce toy furniture from local resources. 11. identify 3-dimensional shapes (cubes, cuboids, triangular pyramids). 12. identify and classify 3-dimensional shapes (cubes and cuboids) from the environment. TG 13. identify edges, faces and vertices/corners of 3-dimensional shapes. 14. make patterns or decorations using 3-dimensional shapes. 	<p>Listening to stories with the aim of predicting the contents with the help of the title, asking and answering questions, giving opinions, stating events sequentially and saying why events occurred as they did.</p> <p>Sentence construction with emphasis on meaning, spelling, word formation, use of adjectives, nouns (wild animals and their habits), adverbs of time, punctuation, conjunctions and self-correction. Introduction of homophones.</p> <p>Appreciation of Basotho culture through listening to and retelling the folklore <i>Moleso oa likhomo</i> with focus on vocabulary, asking and answering questions, the consequences of jealousy, healthy living and</p>	<p>Development of sentence construction, focussing on the use of possessive determiners and pronouns, appropriate prepositions and adverbs of time and place. Reinforcement of the contrast between the simple present and past tenses.</p> <p>Ongoing development of fluency and confidence in oral skills: storytelling, conducting simple debates, singing rhymes and reciting poems.</p> <p>Ongoing confidence building and development of critical abilities in reading, writing and listening.</p>	<p>Estimation, measurement and comparison using standard units of volume.</p> <p>Investigation of 3-dimensional shapes in learners’ immediate environment; relation of basic mathematical shapes to everyday life.</p> <p>Reinforce knowledge of the place value of three digit numbers and use addition and subtraction operations.</p> <p>Handle simple data relating to themselves and their immediate surroundings.</p>

<p>15. identify and record combined weather conditions.</p> <p>16. state causes of air pollution and suggest ways of controlling it. TG</p> <p>17. describe the properties of different types of soil. TG</p> <p>18. explain causes of soil erosion. TG</p> <p>19. add 3-digit numbers with carrying to solve environmental problems.</p> <p>20. subtract 3-digit numbers with borrowing to solve environmental problems.</p> <p>21. identify fractions : $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ in practical situations.</p> <p>22. identify sounds of different objects and animals.</p> <p>23. use various ways of presenting information about sounds from the environment scientifically.</p> <p>24. distinguish various sounds from the environment to create a graphic score. TG</p>	<p>environmental adaptation.</p> <p>Reinforcement of paragraph writing through guided composition and free writing. Introduction to friendly letter writing with particular attention to structure.</p> <p>Reading a variety of age-appropriate texts and showing appreciation by giving a summary.</p> <p>Sharpening of creative skills by creating a five-line poem of choice.</p>		
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TG indicates that a Learning Outcome is guided in the Teacher's Guide

Grade 3 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
<p>1. state basic differences between living and non-living things.</p>	<p>Concepts Characteristics of living things: breathing, growth, eating, excretion Characteristics of non-living things: absence of breathing, growth, eating, excretion</p> <p>Skills Sorting Presenting Identification</p> <p>Values and Attitudes Appreciation Responsibility Caring for living things</p>	<ul style="list-style-type: none"> • Teacher presents characteristics of living things (breathing, growth, eating, excretion). <p>Learners:</p> <ul style="list-style-type: none"> • identify living and non-living things at home and at school. • collect a series of different types of objects, including some small animals and plants. • sort things collected according to whether they are living or non-living. • present their work to the class. • write a short paragraph describing a living/non-living thing of their choice, using correct spelling and punctuation. • in groups, create a poster of living and non-living things and display their work on the wall. 	<p>differentiate between living and non-living things.</p> <p>state the characteristics of living and non-living things.</p>	<p>Checklists</p> <p>Posters</p> <p>Pictures</p> <p>Objects in the natural 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
2. make a plan to protect three living and three non-living things in the immediate environment.	<p>Concepts Making a plan Ways of protecting objects in the environment</p> <p>Skills Planning Critical thinking Observation Communication Conservation</p> <p>Values and Attitudes Appreciation Awareness</p>	<ul style="list-style-type: none"> Teacher explains ways of protecting living and non-living things. <p>Learners: mention ways of protecting living and non-living things.</p> <ul style="list-style-type: none"> select living and non-living things which they can protect. make a plan to protect three living and three non-living things over the coming month. carry out their plan; monitor and record the results. 	<p>make a plan to protect three living things in their immediate environment.</p> <p>make a plan to protect three non-living things in their immediate environment.</p>	<p>Posters</p> <p>Pictures</p> <p>Objects in the natural 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
3. identify parts of a plant (leaves, stem, roots).	<p>Concepts Parts of a plant: leaves stem roots</p> <p>Skills Observation Touching Sorting</p> <p>Values and Attitudes Acceptance Appreciation</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> observe and identify different parts of a plant. draw the structure of a plant. identify parts of a plant from pictures. label different parts of plants. 	<p>draw the structure of a plant.</p> <p>label different parts of a plant.</p>	<p>Plants</p> <p>Drawing book</p> <p>Crayons</p> <p>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
4. demonstrate proper basic aerobic exercising movements.	<p>Concepts Aerobics</p> <p>Skills Roll Walk Leap Run Twist Bend Jump</p> <p>Values and Attitudes Appreciation Satisfaction Confidence</p>	<ul style="list-style-type: none"> Teacher invites resource person(s) to perform aerobics. Teacher demonstrates or plays videos of aerobics. <p>Learners:</p> <ul style="list-style-type: none"> run, leap and roll-long jump. walk, run and fall. twist and lift. twist and smile. walk, level fall and roll. lift and grin. hop, turn around and shake. run, bend and fall. 	demonstrate proper basic aerobic exercising movements.	<p>Towels</p> <p>Training attire</p> <p>Mats</p> <p>Cones</p> <p>Tins</p> <p>Sticks</p> <p>Batons stones</p> <p>Hula hoops</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
5. draw and interpret bar charts.	<p>Concepts Bar charts</p> <p>Skills Drawing Problem solving Interpretation Critical thinking</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher demonstrates how to draw bar charts. Teacher introduces a bar chart by using 'up' and 'across' to refer to the y and x axes. Learners interpret information represented by bar charts. Learners draw bar charts of information provided by the teacher. Learners discuss the meaning of bar charts. 	<p>draw bar charts.</p> <p>interpret bar charts.</p>	<p>Maths kit</p> <p>Charts</p> <p>Work cards</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 experience	What to assess: teachers should assess learners' ability to:	Suggested resources
6. draw and interpret bar charts that represent real life contexts.	<p>Concepts Bar charts</p> <p>Skills Drawing Critical thinking Proble-solving Interpretation</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Learners draw bar charts that represent real information. Learners interpret the bar chart they have drawn. Learners interpret bar charts of real Lesotho statistics on HIV and/AIDS and other information. 	<p>draw bar charts that represent real-life contexts.</p> <p>interpret bar charts that represent real-life contexts.</p>	<p>Concrete materials</p> <p>Charts</p> <p>Markers</p> <p>Crayons</p> <p>Glue</p> <p>Rulers</p> <p>Pencils</p> <p>Bar charts</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. recycle materials to promote the sustainable use of resources.	<p>Concepts Recycling of materials Making crafts Sustainability</p> <p>Skills Manipulation Measuring Cutting Finishing</p> <p>Values and Attitudes Tidiness Aesthetics Competence Workmanship</p>	<ul style="list-style-type: none"> Teacher and learners discuss the importance of recycling when making crafts to promote sustainable use of resources. Teacher demonstrates how to recycle paper, plastic, plastic bottles, tins and card board. Teacher invites resource person(s) to demonstrate how to recycle and make crafts. Learners collect materials that can be recycled. Learners make crafts. 	recycle materials to make crafts.	<p>Paper</p> <p>Cardboard</p> <p>Plastic materials</p> <p>Scissors</p> <p>Resource person(s)</p> <p>Measuring ruler</p> <p>Wire</p> <p>String</p>

	Appreciation	<ul style="list-style-type: none"> Learners display their work and explain to class how they created it. 		
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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. measure volume in litres.	<p>Concepts Volume</p> <p>Skills Estimation Manipulation Measuring Problem solving Observation</p> <p>Values and Attitudes Cooperation Appreciation</p>	<ul style="list-style-type: none"> Learners identify containers marked in litres from the recyclable materials. Learners pour liquids into containers marked in litres. Learners estimate liquids in different containers and state whether they measure one litre, more or less than one litre. 	measure volume in litres.	Containers Maths kit Cylinders 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
9. design a mini project using recycled materials.	<p>Concepts Mini project Project design</p> <p>Skills Creativity Resourcefulness Designing Manipulation Observation</p> <p>Values and Attitudes Workmanship Tidiness</p>	<ul style="list-style-type: none"> Teacher explains the concepts of project design. Learners, in groups, plan individual projects on how to use recycled materials to make toys. In groups, learners make toys of their choice from recycled materials. Teacher and learners display the toys. 	design and execute a mini project using recycled materials.	Local resources Clay Paper Off cuts Wires Cans Rubber bands 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
10. design and produce toy furniture from local resources.	<p>Concepts Product design Mini project</p> <p>Skills Drawing Critical thinking Decision-making Manipulation Designing Creativity Problem-solving</p> <p>Values and Attitudes Tidiness Patience Workmanship Perseverance</p>	<ul style="list-style-type: none"> Teacher and learners discuss different types of furniture. Teacher displays pictures of furniture on a chart. Learners draw different types of furniture and label it. Learners display their work on the wall. Teacher and learners discuss the importance of project design. Learners plan group projects to make toy furniture. In groups, learners make toys of their choice. Teacher and learners display work done. 	<p>design toy furniture.</p> <p>produce toy furniture from local resources.</p>	<p>Pencils</p> <p>Paper</p> <p>Chart</p> <p>Picture</p> <p>Local resources</p> <p>Clay</p> <p>Off cuts</p> <p>Wires</p> <p>Cans</p> <p>Rubber bands</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. identify 3-dimensional shapes (cubes, cuboids, triangular pyramids).	<p>Concepts 3-dimensional shapes: cubes cuboids triangular pyramids Properties of 3-dimensional shapes: edges vertices (corners) faces</p> <p>Skills Observation Manipulation</p>	<ul style="list-style-type: none"> Teacher presents 3-dimensional shapes to learners, introducing the terms <i>cubes</i>, <i>cuboids</i> and <i>pyramids</i>. Learners identify similar 3-dimensional shapes from the environment. Learners match the items with those provided by the teacher. Learners identify properties of 3-dimensional shapes (edges, vertices and faces). 	<p>identify 3-dimensional shapes by names.</p> <p>identify properties of 3-dimensional shapes (edges, vertices and faces).</p>	<p>Maths kit</p> <p>Shapes</p> <p>Charts</p>

