Animals in the Wild - Handwriting*

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1 ENGLISH HOME LANGUAGE

2 Animals in the wild

3 EDUCATOR SECTION

4 Memorandum

To the educator:

Using progress reports and profiles of the learners in Grade 1, the Grade 2 educator can assess the ability of each learner in the class.

The Grade 2 educator also needs to know which work has been covered in Grade 1 so that she can revise, consolidate and re-teach where necessary, before proceeding to the Grade 2 phonics, writing, reading etc. Make sure the learners understand the written instructions on each page. The learners furthermore need to know where and when to go for help when doing written work e.g. finding out how to spell a word etc.

The slower learners need continual support whereas the fast learners can be given additional work based on the activities for further stimulation.

TIME SCHEDULE FOR THE MODULES 1 – 7

All learners should complete all seven modules during the year. Allow them to progress at their own speed covering ± one and a half modules per term.

Learners learn about adaptation of animals in the wild. They discuss their differences and similarities e.g. eating habits, camouflage, and environments.

The advantages and disadvantages of animals in Zoo's are discussed.

- Phonics: st, ee, oo
- Writing: Cc, Gg, Oo, Qq

4.1 INTEGRATION OF THEMES

4.2 A HEALTHY ENVIRONMENT

Discuss keeping nature reserves and Zoo's clean. Become sensitive to animals' needs when discussing food cycles and the animals' environment. How does this affect humans?

Enrichment task : Let the learners research camouflage and present their findings to the class. Introduce the idea with the following story and encourage those that are able to find other instances of camouflage.

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Introduce the words ‘predators’ and ‘prey’.

When the learners have read the story, let them find or draw a picture of an animal that they like.

Brainstorm vocabulary to describe what the animals look like. Encourage them to have an adjective to describe the animal’s head, type of skin and body. Find a special feature of the animal and write about it, for example the cheetah’s speed, the lion’s strength and teeth, the tortoise’s shell. They can also ask at home for any facts that their parents might know.

Emphasise that they are writing non-fiction. The piece can be short and to the point.