	Identification Problem-solving Values and Attitudes Appreciation			
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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	Suggested Resources
12. identify and classify 3-dimensional shapes (cubes and cuboids) from the environment.	Concepts Cube and cuboids Properties of 3-dimensional shapes: edges vertices (corners) faces Properties of cubes Properties of cuboids Skills Observation Identification Values and Attitudes Awareness	Learners: <ul style="list-style-type: none"> identify boxes amongst the recycled materials used to make crafts. collect other boxes. sort boxes according to their properties. identify edges, corners and faces. count the number of edge, corners and faces. classify them as cubes or cuboids. identify cubes and cuboids in the classroom. 	classify 3-dimensional shape from their environment. mention properties of 3-dimensional shapes.	Boxes Cubes and cuboids from the environment Boxes Textbooks Maths kit 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. identify edges, faces and vertices/corners of 3-dimensional shapes.	Concepts 3-dimensional shapes: Cubes Cuboids Triangular pyramids Skills Manipulation Identification	<ul style="list-style-type: none"> Teacher helps learners to identify 3-dimensional shapes from the environment. Teacher helps learners to identify properties of shapes (edges, faces and corners). Learners:	identify 3-dimensional shapes from the environment. identify properties of shapes (edges, faces and corners).	Maths kit Shapes

	Decision-making Problem-solving Values and Attitudes Appreciation	<ul style="list-style-type: none"> • identify properties of shapes. • make models of 3-dimensional shapes using paper. • make models of 3-dimensional shapes using clay. 		
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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	Suggested Resources
14. make patterns or decorations using 3-dimensional shapes.	Concepts Patterns 3-dimensional shapes Skills Manipulation Problem-solving Critical thinking Creativity Values and Attitudes Appreciation	Teacher helps learners to: <ul style="list-style-type: none"> • create patterns using 3-dimensional shapes. • form decorative models using 3-dimensional shapes. • display their models in the classroom. 	make patterns or decorations using 3-dimensional shapes.	Maths kit Shapes

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. identify and record combined weather conditions.	Concepts Combined weather conditions: sunny and cloudy rainy and cloudy sunny and windy rainy and windy Skills Observation Appreciation Recording	Learners: <ul style="list-style-type: none"> • observe pictures of combined weather symbols. • discuss observed combined weather symbols. • draw symbols of combined weather conditions. • keep a weather diary for a month using combined weather symbols. 	draw symbols of combined weather conditions. interpret symbols of combined weather conditions. keep a weather diary for a month using combined weather symbols.	Weather charts Pictures Crayons Drawing books Learners' environment

	Values and Attitudes Appreciation			
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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
16.state causes of air pollution and suggest ways of controlling it.	<p>Concepts Air pollution Causes of air pollution Ways of controlling air pollution</p> <p>Skills Observation Interpretation Critical thinking</p> <p>Values and Attitudes Caring Responsibility</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> observe pictures that show air pollution. discuss causes of air pollution. discuss proper ways of controlling air pollution. write a short composition suggesting how air pollution can be reduced. 	<p>state causes of air pollution.</p> <p>suggest ways of controlling air pollution.</p> <p>write a short composition suggesting how air pollution can be reduced.</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
17. describe properties of different types of soil.	<p>Concepts Properties of soil Different types of soil</p> <p>Skills Observation Identification Manipulation Sorting</p> <p>Values and Attitudes Appreciation</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> revise the types of soil studied in Grade 2. collect samples of different types of soil. identify different properties of soil. discuss properties of soil. sort soil according to its properties. In groups, learners create a poster that shows different types of soil and their properties and display their posters on the wall. 	<p>describe properties of different types of soil.</p> <p>sort soil according to its properties.</p>	<p>Different types of soil</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
18. explain causes of soil erosion.	<p>Concepts Causes of soil erosion</p> <p>Skills Observation Reporting Identification</p> <p>Values and Attitudes Caring Appreciation</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> observe pictures or photographs illustrating eroded places. discuss causes of soil erosion. undertake an excursion to explore eroded places. discuss ways of preventing soil erosion. 	<p>explain causes of soil erosion.</p> <p>explain ways of preventing soil erosion.</p>	<p>Pictures of eroded places</p> <p>Photographs of eroded places</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
19. add 3-digit numbers with carrying to solve environmental problems.	<p>Concepts Addition</p> <p>Skills Addition Manipulation Problem-solving Critical thinking</p> <p>Values and Attitudes Cooperation Objectivity</p>	<ul style="list-style-type: none"> Teachers and learners revise how to add 3-digit numbers with carrying. Learners add numbers with carrying to solve environmental problems. 	add 3-digit numbers with carrying to solve environmental problems.	<p>Work cards</p> <p>Number dominoes</p> <p>Addition 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
20. subtract 3-digit numbers with borrowing to solve environmental problems.	<p>Concepts Subtraction</p> <p>Skills Subtraction</p>	<ul style="list-style-type: none"> Teacher and learners revise how to subtract numbers with borrowing. Learners subtract numbers with borrowing to solve 	subtract 3-digit numbers with borrowing to solve environmental problems.	<p>Maths kit</p> <p>Subtraction charts</p>

	Manipulation Problem-solving Decision-making Values and Attitudes Appreciation Cooperation	environmental problems .		
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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. identify fractions in practical situations.	Concepts Fractions: $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ Skills Identification Manipulation Decision-making Values and Attitudes Appreciation	Teacher: <ul style="list-style-type: none"> demonstrates how to show fractions using concrete objects. demonstrates fraction using paper folding. demonstrates fractions using paper shading. Learners: <ul style="list-style-type: none"> use concrete objects to illustrate fractions fold number strips into fractions. shade a given fraction identify fraction using fraction board 	3. identify fractions : $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ in practical situations.	Maths kit Fraction cards Number strips Fraction board

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 sounds of different objects and animals.	Concepts Sounds of objects Sounds of different weather conditions Sounds of domestic animals Skills Identification	<ul style="list-style-type: none"> Teacher plays various sounds or recorded sounds of: a bell, normal vehicle, hooter, siren for ambulance, siren for fire, siren for emergency, reversing machine/vehicle, collision, shouting taxi, conductor. Learners identify sounds 	identify sounds of different objects. identify sounds of different animals.	Pictures Charts Tape recorder Objects Bell

	Imitating Listening Values and Attitudes Appreciation	played by the teacher. <ul style="list-style-type: none"> Learners use objects to produce sounds similar to those played by the teacher. Learners discuss sounds played by the teacher. Teacher plays sounds or recorded sounds of rain, wind. Learners identify sounds played by the teacher. Learners discuss sounds played by the teacher. Learners imitate sounds of: a dog a horse a cat a cow a chicken 		Motor Hooter Piece of iron Vuvuzela
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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
23.use various ways of presenting information about sounds from the environment scientifically.	Concepts Scientific report Recording Reporting Skills Observation Listening Identification Recording Drawing Matching Values and Attitudes Responsibility Appreciation Confidence	<ul style="list-style-type: none"> Learners go to different places in the school and listen to as many sounds as they can. Learners record sounds and their sources and note places where such sounds were heard. Learners report and imitate the sounds they heard where possible. Teacher introduces words associated with sounds learners have reported. Learners draw the sources of sound from different places in the school. 	make records of sounds in their environment. report their findings. draw the sources of sounds they heard.	Learners' environment

		<ul style="list-style-type: none"> Learners correctly match the sources of sounds with the words associated with them. 		
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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
24.distinguish various sounds from the environment to create a graphic score.	<p>Concepts Sounds in the environment Graphic score</p> <p>Skills Listening Imitating Exploring Identifying Artistry</p> <p>Values and Attitudes Patience Appreciation Perseverance Tolerance</p>	<ul style="list-style-type: none"> Teacher demonstrates graphic score made from sounds in the environment. Learners practise making graphic scores made from sounds in the environment. Learners listen to recorded sounds available from their environment to create their own graphic score. 	create a graphic score using various sounds from the environment.	<p>Sounds from the environment</p> <p>Tapes and tape-recorder/CD player</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. mamela se-ea-le-moea/ shebella thelefishini 'me ba tlaleha tseo ba li utloileng/boneng.	<p>Moko-tabane Ho mamela</p> <p>Litsebo-ketso Ho: mamela bua tšoantšisa toroea phetha litaelo</p>	<ul style="list-style-type: none"> Tichere e qoqele bana ka seo a se shebeletseng thelefisheneng kapa seo a se mametseng se-ea-le-moeeng. Tichere e bolelle bana seo a a ratang hore ba se shebelle thelefisheneng kapa ba se mamele se-ea-le-moeeng. Bana ba tlalehe seo ba se mametseng/ shebeletseng ka tataiso ea lipotso tsa tichere. Bana ba ikhethete seo ba ratang ho se mamela/shebella. Ka lihlotsoana, bana ba bolellane tseo ba li mametseng/ shebeletseng. Bana ba botsane lipotso tse batlang kutloisiso ea se phetoang. 	<p>araba lipotso malebana le seo a se mametseng/ shebeletseng ka nepo.</p> <p>lokolisa litaba ha a pheta seo a se mametseng/ shebeletseng.</p> <p>hlalohanya baphetoa le liketso tsa bona.</p> <p>phahamisa lentsoe hore bohle ba utloe.</p> <p>ema a otlohohile.</p> <p>sheba batho bao a buang le bona mahlong.</p> <p>bitsa mantsoe hantle.</p> <p>se tsoake litaba ha a bua.</p>	<p>Se-ea-le-moea</p> <p>Thelefishini</p> <p>“Cassettes”</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. bua hakhutšoanyane ka taba ea boikhethelo.	<p>Moko-tabane Ho bua</p> <p>Litsebo-ketso Ho mamela Ho bua</p>	<ul style="list-style-type: none"> Bolella bana e sa le nako hore ba tla bua ka lintho tsa boikhethelo ba bona. Botsa bana lipotso tse tla ba thusa ho bua hakhutšoanyane ka taba eo ba ikhethetseng eona. Faa bana nako ea ho bolellana litaba tsa bona lihlotšoaneng. 	<p>phahamisa lentsoe hore bohle ba utloe.</p> <p>sheba batho bao a buang le bona mahlong.</p> <p>bitsa mantsoe hantle.</p> <p>fetisa molaetsa ka seo a buang ka sona.</p>	<p>Likarete tsa mantsoe</p> <p>“Teacher’s Guide”</p>

		<ul style="list-style-type: none"> • Lihlotšoaneng moo, bana ba botse lipotso moo ba sa utloisiseng. • Bana ba bue ka taba ea boikhethelo kapel'a sehlopha. • Tichere e ngolle bana mantsoe kapa lipolelo 'me ba khethe seo ba ka buang ka sona. 	<p>bua ka lentsoe kapa polelo eo a e khethileng.</p> <p>se tsoake litaba 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
3. sebelisa mantsoe a ngoloang ka ho tšoana empa meelelo e fapane lipolelong.	<p>Moko-tabane Tlotlo-ntsoe: bona, bana, bopa, besa, bata, busa</p> <p>Litsebo-ketso: Ho: mamela bua bala ngola fuputsa</p> <p>Makhabane Makhethe</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka mantsoe a tšoanang empa meelelo e fapane. • Bana ba fuputse meelelo e fapaneng ea mantsoe a fanoeng. • Bana ba sebelise mantsoe ao lipolelong ho bontša meelelo e fapaneng. 	<p>hlalosa meelelo e fapaneng ea mantsoe.</p> <p>sebelisa mantsoe a ngoloang ka ho tšoana empa moelelo o fapane lipolelong.</p>	Libuka tsa bana

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. bolela mefuta e fapaneng ea matlo.	<p>Moko-tabane Mefuta ea matlo: rontabole, mohlongoa-fatše / nkhorohela, heisi, polata, opotaka / setantaka, malaene, mokhoro</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka mefuta ea matlo eo ba e tsebang. • Tichere e buisane le bana ka melemo ea matlo. • Ka lihlotšoana, bana ba 	<p>bolela mefuta e fapaneng ea matlo.</p> <p>bapisa litšoantšo tsa matlo le mantsoe a li hlalolang.</p>	<p>Libuka tsa bana</p> <p>Litšoantšo</p>

	Litsebo-ketso Ho: mamela bua bala ngola	ngole mefuta ea matlo eo ba e tsebang. <ul style="list-style-type: none"> Bana ba bapise litšoantšo tsa matlo le mantsoe a li hlalolang. Bana ba ka toroea matlo ao ba a tsebang ba ba ngola mabitso a 'ona. 	toroea mefuta e fapaneng ea matlo. ngola mefuta e fapaneng ea matlo.	
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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
5. hlalosa lijo tsa Sesotho.	Moko-taba Lijo tsa Sesotho: likhetšo sekele lepu ntšoe maphooqo lithootse qhubu Litsebo-ketso Ho: mamela, bua, bala, bapisa, ngola, fuputsa, araba	<ul style="list-style-type: none"> Bana ba fuputse tlhaloso ea lijo tsa Sesotho hae ba be ba tlalehe phuputso ea bona. Tichere e bontše bana litšoantšo tsa lijo kapa ba tle le tsona hae. Bana ba bolele mabitso a lijo. Bana ba bapise mabitso a lijo le litšoantšo. Tichere e ka qapa pina e amanang le lijo, bana ba e bine. Bana ba ngole lijo tsa Sesotho ka ho kopitsa le ka pitsetso. Bana ba sebelise mabitso a lijo lipolelong. 	hlalohanya lijo tsa Sesotho. bapisa mabitso a lijo le litšoantšo tsa tsona. ngola mabitso a lijo tsa Sesotho ha a a bitsetsoa. hlalosa lijo tsa Sesotho.	Litšoantšo Likarete tsa mantsoe

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
6. pheta tšomo ea <i>Moleso oa likhomo</i> ka nepo.	Moko-taba Moetlo oa ho pheta tšomo: ho hloma lehlokoa hloohong, qalo (Ba re e ne e re) karabo (E/Qoi) ntšetso-pele (E le....)	<ul style="list-style-type: none"> Tichere e buisane le bana ka lintlha tsa bohlokoa tse lateloang ha ho phetsoa tšomo. Bana ba phete litšomo tseo ba li tsebang. 	phetha litloaelo tsa ho pheta tšomo ha ba hopotsoa. phetha litloaelo tsa ho pheta tšomo a sa hopotsoe.	"Teacher's Guide"

	<p>qetello (Ke tšomo ka mathetho)</p> <p>Tšomo: <i>Moleso oa likhomo</i></p> <p>Litsebo-ketso Ho: mamela pheta lokolisa lintlha tsa tšomo</p>	<ul style="list-style-type: none"> • Tichere e phetele bana tšomo ea <i>Moleso oa likhomo</i> a e phelise ka ho tšoantšisa liketso tse etsahalang tšomong. • Tichere e buisane le bana ka mantsoe a ba thatafallang a hlahang tšomong. • Tichere e botse bana lipotso tse batlang kutloisiso ea bona ea tšomo. • Tichere e buisane le bana ka thuto e fumanoang ho <i>Moleso oa likhomo</i>. • Bana ba tšoantšise litaba tsa tšomo. • Ka lihlotšoana, bana ba phetelane tšomo ea <i>Moleso oa likhomo</i>. 	<p>pheta litšomo tseo ba li tsebang.</p> <p>araba lipotso tse hlokanang kutloisiso ea hae ea tšomo</p> <p>tšoantšisa litaba tsa tšomo</p> <p>bolela thuto ea tšomo ea <i>Moleso oa likhomo</i></p> <p>pheta tšomo ea <i>Moleso oa likhomo</i>.</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
7. sebelisa linako tsa letsatsi ka nepo .	<p>Moko-tabane Linako tsa letsatsi: hoseng, bosiu, motšeaere, mantsiboea, shoalane, phirima/phirimana, meso, khitla</p> <p>Litsebo-ketso Ho: mamela, bua, bala, toroea, tlatsa likheo, hlophisa</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka linako tse fapaneng tsa letsatsi. • Bana ba hlophise linako ho latela nako ea motšeaere (motšeaere, hoseng, mantsiboea) le nako ea bosiu (bosiu, shoalane, phirimana, meso, khitla). • Bana ba sebelise linako tse fapaneng tsa letsatsi lipolelong . 	<p>hlalohanya linako tsa letsatsi.</p> <p>hlophisa linako tsa letsatsi ho latela nako ea motšeaere le ea bosiu.</p> <p>sebelisa linako tsa letsatsi lipolelong.</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 tlhekefetso ka nepo ba qapolla mantsoe.	<p>Moko-tabane Tlhekefetso Lithothokiso Morethetho</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 litaba tsa tlhekefetso le mekhoha ea ho e qoba. Tichere e buisane le bana ka batho bao a ka ba tlalehelang haeba a hlekefetsoa. Tichere e phetele bana thothokiso 'me ba mo etsise. 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 tlholisano. Tichere e bitsetse bana mantsoe a tsoang thothokisong. Bana ba iketsetse lipolelo ka mantsoe a thothokiso. Bana ba ngole litaba tsa thothokiso ka bokhutšoanyane. 	<p>ela hloko maemo a ka lebisang tlhekefetso.</p> <p>bolela mekhoha ea ho qoba tlhekefetso.</p> <p>hlalohanyana batho bao a ka ba tlalehelang ha a hlekefetsoa.</p> <p>pheta lithothokiso tseo a li phetsetsoeng ka bolokolohi.</p> <p>bitsa mantsoe ka nepo.</p> <p>ngola mantsoe ka nepo.</p> <p>ngola litaba tsa thothokiso ka bokhutšoanyane.</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
9. hlophisa likhoeli tsa selemo ho latela linako tsa selemo.	<p>Moko-tabane Selemo: Phato, Loetse, Mphalane Hlabula: Pulungoana, Tšitoe, Pherekhong Hoetla: Tlhakola, Tlhakubele, 'Mesa</p>	<ul style="list-style-type: none"> Bana ba bolele likhoeli tsa selemo ka tatellano. Bana ba bolele linako tsa selemo ka tatellano. Bana ba ngole likhoeli le linako tsa selemo. Tichere e hlophisetse bana 	<p>bolela likhoeli tsa selemo.</p> <p>bolela linako tsa selemo.</p> <p>ngola likhoeli tsa selemo ba li qala ka tlhaku e kholo.</p>	<p>Alemanaka</p> <p>Tikoloho</p>

	<p>Mariha: Motšeanong, Phuptjane, Phupu</p> <p>Mesebetsi: Selemo: hoa lengoa Hlabula: hoa hlaoloa Hoetla: hoa tšosoa Mariha: hoa kotuloa, hoa poloa</p> <p>Litsebo-ketso Ho: mamela, bua, bala, ngola, fuputsa, kopitsa, hlophisa</p>	<p>likhoeli ho latela linako tse fapaneng tsa selemo.</p> <ul style="list-style-type: none"> • Tichere e lobokanye likhoeli tsa selemo, bana ba li hlophise hantle ho latela linako tsa tsona tsa selemo. • Bana ba fuputse mesebetsi e etsoang ka linako tse fapaneng tsa selemo. • Tichere e lobokanye mesebetsi, bana ba e hlophise hantle ho latela linako tsa eona tsa selemo. • Bana ba ngole hakhutsoanyane ka nako ea selemo eo ba e ratang. 	<p>ngola linako tsa selemo.</p> <p>hlophisa likhoeli ho latela linako tsa selemo.</p> <p>hlalohanya mesebetsi e etsoang ka linako tse fapaneng tsa selemo.</p> <p>ngola hakhutsoanyane ka nako ea selemo eo a e ratang.</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
<p>10. ngola linomoro ka mantsoe ('ngoe – lekholo).</p>	<p>Moko-tabane Linomoro ka mantsoe: 'Ngoe - lekholo</p> <p>Litsebo-ketso Ho: mamela bua bala ngola hlalohanya</p>	<p>Tichere e:</p> <ul style="list-style-type: none"> • fe bana linomoro ho tloha ho 'ngoe ho isa ho <i>leshome</i> ba li ngole ka mantsoe. • ngolle bana linomoro ho tloha ho <i>leshome le motso o mong</i> ho isa ho <i>mashome a mabeli</i>, ba li kopitse. • ngolle bana linomoro ho tloha ho <i>mashome a mabeli a motso o mong</i> ho ea ho <i>lekholo</i>, bana ba li kopitse. • lobokanyane linomoro bana ba li hlophise hantle. • bitsetse bana linomoro ba li ngole. • ka etsa papali ea mantloane moo bana ba rekisang. Ea rekang a fane ka palo ea lintho tseo a li batlang. 	<p>bitsa linomoro ka mantsoe ka nepo.</p> <p>bala linomoro ka mantsoe ka nepo.</p> <p>kopitsa linomoro ka mantsoe ho tloha ho 'ngoe ho ea ho mashome a mabeli.</p> <p>hlophisa linomoro ka mantsoe ka tatellano ea tsona.</p> <p>ngola linomoro ka mantsoe ho tloha ho 'ngoe ho ea leshome.</p> <p>ngola linomoro ka mantsoe ho tloha ho 'ngoe ho ea ho mashome a mabeli.</p> <p>ngola linomoro ka mantsoe ho</p>	<p>Tikoloho</p>