5 LEANER SECTION

6 Content

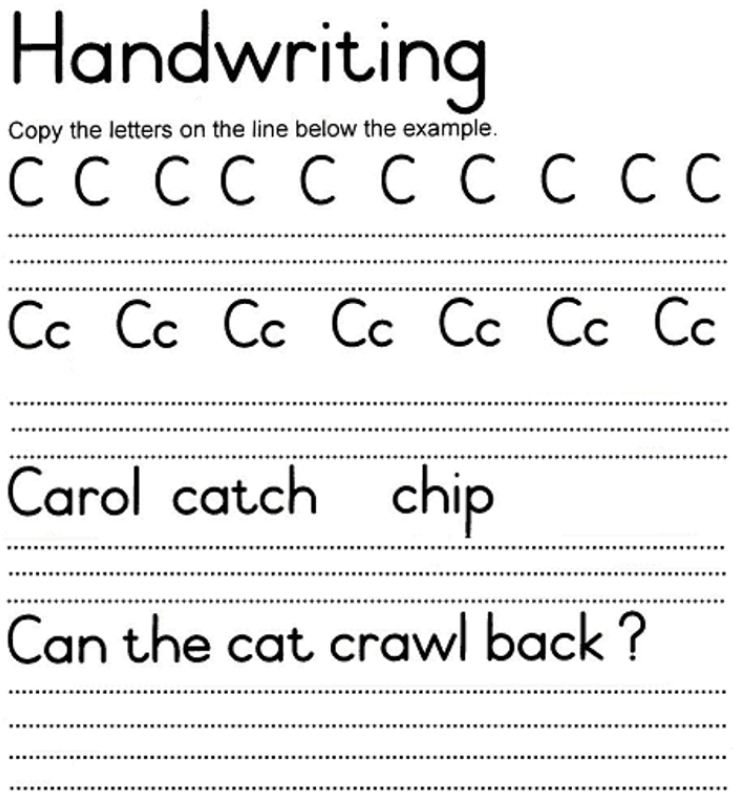

Figure 1

LO 4.7.1		LO 4.7.2		LO 4.7.3	

Table 1

Figure 2

LO 4.7.1		LO 4.7.2		LO 4.7.3	

Table 2

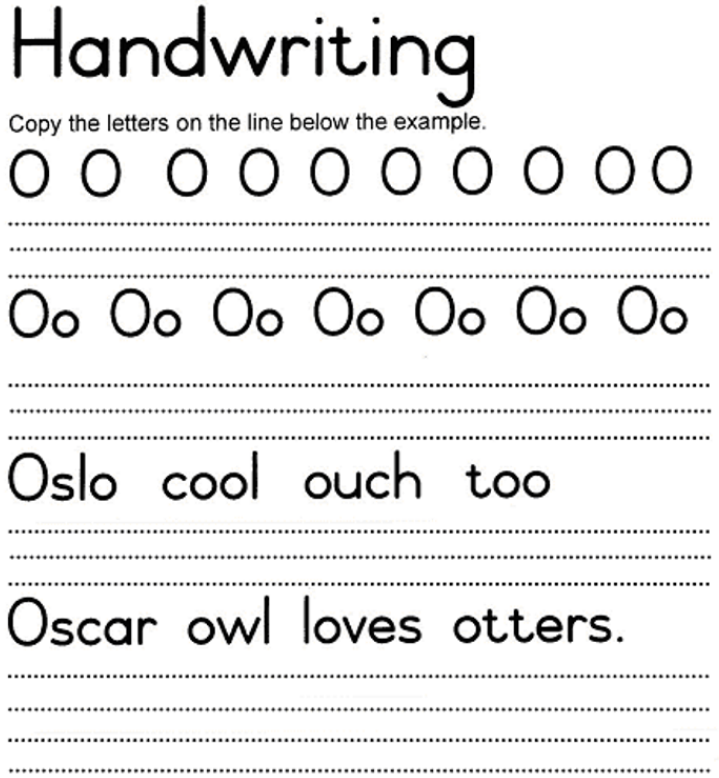

Figure 3

LO 4.7.1		LO 4.7.2		LO 4.7.3	

Table 3

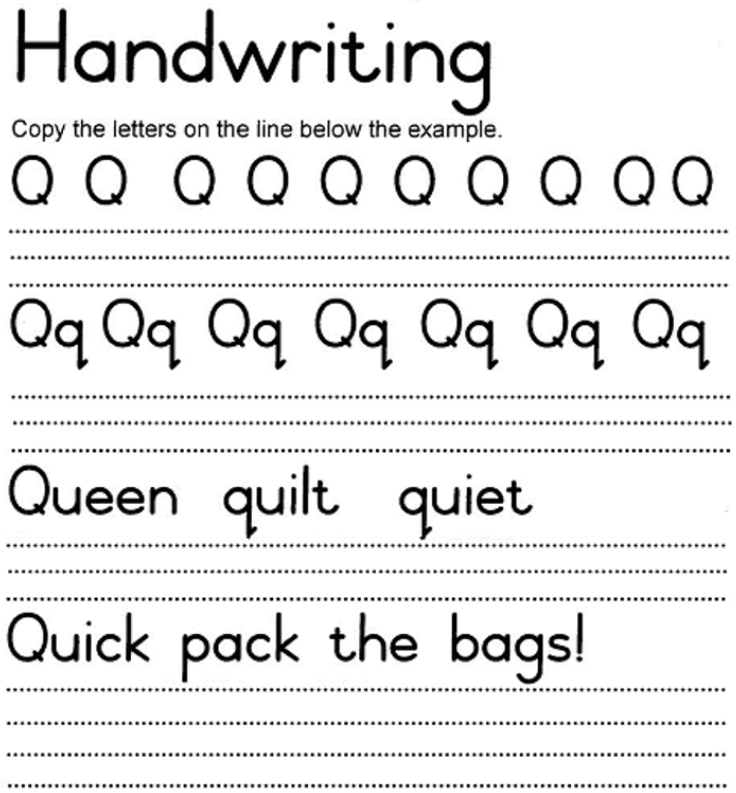

Figure 4

LO 4.7.1		LO 4.7.2		LO 4.7.3	

Table 4

7 Assessment

Learning Outcome 4:**WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard 4.7: We know this when the learner writes with increasing legibility:

4.7.1 use handwriting tools and implements effectively;

4.7.2 forms letters clearly and easily;

4.7.3 writes with greater ease and speed as a result of frequent practice.