		<ul style="list-style-type: none"> ngolle bana lipalo ba li ngole ka mantsoe. 	tloha ho 'ngoe ho ea ho lekholo. hlalosa llintho ka palo ea tsona lipolelong.	
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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
11. ngolla motsoali kapa moholisi lengolo ka liratswana tse peli.	Moko-tabana Lengolo: aterese ea boloko tumeliso liratswana qetello matšoa Litsebo-ketso Ho: mamela bua bala ngola	<ul style="list-style-type: none"> Tichere e buisane le bana ka litšobotsi tsa lengolo. Tichere e hatelle bohlokoa ba aterese lengolong. Tichere e ngolle bana lengolo, ba le kopitse. Tichere e ngolle bana lengolo le nang le likheo ba li tlatse. Bana ba ngolle motsoali/moholisi lengolo ba ela hloko tšebeliso e nepahetseng ea matšoa. 	ngola aterese ka nepo. ngola letsatsi, khoeli le selemo. qala lengolo ka nepo. lokolisa litaba ka tatellano ea tsona. bua ka taba e le 'ngoe. sebelisa matšoa ka nepo. ngolla motsoali kapa moholisi lengolo.	"Teacher's Guide"

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. express wishes correctly.	<p>Concepts Wishes: Happy Birthday Happy Fathers' Day Happy Mothers' Day Merry Christmas Happy New Year Speedy Recovery</p> <p>Skills Listening Speaking Reading Writing Tidiness</p> <p>Values and Attitudes Caring</p>	<ul style="list-style-type: none"> Learners revise social graces and wishes, adding to those they already know. Teacher discusses different occasions with learners. Learners tell the class their birthdays. Teacher and learners discuss different occasions and how to express wishes for each. Learners design and create their own wish cards for a real occasion and write appropriate messages in their cards. Learners role-play special days and events and practise expressing appropriate wishes. 	<p>talk about his/her birthday.</p> <p>design and create greetings cards of their own choice.</p> <p>write an appropriate message in the card.</p> <p>role-play special days and events and expressing appropriate wishes.</p>	<p>Cards</p> <p>Coloured pencils</p> <p>Drawing boards</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. use words which show ownership correctly.	<p>Concepts Words which show ownership: my, his, her, your, our, their, its</p> <p>Skills Listening Speaking Reading Accuracy</p>	<ul style="list-style-type: none"> Teacher explains possession and the role that the words which show ownership play in language. Learners identify and underline words which show ownership from a given text. In groups learners provide words which show 	<p>fill in the gaps in written texts with the correct words which show ownership.</p> <p>use words which show ownership in oral and written sentences accurately.</p>	<p>Pictures</p> <p>Objects</p> <p>Charts</p> <p>Word cards</p>

		<p>ownership and form utterances using them.</p> <ul style="list-style-type: none"> Learners fill in the gaps in written texts with the correct words which show ownership. 		
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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. use verbs in the present and past tenses correctly.	<p>Concepts Simple present tense Simple past tense Regular verb (-d/-ed) Irregular verbs: speak – spoke do – did go –went see – saw eat – ate write – wrote come – came</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> teacher and learners discuss things as they happen and as they happened. <p>Learners:</p> <ul style="list-style-type: none"> fill in gaps using correct form of the verbs. construct their own sentences adding –s and –es at the end of verbs where necessary. have a quiz in which they ask one another to give the correct simple past form of irregular verbs. tell one another what they did the day before. write a short paragraph about something which happened yesterday, last week, or last month. 	<p>use simple present tense correctly in sentences.</p> <p>use simple past tense correctly in sentences.</p> <p>write a short paragraph about something which happened yesterday, last week, or last month.</p>	<p>Textbooks</p> <p>Radio</p> <p>Readers</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. use <i>on, in, under, between, near</i> and <i>to</i> correctly in sentences.	<p>Concepts <i>on, in, under, between, near, to</i></p> <p>Skills</p>	<ul style="list-style-type: none"> Learners revise the prepositions they know and the teacher presents one or two more. <p>Learners fill in <i>on, in,</i></p>	<p>fill in the gaps in a written text using <i>on, in, under, near, to</i> and <i>between</i>.</p> <p>use <i>on, in, under, between, near</i></p>	<p>Charts</p> <p>Textbooks</p> <p>Readers</p>

	Listening Speaking Reading Writing	<p><i>under, between, near</i> and <i>to</i> in a short passage.</p> <ul style="list-style-type: none"> Learners use <i>on, in, under, between, near</i> and <i>to</i> in sentences using classroom situations. Learners identify <i>on, in, under, between, near</i> and <i>to</i> from their reading books and make a list of them. 	<p>and <i>to</i> correctly in sentences.</p> <p>identify <i>on, in, under, near, to</i> and <i>between</i> from her/his reading book.</p>	<p>Word cards</p> <p>Pictures</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
5. write sentences using correct punctuation.	<p>Concepts Full stop (.) Comma (,) Question mark (?) Apostrophe (') Capital letters</p> <p>Skills Listening Speaking Reading Writing</p> <p>Values and Attitudes Tidiness Fluency</p>	<ul style="list-style-type: none"> Learners read short passages/sentences containing new vocabulary aloud observing punctuation marks. Teacher provides passages for learners to fill in punctuation marks. Learners write well-punctuated sentences and paragraphs. 	<p>pause where there is a punctuation mark as he/she read.</p> <p>fill in a full stop, comma and a question mark correctly.</p> <p>write sentences using a full stop, comma and a question mark correctly.</p>	<p>Textbooks</p> <p>Magazines</p> <p>Readers</p> <p>Charts</p> <p>Word 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
6. listen for information and respond.	<p>Concepts Short oral texts Stories Rhymes</p>	<p>Learners:</p> <ul style="list-style-type: none"> listen to stories, rhymes and other short oral texts. respond to questions and 	<p>answer questions based on what they have heard.</p> <p>respond appropriately to</p>	<p>Story books</p> <p>Audio texts</p>

	<p>Instructions Directions</p> <p>Skills Listening Speaking Critical thinking</p> <p>Values and Attitudes Confidence</p>	<p>perform exercises to promote and test comprehension.</p> <ul style="list-style-type: none"> • respond to instructions and directions given by the teachers or in oral texts. • individually express their views about what they have heard. 	<p>instructions.</p> <p>follow directions.</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
7. speak clearly and confidently.	<p>Concepts Story telling Rhymes Poems Debates Pronunciation</p> <p>Skills Speaking Listening Fluency</p> <p>Values and Attitudes Confidence</p>	<p>Learners:</p> <ul style="list-style-type: none"> • tell their own stories and talk about their activities • conduct simple debate on topics they have studied, such as the importance of planting trees. • sing rhymes and recite poems individually and in groups, using correct pronunciation. 	<p>conducte simple debates, speaking fluently, clearly and confidently in front of the class.</p> <p>sing rhymes and recite poems using correct pronunciation.</p>	<p>Story books</p> <p>Readers</p> <p>Poems</p> <p>Rhymes</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 and respond critically.	<p>Concepts Stories Pictures</p> <p>Skills Reading Viewing Critical thinking</p>	<p>Learners:</p> <ul style="list-style-type: none"> • read short stories and texts and present what they have read to others in groups. • give a simple opinion of what they have read. 	<p>present what they have read to others.</p> <p>give a simple opinion of what they have read.</p>	<p>Story books</p> <p>Picture 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
9. write different kinds of guided texts.	<p>Concepts Guided composition about <i>My friend</i></p> <p>Skills Creativity Listening Speaking Reading Writing</p>	<p>Learners:</p> <ul style="list-style-type: none"> • ask one another questions about themselves and they answer in writing. • fill in gaps in incomplete texts. • write short (two paragraphs) compositions about <i>My friends</i> or other topics studied in class. 	<p>fill in gaps in a composition about <i>My friend</i>.</p> <p>write guided compositions using a variety of vocabulary, correct spelling and punctuation.</p>	<p>Charts</p> <p>Textbooks</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. estimate, measure and compare using standard units of volume.</p> <p>measure volume using litres and millilitres.</p> <p>measure volume using litres.</p> <p>use litres and millilitres to measure volume.</p>	<p>Concepts Volume Litres Millilitres</p> <p>Skills Manipulation Observation Problem-solving Decision-making Logical thinking Accuracy</p> <p>Values and Attitudes Appreciation Cooperative learning</p>	<p>Learners:</p> <ul style="list-style-type: none"> • identify one litre containers and use them to measure water. • identify other containers and estimate their volume against one litre. • use bigger containers to find out how many litres can fill them. • Identify millilitres by observing half a litre, which is 500 millilitres. • identify containers that measure less than a litre. • write in short 'l' for litres and 'ml' for millilitres. • use litres and millilitres to measure liquids. 	<p>measure volume using litres and millilitres.</p> <p>measure volume using litres.</p> <p>use litres and millilitres to measure volume.</p>	<p>Maths kit</p> <p>Volume containers</p> <p>Litres</p> <p>Half- litres</p> <p>Containers marked in litres and millilitres</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. investigate 3-dimensional shapes in learners' immediate environment and relate basic mathematical shapes to everyday life.</p> <p>identify 3-dimensional shapes (cubes, cuboids, triangular pyramids).</p> <p>identify properties of 3-</p>	<p>Concepts Shapes 3-dimensional shapes: cubes cuboids triangular pyramids Properties of 3-dimensional shapes</p>	<p>Learners:</p> <ul style="list-style-type: none"> • identify cubes, cuboids and triangular pyramids from a collection of objects. • write names of 3-dimensional shapes. • identify properties of shapes (edges, faces, vertices). • write properties of 3-dimensional shapes. 	<p>identify 3-dimensional shapes (cubes, cuboids, triangular pyramids).</p> <p>identify properties of 3-dimensional shapes.</p> <p>use 3-dimensional shapes in real-life situations.</p>	<p>Maths kit</p> <p>3-dimensional shapes (cubes, cuboids, triangular pyramids)</p> <p>Chart paper</p>

<p>dimensional shapes.</p> <p>use 3-dimensional shapes in real- life situations.</p>	<p>Skills Manipulation Creativity Identification Problem-solving Critical thinking Observation</p> <p>Values and Attitudes Appreciation Cooperative learning</p>	<ul style="list-style-type: none"> • form structures using 3-dimensional shapes . • identify other objects from the environment which have similar properties. • match the collected objects with cubes, cuboids and triangular pyramids to verify their similarities. 		
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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>3.reinforce knowledge of the place value of three digit numbers and use addition and subtraction operations.</p> <p>Form families of numbers in the range 100 - 200 (addition).</p> <p>Form number bonds in the range 100-200 using addition.</p> <p>Add numbers with carrying using tens and units.</p> <p>Subtract numbers with borrowing.</p> <p>Use number names (100-200) 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 with carrying Subtraction with borrowing Problem solving</p> <p>Values and attitudes Appreciation of usefulness of 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 100 - 200. • recall addition and subtraction facts of numbers 100-200. • 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 100 - 200 (addition).</p> <p>form number bonds in the range 100-200 using addition.</p> <p>add numbers with carrying using tens and units.</p> <p>subtract numbers with borrowing.</p> <p>use number names (100-200) 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 Number lines Number strip Stones Abacus Charts Beads Buttons Linking blocks Clay balls Work cards 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>4.handle simple data relating to themselves and their immediate surroundings.</p> <p>present information using bar charts.</p> <p>draw bar charts.</p> <p>interpret information from bar charts.</p>	<p>Concepts Graphs Bar charts Drawing of bar charts</p> <p>Skills Interpreting information Manipulation Problem-solving Critical thinking</p> <p>Values and Attitudes Appreciation Cooperation Objectivity</p>	<p>Learners:</p> <ul style="list-style-type: none"> • collect information and present it using bar charts. • draw bar charts using collected information. • interpret information presented in bar charts. • generalise information presented in bar charts. 	<p>present information using bar charts.</p> <p>draw bar charts.</p> <p>interpret information from bar charts.</p>	<p>Maths kit</p> <p>Graphs</p> <p>Chart paper</p> <p>Work cards</p> <p>Magazines</p> <p>Bar charts</p> <p>Pens and pencils</p> <p>Rulers</p> <p>Coloured pencils</p>

Grade 3 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 four basic human rights and corresponding responsibilities. TG 2. suggest ways of preventing vandalism. 3. demonstrate additional aerobic exercising movements. TG 4. make signs and symbols to promote road safety. 5. identify the use of different types of lights in vehicles. 6. identify atmospheric conditions that impede visibility. 7. explain the colour sequence in traffic lights. 8. state causes of road accidents. TG 9. explain ways of avoiding road accidents. 10. describe precautions to promote road safety in the community. TG 11. design and play safety games relating to road safety. 12. demonstrate how to take care of external parts of the body. TG 13. recognise ways in which infectious diseases are spread (diarrhoea, typhoid, dysentery). TG 14. recognise ways of reducing the spread of infectious diseases (diarrhoea, typhoid, dysentery). TG 15. identify expired products for disposal. 	<p>Listening to stories to predict the contents with the help of the title, asking and answering questions, giving opinion, giving events sequentially and saying why events occurred as they did.</p> <p>Sentence construction with emphasis on meaning, spelling, word formation, use of adjectives, nouns (wild animals and their habits), adverbs of time, punctuation, conjunctions, homophones and self-correction.</p> <p>Reinforcement of paragraph writing. Reinforcement of letter writing with attention to structure, spelling and punctuation through guided composition and free writing.</p> <p>Reading a variety of</p>	<p>Vocabulary development through the introduction of homophones and easily-confused words.</p> <p>Sentence construction, with a focus on correct punctuation and the correct use of tense: contrasting simple and continuous tenses in both their present and past forms.</p> <p>Ongoing development of listening and speaking skills, including authentic activities such as telling jokes and anecdotes, with a focus on fluency and correct pronunciation.</p> <p>Ongoing development of reading and writing skills, including authentic everyday activities such as writing short messages and letters.</p>	<p>Reinforce knowledge of the place value of three digit numbers and use multiplication and division operations.</p> <p>Handling of simple data relating to learners themselves and their immediate surroundings.</p> <p>Presentation of information using bar charts. Interpretation of information from bar charts.</p>

<p>16. demonstrate proper ways of disposing pharmaceutical waste. TG</p> <p>17. interpret bar charts that represent health issues.</p> <p>18. draw bar charts that represent real-life contexts. TG</p> <p>19. explain the principles of a balanced diet. TG</p> <p>20. demonstrate drying of meat. TG</p> <p>21. identify indigenous vegetables that promote healthy living. TG</p> <p>22. describe common diseases in leaf and root crops. TG</p> <p>23. describe common diseases in ruminant animals.</p> <p>24. identify indigenous games that promote healthy living (<i>mokou, marondas, libeke, lebekere, morabaraba, boleke, ball games</i>)..</p> <p>25. design health and safety games. TG</p> <p>26. demonstrate a preparedness plan for drought.</p> <p>27. demonstrate proper behaviour and precautions during drought.</p> <p>28. identify ways of recovering from drought.</p> <p>29. compose games, expressive and literary works.</p> <p>30. multiply numbers, the product being less than 100.</p> <p>31. divide whole numbers less than 100 without a remainder. TG</p>	<p>age-appropriate texts and showing appreciation by giving a summary.</p>		
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TG indicates that a Learning Outcome is guided in the Teacher's Guide

Grade 3 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
<p>1. state four basic human rights and corresponding responsibilities.</p>	<p>Concepts Basic human rights: right to love, affection and security and responsibility to give love, affection and security to the right people; right to look after our bodies and responsibility not to let anyone interfere with them/touch them inappropriately; right to protection against discrimination, neglect and exploitation and responsibility to report any unfair treatment; right to a clean and healthy environment and responsibility to take care of the environment.</p> <p>Skills Self-awareness Discussion Communication Assertiveness</p> <p>Values and Attitudes Awareness Caring Appreciation Responsibility</p>	<ul style="list-style-type: none"> • Teacher and learners discuss rights and responsibilities. • Learners mention four rights and responsibilities learned. • Learners discuss love, affection and security and what these include. • Learners state ways in which other people have given them love, affection and security. • Learners state ways in which they can look after their bodies. • Teacher explains discrimination, neglect and exploitation and ways of protection against these. <p>Learners:</p> <ul style="list-style-type: none"> • brainstorm incidents of discrimination, neglect and exploitation they have experienced or seen. • state different ways of protecting themselves against discrimination, neglect and exploitation. • brainstorm what a clean environment is. • state ways of taking care of the environment. • choose one of the four 	<p>state four basic human rights and corresponding responsibilities.</p> <p>write a short composition about one of the basic human rights studied and its corresponding responsibilities.</p>	<p>Pictures</p> <p>Universal Declaration of Human Rights booklets</p> <p>Teacher’s Guide</p>

		<p>rights discussed and write a short composition about it and its corresponding responsibilities, drawing pictures to illustrate the text.</p> <ul style="list-style-type: none"> display their work. 		
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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
2. suggest ways of preventing vandalism.	<p>Concepts Vandalism Public property Security Sense of ownership</p> <p>Skills Problem-solving Critical thinking Decision-making Discussion</p> <p>Values and Attitudes Carefulness Responsibility</p>	<ul style="list-style-type: none"> Teacher explains vandalism with examples. Teacher and learners discuss public property. Teacher and learners take a tour in the community to identify public property. Learners list examples of public property. Teacher and learners discuss care of public property. Learners suggest creative ways of preventing vandalism of public property. Write a short composition suggesting creative ways of preventing vandalism of public property. 	<p>suggest creative ways of preventing vandalism of public property orally.</p> <p>suggest creative ways of preventing vandalism of public property in a short written composition.</p>	Public property

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. demonstrate additional aerobic exercising movements.	<p>Concepts Aerobics</p>	<ul style="list-style-type: none"> Teacher invites resource person(s) to perform aerobics. Teacher plays videos or 	demonstrate proper aerobic exercising movements.	<p>Towels</p> <p>Training attire</p>

	<p>Skills Walking Running Rocking Twisting Bending Squatting Jumping</p> <p>Values and Attitudes Satisfaction Confidence Responsibility</p>	<p>demonstrates aerobics.</p> <p>Learners:</p> <ul style="list-style-type: none"> • rock, jump high and sit down. • rock and twist. • hop with skipping rope, bend, and fall. • squat and do a jump turn. • make different letters of the alphabets with their heads. • kneel and balance. • walk, run and push. 		<p>Skipping ropes</p> <p>Mats</p> <p>Cones</p> <p>Tins</p> <p>Sticks</p> <p>Batons stones</p> <p>Hula hoops</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	Suggested Resources
4. make signs and symbols to promote road safety.	<p>Concepts Road safety Signs and symbols for road safety</p> <p>Skills Drawing Interpretation Observation Creativity Designing</p> <p>Values and Attitudes Tidiness Workmanship Appreciation Cooperation Sharing Respect</p>	<ul style="list-style-type: none"> • Teacher discusses road safety with learners. • Teacher and learners make a list of behaviours which promote road safety. • Teacher discusses signs and symbols to promote road safety with learners. • Learners design and create signs and symbols to promote road safety. • Learners display their work in appropriate places. 	design signs and symbols for promotion of road safety.	<p>Paper</p> <p>Cardboard</p> <p>Pencil</p> <p>Pair of scissors</p> <p>Coloured pencils</p> <p>Sticks</p> <p>Glue</p> <p>Sellotape</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. identify the use of different types of lights in vehicles.	<p>Concepts Use of different lights of vehicles: parking lights, head lamps, indicators, hazards lights, tail lights</p> <p>Skills Identification Observation Writing</p> <p>Values and Attitudes Responsibility Appreciation</p>	<ul style="list-style-type: none"> Teacher shows learners the position and use of different lights in vehicles. Learners discuss the different uses of different lights in vehicles. Learners demonstrate the uses of different lights in vehicles . Learners do a written exercise to match the different lights to different contexts which occur when driving. 	<p>demonstrate the uses of different lights in vehicles .</p> <p>match the different lights to different contexts which occur when driving.</p>	<p>Charts</p> <p>Posters</p> <p>Models of vehicle lights</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 atmospheric conditions that impede visibility.	<p>Concepts Atmospheric conditions that impede visibility: rain, fog, snow, lightning, smoke, strong sunlight, night, glare from bright lights</p> <p>Skills Observation Identification Interpretation</p> <p>Values and Attitudes Responsibility Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners discuss atmospheric conditions that impede visibility. Teacher and learners discuss precautions to take when using the road (driving, cycling or walking) when visibility is impaired. 	<p>state atmospheric conditions that obstruct visibility.</p> <p>explain precautions to take when using the road when visibility is impaired.</p>	<p>Environment</p> <p>Weather chart</p> <p>Pictures</p> <p>Drawing books</p> <p>Crayons</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	Suggested Resources
7. explain the colour sequence in traffic lights.	<p>Concepts Colour sequence in traffic lights</p> <p>Skills Observation Discussion Drawing</p> <p>Values and Attitudes Responsibility Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners discuss the colour sequence in traffic lights and the appropriate behaviour to adopt for each colour. Learners draw traffic lights at different stages of the colour sequence. Using their traffic lights, in groups learners role-play how to behave in each case. 	<p>state the colour sequence in traffic lights.</p> <p>state the appropriate behaviour to adopt for each colour.</p>	<p>Charts</p> <p>Posters</p> <p>Drawing books</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
8. state causes of road accidents.	<p>Concepts Road accidents Causes of road accidents</p> <p>Skills Discussion</p> <p>Values and Attitudes Awareness</p>	<ul style="list-style-type: none"> Teacher explains conditions and behaviour which are likely to cause road accidents. Learners think of other causes of road accidents. Learners list four causes of road accidents. Learners brainstorm how these conditions and behaviour can cause road accidents. 	mention four causes of road accidents.	<p>Posters</p> <p>Pictures</p> <p>Objects in the 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
9. explain ways of avoiding road accidents.	<p>Concepts Ways of avoiding road accidents: road rules and signs</p>	<ul style="list-style-type: none"> Teacher presents different road signs and explains rules that promote safety on the road. Learners discuss road rules 	<p>explain ways of avoiding road accidents.</p> <p>dramatise prevention of road accidents.</p>	<p>Pictures</p> <p>Objects in the environment</p>

	<p>Skills Communication Acting Creativity Observation Listening</p> <p>Values and Attitudes Appreciation Awareness Responsibility Commitment</p>	<p>and signs.</p> <ul style="list-style-type: none"> • Learners practise observing road signs. • Teacher and learners discuss causes of road accidents. • Teacher and learners discuss impact of road accidents on people. • Teacher and learners discuss measures to prevent road accidents. • Learners dramatise prevention of road accidents. 		
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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
10. describe precautions of promoting road safety in the community.	<p>Concepts Precautions of promoting road safety</p> <p>Skills Observation Demonstration Discussion Writing</p> <p>Values and Attitudes Responsibility Caring</p>	<ul style="list-style-type: none"> • Teacher and learners discuss and demonstrate proper ways of crossing the road, walking along the road and keeping animals off the road. • Teacher and learners discuss and demonstrate how communities can protect road users. • In groups, learners draw up a list of simple instructions to protect road users in their own community. • Individually, learners write their instructions neatly, illustrate them with drawings and display them in the classroom. 	<p>describe precautions of promoting road safety in the community.</p> <p>draw up a list of simple instructions to protect road users in their own community.</p> <p>write their instructions neatly and illustrate them with drawings.</p>	<p>Improvised roads</p> <p>Charts</p> <p>Pencils</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
11.design and play safety games relating to road safety.	<p>Concepts Safety games Traffic lights</p> <p>Skills Creative thinking Resourcefulness Problem-solving</p> <p>Values and Attitudes Commitment Competence Cooperation Responsibility</p>	<ul style="list-style-type: none"> Teacher and learners discuss the role of traffic lights. Learners play traffic lights game. In groups, learners create their own safety games relating to different aspects of road safety. These may be about some or all of the themes studied: (atmospheric conditions that impede visibility , traffic lights, the use of different types of lights in vehicles, signs and symbols for road safety, road rules and signs, behaviour that is likely to cause accidents, promoting road safety in the community) In groups, learners play one another's games. 	<p>design safety games relating to road safety.</p> <p>play safety games that promote road safety.</p>	<p>Crayons</p> <p>Cardboard</p> <p>Plastics</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.demonstrate how to take care of external parts of the body.	<p>Concepts Care of external parts of the body Hygiene and cleanliness Protection from the sun</p> <p>Skills Observation Identification Discussion</p>	<ul style="list-style-type: none"> Teacher and learners discuss how to care for external parts of the body. Teacher demonstrates smearing with Vaseline. Teacher demonstrates protecting the head from the sun by wearing a hat. <p>Learners:</p> <ul style="list-style-type: none"> practise bathing dolls. 	<p>show how to take care of external parts of the body.</p>	<p>Dolls</p> <p>Pictures</p> <p>Water</p> <p>Soap</p> <p>Washing basin</p>

	<p>Drawing</p> <p>Values and Attitudes Appreciation Responsibility Caring</p>	<ul style="list-style-type: none"> smear the doll with Vaseline. draw pictures showing how to protect the head, eyes and face from sun using a hat. draw pictures showing how to protect the eyes from the sun using sunglasses. 		<p>Sunglasses</p> <p>Towel</p> <p>Hats with big brim</p> <p>Vaseline</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: teachers should assess learners' ability to:	Suggested resources
13. recognise ways in which infectious diseases are spread.	<p>Concepts Infectious diseases: diarrhoea typhoid dysentery</p> <p>Skills Discussion Identification Drawing</p> <p>Values and Attitudes Responsibility Empathy</p>	<ul style="list-style-type: none"> Teacher and learners discuss some of the common ways in which infectious diseases (diarrhoea, typhoid, dysentery) are spread. Learners draw pictures to show ways in which infectious diseases are spread. 	state ways in which diarrhoea, typhoid and dysentery are spread.	<p>Charts</p> <p>Markers</p> <p>Crayons</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
14. recognise ways of reducing the spread of infectious diseases (diarrhoea, typhoid, dysentery).	<p>Concepts Precaution against infectious diseases</p> <p>Skills Discussion Identification Drawing</p> <p>Values and Attitudes Responsibility Empathy</p>	<ul style="list-style-type: none"> Teacher and learners discuss some of the best ways of reducing the spread of infectious diseases (diarrhoea, typhoid, dysentery). Learners draw posters to show ways of reducing infectious diseases. 	explain ways of reducing the spread of infectious diseases.	<p>Charts</p> <p>Markers</p> <p>Crayons</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. identify expired products for disposal.	<p>Concepts Expiry dates Expired products Disposal methods</p> <p>Skills Observation Interpretation Reading</p> <p>Values and Attitudes Responsibility Cleanliness</p>	<ul style="list-style-type: none"> Teacher explains the significance of expiry dates. Teacher shows where expiry dates are printed on products and invites learners to read them. Learners observe expiry dates of household items. Teacher and learners discuss ways of disposal. Teacher demonstrates disposal of expired products. 	<p>read expiry dates on products.</p> <p>identify expired products for disposal.</p>	<p>Empty containers</p> <p>Household products</p> <p>Dustbin</p> <p>Bin bags</p> <p>Sacks</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
16.demonstrate proper ways of disposing of pharmaceutical waste.	<p>Concepts Pharmaceutical waste (used medication containers, used equipment, expired medication) Sanitation Methods of disposal</p> <p>Skills Discussion Critical thinking Care taking Drawing Writing</p> <p>Values and Attitudes Cleanliness Responsibility</p>	<ul style="list-style-type: none"> Learners observe pictures illustrating pharmaceutical waste. Learners should be advised to use medication only according to the doctor's prescription and dispose of unused medication. Teacher and learners discuss how to dispose of pharmaceutical waste. Teacher demonstrates how to dispose of pharmaceutical waste. Learners draw pictures of pharmaceutical waste and label them. 	<p>list proper ways of disposing of pharmaceutical waste.</p> <p>show proper ways of disposing of pharmaceutical waste.</p>	<p>Empty medication containers</p> <p>Pictures</p> <p>Charts</p> <p>Glue</p> <p>Waste material</p> <p>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
17.interpret bar charts that represent health issues.	<p>Concepts Bar charts</p> <p>Skills Interpretation Counting Critical thinking Observation Problem-solving</p> <p>Values and Attitudes Awareness</p>	<ul style="list-style-type: none"> Teacher helps learners to interpret bar charts representing numbers of people with common diseases. Teacher and learners discuss the importance of taking precautions against common diseases. 	interpret bar charts that represent health issues.	<p>Pictorial graphs representing people with:</p> <p>(a)HIV/AIDS</p> <p>(b) high blood pressure</p> <p>(c)diabetes</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.draw bar charts that represent real-life contexts.	<p>Concepts Bar charts</p> <p>Skills Drawing Critical thinking Problem-solving</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> Teacher introduces bar charts by collecting data on learners' shoe sizes. Teacher introduces bar charts using 'up' and 'across' for y and x axis. Learners draw bar charts depicting their shoe sizes. 	draw bar charts that represent real -life contexts.	<p>Concrete materials</p> <p>Charts</p> <p>Linking blocks</p> <p>Paper strips</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
19.explain the principles of a balanced diet.	<p>Concepts Balanced diet Food nutrients</p> <p>Skills Decision-making Critical thinking Creativity Observation</p> <p>Values and Attitudes Commitment Patience Competence Perseverance</p>	<ul style="list-style-type: none"> Teacher and learners revise the principles of a balanced diet (Grades 1 and 2) and food nutrients. Learners make a puppet show about various food stuffs and their nutritional value. Learners classify food according to their nutritional value. Learners bring various foodstuffs from home and, in groups, prepare a presentation of a balanced diet. Groups make presentations explaining the principles of a balanced diet and how their foodstuffs contribute. 	make presentations explaining the principles of a balanced diet and how specific foodstuffs can contribute to it.	<p>Foodstuffs</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
20. demonstrate drying of meat.	<p>Concepts Drying of meat</p> <p>Skills Manipulation Observation Drying Preservation Writing</p> <p>Values and Attitudes Commitment Patience Competence Cleanliness</p>	<ul style="list-style-type: none"> Teacher provides meat for drying. Teacher demonstrates various traditional methods for preserving meat. Learners practise traditional preservation methods of meat. Learners store dried meat. Class takes a field trip to areas where meat is dried. Learners write a description of the process of drying meat and how dried meat can contribute to a balanced diet. 	<p>practise traditional preservation methods of meat.</p> <p>write a description of the process of drying meat and how dried meat can contribute to a balanced diet.</p>	<p>Meat</p> <p>Knives</p> <p>Corrugated iron sheet</p> <p>Covering nets</p> <p>Washing line</p> <p>Solar drier</p> <p>Salt</p> <p>Drying materials</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
21. identify indigenous vegetables that promote healthy living.	<p>Concepts indigenous vegetables : <i>semetsing, papasane, bobatsi, leharasoana, sepaile sa naha, monyaku</i></p> <p>Skills Discussion Communication Sorting</p> <p>Values and Attitudes Responsibility Awareness Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners discuss indigenous vegetables that promote healthy living. <p>Learners:</p> <ul style="list-style-type: none"> mention indigenous vegetables they know, listing those studied in Grades 1 and 2. identify indigenous vegetables from pictures/samples provided by the teacher. collect indigenous vegetables from their immediate environment, looking out for the newly- 	<p>identify indigenous vegetables that promote healthy living by names.</p> <p>sort indigenous vegetables according to their names.</p>	<p>indigenous vegetables</p> <p>Pictures of indigenous vegetables</p> <p>Teacher's Guide</p>

		<p>learned varieties.</p> <ul style="list-style-type: none"> • sort indigenous vegetables according to their names. 		
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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
22. describe common diseases in leaf and root crops.	<p>Concepts Diseases in leaf crops: blight (<i>komello ea mahaba</i>) leaf spot (<i>mathebatheba lekhasing</i>) Diseases in root crops: root rot</p> <p>Skills Observation Discussion</p> <p>Values and Attitudes Responsibility Awareness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss leaf and root crops. • Learners observe leaf and root crops' diseases. • Learners discuss healthy and unhealthy signs in crops. • Teacher explains precautions to take in dealing with crop diseases. 	<p>name common diseases in leaf and root crops.</p> <p>explain the observable signs of common diseases in leaf and root crops.</p>	<p>Pictures</p> <p>Carrots</p> <p>Spinach</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. describe common diseases in ruminant animals.	<p>Concepts Anthrax (<i>koatsi</i>) Blackquarter (<i>serotsoana</i>) Mastitis</p> <p>Skills Observation</p> <p>Values and Attitudes Responsibility Caring</p>	<ul style="list-style-type: none"> • Teacher and learners visit nearby veterinary clinic. • Learners observe animals with diseases. • Teacher and learners discuss healthy and unhealthy signs in animals. • Teachers and learners discuss how to treat diseased animals. 	<p>name common diseases in ruminant animals.</p> <p>explain the observable signs of common diseases in ruminant animals.</p>	<p>Glue</p> <p>Charts</p> <p>Live animals</p> <p>Veterinary clinic</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. identify indigenous games that promote healthy living.	<p>Concepts Indigenous games: <i>mokou, marontase, libeke, lebekere, morabaraba, boleke</i>, ball games</p> <p>Skills Communication Running Throwing Manipulation Critical thinking Decision-making Forecasting</p> <p>Values and Attitudes Responsibility Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners discuss what is meant by healthy living and how games can contribute to it. Learners mention games they play at home and school. Learners play games to promote healthy living, one at a time. Learners play all the games over the course of the unit. 	<p>mention indigenous games that promote healthy living.</p> <p>play selected games to promote healthy living.</p>	<p>Skipping rope</p> <p>Stone</p> <p>Tin</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. design health and safety games.	<p>Concepts Safety games</p> <p>Skills Accuracy Creative thinking Resourcefulness Problem-solving</p> <p>Values and Attitudes Commitment Competence</p>	<ul style="list-style-type: none"> Teacher introduces word puzzles that promote different aspects of health and safety to learners and demonstrates how they are played. Learners play word puzzles. Learners create word puzzles using words that relate to different aspects of health and safety. 	<p>create word puzzles using words that relate to different aspects of health and safety.</p>	<p>Paper</p> <p>Pencil</p> <p>Crayons</p> <p>Word puzzles</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.demonstrate a preparedness plan for drought.	<p>Concepts Early warning signs of drought Preparedness plan for drought</p> <p>Skills Observation Discussion Simulation</p> <p>Values and Attitudes Responsibility Awareness</p>	<ul style="list-style-type: none"> • Teacher defines drought. • Teacher and learners discuss early warning signs of drought. • Learners list early warning signs of drought. • Learners brainstorm different ideas to prepare for or avoid drought. • Teacher and learners discuss an appropriate preparedness plan for drought. • Learners simulate the preparedness plan for drought. 	<p>explain the early warning signs of drought.</p> <p>explain a preparedness plan for drought.</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
27.demonstrate proper behaviour and precautions during drought.	<p>Concepts Precautions during drought</p> <p>Skills Simulation Demonstration Discussion</p> <p>Values and Attitudes Responsibility Caring</p>	<ul style="list-style-type: none"> • Teacher shows learners appropriate behaviour/actions during drought. • Learners discuss appropriate behaviour/actions during drought. • Learners simulate appropriate behaviour during drought. 	<p>show proper behaviour and precautions during drought.</p>	<p>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
28. identify ways of recovering from drought.	<p>Concepts Means of recovery from drought</p> <p>Skills Observation</p> <p>Values and Attitudes Responsibility Sharing Cooperation</p>	<p>Learners:</p> <ul style="list-style-type: none"> brainstorm different ways of recovering from drought. share ideas on how to recover from drought. select best ideas. Teacher invites a resource person to talk about ways of recovering from drought. Teacher and learners come up with an appropriate strategy for recovering from drought. 	contribute to a group/class strategy for recovering from drought.	<p>Charts</p> <p>Pictures</p> <p>Textbooks</p> <p>Resource person(s)</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
29. compose games, expressive and literary works.	<p>Concepts Simple games Dance Music Recitals Drama Aerobics</p> <p>Skills Agility Composition Dancing Acting Creativity Critical thinking Decision-making</p> <p>Values and Attitudes Commitment Perseverance</p>	<ul style="list-style-type: none"> Teacher invites resource person(s) to perform games, dance, music, recitals, aerobics and drama. Teacher plays videos of games, dance, aerobics, music, recitals and drama. Learners compose three-minute games, recitals, music, dance and drama on the theme of environmental disasters and hazards such as frost, drought or fire, drawing on the concepts studied in class. Learners perform three-minute games, recitals, aerobics, music, dance and drama. Learners write one-stanza 	<p>compose games on the theme of environmental disasters and hazards.</p> <p>compose expressive and literary works on the theme of environmental disasters and hazards.</p> <p>perform their works.</p>	<p>Paper</p> <p>Pencils</p> <p>Music</p> <p>Poems</p> <p>Resource person(s)</p> <p>Videos</p>

	Patience Assertiveness Competence Cooperation	poems and/or short comedies or compose musical lyrics on the theme of environmental disasters and hazards such as frost, drought or fire.		
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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
30.multiply numbers, the product being less than 100.	<p>Concept Multiplication</p> <p>Skills Multiplying Manipulating Problem-solving Critical thinking Decision-making</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> • Teacher shows learners how to multiply. • Learners multiply using concrete objects. • Learners count in twos, threes, fours and fives. • Learners multiply using multiplication charts. 	multiply numbers, the product being less than 100.	<p>Multiplication charts</p> <p>Number lines</p> <p>Multiplication tables</p> <p>Concrete 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
31.divide whole numbers less than 100 without a remainder.	<p>Concepts Division</p> <p>Skills Dividing Manipulating Problem-solving</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> • Teacher demonstrates how to divide using concrete objects. • Learners divide using concrete objects. • Learners divide using numbers without a remainder. • Learners use charts to divide. 	divide whole numbers less than 100 without a remainder.	<p>Charts</p> <p>Work cards</p> <p>Number line</p> <p>Concrete objects</p> <p>Teacher's Guide</p>

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. mamela lipale tse khutšoanyane ka sepheo sa ho hlalosa baphetoa le ho araba lipotso tse hlokang boinahano bo tebileng.	<p>Moko-tabana Ho mamela Lipale tse khutšoanyane</p> <p>Litsebo-ketso Ho: mamela bua tšoantšisa toroea phetha litaelo hlalosa araba boinahano bo tebileng</p>	<ul style="list-style-type: none"> • Tichere e phetele/balle bana pale e teletsana (liratsoana tse 2-3), ba mamele ka hloko. • Tichere e botse bana lipotso tse kolokileng tse batlang kutloisiso ea bona ea pale (ke mang ea... hobane'ng?). • Tichere e khethe buka kapa pale, e bontše bana sehlooho sa eona 'me ba nohe tse tla etsahala. • Bana ba fane ka maikutlo holim'a seo ba se baletsoeng. • Bana ba lokolise lietsahala tsa pale. • Bana ba fane ka mabaka ao liketsahalo li etsahetseng ka 'ona. • Bana ba tšoantšise likaroloana tsa pale. • Bana ba ka toroea likaroloana tseo ba li ratang tsa pale. • Bana ba hlalose baphetoa. • Bana ba ngole litaba tsa pale ka mantsoe a bona. 	<p>araba lipotso tse kolokileng ka nepo.</p> <p>fana ka mabaka ao lintho li etsahalang ka 'ona.</p> <p>hlalosa baphetoa ba hlahang paleng.</p> <p>araba lipotso tse hlokang boinahano bo tebileng.</p> <p>bapisa liketso le baphetoa ba nepahetseng.</p> <p>bontša kutloisiso ea pale ka ho angoa ke maikutlo (ho tšeha, ho hloko-fala, ho tšoha).</p> <p>ngola litaba tsa pale ka mantsoe a hae a ela hloko tšebeliso ea matšoa.</p>	<p>Likoranta</p> <p>Limakasini</p> <p>Libuka</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
2. bua ka boitšepo ha a hlalosa lintho latela mabitso, mebala, lipalo le litšupiso.	<p>Moko-tabana Ho bua</p> <p>Litsebo-ketso Ho mamela Ho bua</p>	<ul style="list-style-type: none"> Tichere e fe bana litšoantšo 'me bona ba buisane ka tsona lihlotšoaneng. Bana ba botse lipotso moo ba sa hlalohanyeng hore na ho etsahala'ng setšoantšong. Tichere e fe bana nako ea ho ntša maikutlo a bona ka setšoantšo. Ka bomong, bana ba hlalose setšoantšo ka mebala, mabitso, lipalo le litšupiso. Bana ba ngole lipoleloana tse hlahosang setšoantšo ba ela hloko mopeleto le matšoao. 	<p>botsa lipotso tse amanang le setšoantšo moo a hlokanang thuso.</p> <p>hlalosa lintho tse setšoantšong ka mabitso le ka mebala ea tsona.</p> <p>sebelisa mantsoe a nepahetseng a bontšang tšupiso.</p> <p>phahamisa lentsoe.</p> <p>se kokotletse ha a bua.</p> <p>sheba batho ha a bua.</p>	<p>Litšoantšo</p> <p>Tikoloho</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
3. qapa lithothokiso tsa mela e mehlano.	<p>Moko-tabana Lithothokiso Morethetho</p> <p>Litsebo-ketso Ho: mamela bua pheta qapa</p> <p>Makhabane Boikemelo</p>	<ul style="list-style-type: none"> Bana ba phete lithothokiso ka nepo ba bile ba etsa se boleloang ke tsona. Tichere e qape thothokiso e e balle bana. Tichere e buisane le bana ka lintho tseo ba ka qapang lithothokiso ka tsona. Ka bomong kapa ka lihlotšoana, bana ba ka qapa lithothokiso, ba li phetela sehlopha. 	<p>khetha mantsoe a nepahetseng bakeng sa thothokiso ea hae.</p> <p>sebelisa matšoao ka nepo.</p> <p>peleta mantsoe ka nepo ha a ngola.</p> <p>qapa thothokiso ea mela e mehlano.</p>	<p>Tikoloho</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
4. ngolla motsoali kapa moholisi lengolo ka liratsoana tse peli.	<p>Moko-tabane Lengolo: aterese ea boloko tumeliso liratsoana qetello matšoao</p> <p>Litsebo-ketso Ho: mamela bua bala ngola</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka litšobotsi tsa lengolo. E hatelle bohlokoa ba aterese lengolong. Tichere e ngolle bana lengolo, ba le kopitse. Tichere e ngolle bana lengolo le nang le likheo ba le qetele. Bana ba ngolle motsoali/moholisi lengolo ba ela hloko tšebeliso e nepahetseng ea matšoao. 	<p>ngola aterese ka nepo.</p> <p>ngola letsatsi, khoeli le selemo.</p> <p>qala lengolo ka nepo.</p> <p>lokolisa litaba ka tatellano ea tsona.</p> <p>bua ka taba e le 'ngoe.</p> <p>sebelisa matšoao ka nepo.</p> <p>ngolla motsoali kapa moholisi lengolo ka liratsoana tse peli.</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
5. ngola moqoqo o tataisitsoeng ka likheo ba sebelisa matšoao ka nepo.	<p>Moko-tabane Moqoqo ka <i>Sekolo sa heso</i> Matšoao: khutlo (.) feeloane (,) tlhaku e kholo</p> <p>Litsebo-ketso Ho: mamela bua bala ngola tlatsa likheo araba</p>	<ul style="list-style-type: none"> Tichere e hopotsane le bana hore na seratsoana se bopuojoang. Tichere, hammoho le bana ba bope seratsoana, tichere e se ngole letlapeng, bana ba se kopitse. Tichere e fe bana lipolelo tse ikemetseng, ba bope seratsoana ka tsona. Ka lihlotšoana, bana ba ngole meqoqo ea boiqapelo ka <i>Sekolo sa heso</i>. Tichere e hopole ho tataisa bana ka lipolelo kapa lipotso. Liratsoana e be tse peli feela 'me mela e se fete leshome. Bana ba ballane liratsa/meqoqo ea bona. 	<p>kopitsa liratsa 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>bala moqoqo oo a o ngotseng</p> <p>bitsa mantsoe ka nepo ha a bala.</p>	"Teacher's Guide"

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
6. ngola litaba tse etsahalang bophelong le tsa boiqapelo ba bona.	<p>Moko-tabana Ho ngola</p> <p>Litsebo-ketso Ho: mamela bua bala bapisa ngola</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka litaba tse ba amang. Tichere e fe bana maemo a fapaneng a bophelo ba ngole ka 'ona. Bana ba ngole hakhutšoanyane lipolelo tse hlano (5) ka taba ea boikhetshelo ba bona. 	<p>peleta mantsoe hantle.</p> <p>arola mantsoe hantle ha a ngola lipolelo.</p> <p>sebelisa letsoao la potso hantle.</p> <p>sebelisa feeloane ha a ngola lethathamo.</p> <p>lokolisa litaba tsa hae hantle.</p> <p>fetisa molaetsa ka seo a se ngotseng.</p>	<p>Tikoloho</p> <p>Likoranta</p> <p>Thelefishini</p> <p>Se-ee-le-moea</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
7. balla ho fana ka maikutlo holim'a seo a se balileng.	<p>Moko-tabana Ho bala</p> <p>Litsebo-ketso Ho: mamela bala ngola araba botsa</p>	<ul style="list-style-type: none"> Tichere e khethole bana liratsaana tse ngotsoeng ka puo ea boemo ba bona, ba li ballane. Ka lihlotšoana, bana ba botsane ba be ba arabane lipotso holim'a seo ba se balileng. Bana ba qape meqoqo, ba e balle sehlopha. Bana ba ikhethole libuka tseo ba ka li balang, ba bale. Bana ba phetele ba bang lihlotšoaneng tseo ba li balileng. Bana ba fane ka maikutlo holim'a seo ba se balileng. 	<p>araba lipotso tse kolokileng ka nepo.</p> <p>fana ka mabaka ao lintho li etsahalang ka 'ona.</p> <p>hlalosa baphetoa ba hlahang paleng.</p> <p>fana ka maikutlo holim'a seo a se balileng.</p> <p>bontša kutloisiso ea pale ka ho angoa ke maikutlo (ho tšeha, ho hlokošana, ho tšoha).</p>	<p>Mahlaseli</p> <p>Qotsulo ea buka</p> <p>Seballoa-kutloisiso</p> <p>Litšoantšo</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 language in formal situations.	<p>Concepts Protocol at school: principal, teachers, fellow students Speech making: 'Ladies and gentlemen'</p> <p>Skills Speaking Reading Fluency</p> <p>Values and Attitudes Respect Confidence</p>	<ul style="list-style-type: none"> Learners begin their speeches by observing the protocol. Learners role-play speech - making (as if addressing the whole school) and greeting the school authorities. During debates, learners address their classmates appropriately. 	<p>observe school protocol in their speeches.</p> <p>role-play speech -making in which he/she greets the school authorities.</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. differentiate between words with similar pronunciation but different spelling and meanings.	<p>Concepts Words with similar pronunciation but different spelling and meanings: pig – pick class – glass beat – bit send – sand</p> <p>Skills Speaking Listening Reading Writing Differentiation</p>	<ul style="list-style-type: none"> Teacher explains as simply as possible what each of these words means, using pictures where necessary. Learners add more words to the list given by the teacher. Learners fill in correctly spelled words in given sentences. Learners write sentences which illustrate the difference between the words. 	<p>correctly use words with similar pronunciation but different spelling and meanings.</p> <p>correctly spell words with similar pronunciation but different spelling and meanings.</p>	<p>Charts</p> <p>Dictionary</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 possessive determiners and pronouns accurately in sentences.	<p>Concepts Possession</p> <p>Possessive determiners: my his her your our their its</p> <p>Possessive pronouns: mine his hers yours ours theirs</p> <p>Skills Listening Speaking Reading</p>	<ul style="list-style-type: none"> Learners revise possessive pronouns and determiners using gap filling and substitution exercises. In groups learners form sentences about different people's possessions using possessive pronouns and determiners. Learners identify the forms within a text. Learners write a short text about different people's possessions using as many possessive pronouns and determiners as they can. 	use the correct words to talk about possessions.	<p>Pictures</p> <p>Objects</p> <p>Charts</p> <p>Word cards</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. construct correctly punctuated dialogues.	<p>Concepts Punctuation: full stop (.) comma (,) question mark (?) apostrophe (') exclamation (!) colon (:) capital letters</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Learners read a dialogue containing examples of different punctuation marks. Learners underline the punctuation marks and discuss in pairs what they mean. Teacher and learners discuss why different punctuation marks have been used. In pairs, learners write their own dialogue, using all the punctuation marks at least twice. 	<p>explain why different punctuation marks have been used.</p> <p>write a correctly punctuated dialogue.</p> <p>observe punctuation when reading a dialogue aloud.</p>	<p>Dialogue containing examples of different punctuation marks</p> <p>Charts</p>

	Values and Attitudes Tidiness Fluency	<ul style="list-style-type: none"> In pairs, learners read their dialogues aloud to the class, observing punctuation marks. 		
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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. listen for information and respond critically.	<p>Concepts Audio documents Stories Conversations</p> <p>Skills Listening Speaking Critical thinking</p> <p>Values and Attitudes Confidence</p>	<ul style="list-style-type: none"> Learners listen to stories/conversations/ other audio documents and answer questions about content and meaning. Learners watch appropriate television programmes, listen to radio or to a resource person speaking and summarise what they have seen and heard or answer questions in writing or orally. Learners read a passage aloud and others summarise what they have heard. Learners individually give critical views about what they have heard. 	<p>answer questions appropriately.</p> <p>summarise what they have heard.</p> <p>express simple opinions about what they have heard.</p>	<p>Story books</p> <p>Audio documents</p> <p>Radio</p> <p>Television/video</p> <p>Resource person(s)</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. speak clearly and confidently	<p>Concepts Story telling Rhymes Poems Debate Pronunciation</p>	<ul style="list-style-type: none"> Learners tell stories and jokes. Learners debate simple topics. Learners sing longer rhymes and songs individually and in groups confidently with correct pronunciation. 	<p>tell stories and jokes confidently and effectively.</p> <p>debate simple topics confidently and effectively.</p> <p>recite longer poems in groups confidently with correct</p>	<p>Story books</p> <p>Readers</p>

	<p>Skills Speaking Listening Fluency</p> <p>Values and Attitudes Confidence</p>	<ul style="list-style-type: none"> Learners recite longer poems confidently with correct pronunciation Learners present their favourite objects or photos to the class. 	<p>pronunciation.</p> <p>recite longer poems individually confidently with correct pronunciation.</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
7. read for information and enjoyment and respond critically.	<p>Concepts Stories Short factual texts</p> <p>Skills Reading Viewing Critical thinking</p>	<p>Learners:</p> <ul style="list-style-type: none"> read short stories or factual texts. give a brief oral summary of what they have read and give their opinion of it. write a summary of what they have read and why they agree or disagree with a viewpoint expressed. 	<p>read a short story or text and then summarise it orally.</p> <p>give his/her own opinion about what he/she has read.</p> <p>write a summary of what they have read, explaining why they agree or disagree with a view point expressed.</p>	<p>Story books</p> <p>Picture 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
8. write different kinds of guided texts.	<p>Concepts Guided composition</p> <p>Skills Creativity Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Learners answer questions in writing. Learners write short letters and messages to one another and family members. Learners discuss topics and then write short compositions in pairs/groups. 	<p>answer questions in writing.</p> <p>write short letters and messages.</p> <p>write short compositions in pairs/groups after discussion.</p>	<p>Charts</p> <p>Textbooks</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 three digit numbers and use multiplication and division operations.</p> <p>multiply numbers the product being up to 250.</p> <p>divide numbers in the range 100 - 250 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 operations Cooperative learning</p>	<p>Learners:</p> <ul style="list-style-type: none"> count in twos, threes, fours and fives from 100-200. multiply number from 10 to 50 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 10,20,30,40 and 50. 	<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 250.</p> <p>divide numbers in the range 100 - 250 without a remainder.</p>	<p>Number dominoes Number lines Number strips Charts Stones Abacus Beads Buttons Linking blocks Clay balls Work cards 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>present information using bar charts.</p> <p>draw bar charts.</p> <p>interpret information from bar charts.</p>	<p>Concepts Graphs Bar charts Drawing of bar charts</p> <p>Skills Interpreting information Manipulation Decision-making Observation Problem-solving Critical thinking</p> <p>Values and Attitudes Appreciation Cooperation Objectivity</p>	<p>Learners:</p> <ul style="list-style-type: none"> collect information and present it using bar charts. draw bar charts using collected information. interpret information presented in bar charts. generalise information presented in bar charts. 	<p>present information using bar charts.</p> <p>draw bar charts.</p> <p>interpret information from bar charts.</p>	<p>Maths kit Graphs Chart paper Work cards Magazines Bar charts Pens and pencils Rulers Coloured pencils</p>