

English First Additional Language Grade 2

By:
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Online:

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C O N N E X I O N S

Rice University, Houston, Texas

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Chapter 1

Term 1

1.1 Farmyard Friends 01¹

1.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.1.2 Farmyard Friends

1.1.3 EDUCATOR SECTION

1.1.4 Memorandum

1.1.5 Introduction

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

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¹This content is available online at <<http://cnx.org/content/m24727/1.1/>>.

to complete. Names of fruits and vegetables are extended and colours revised.

A memory game has been included to encourage learners to participate in speaking the new language.
Integration of themes

- A Healthy environment

Farming – animals on the farm need to be cared for. The role of the farmer is important to the economy of the country. The interrelationship between Man and Nature must be preserved and maintained.

1.1.6 LEARNER SECTION

1.1.7 Content

- A poem to listen to...

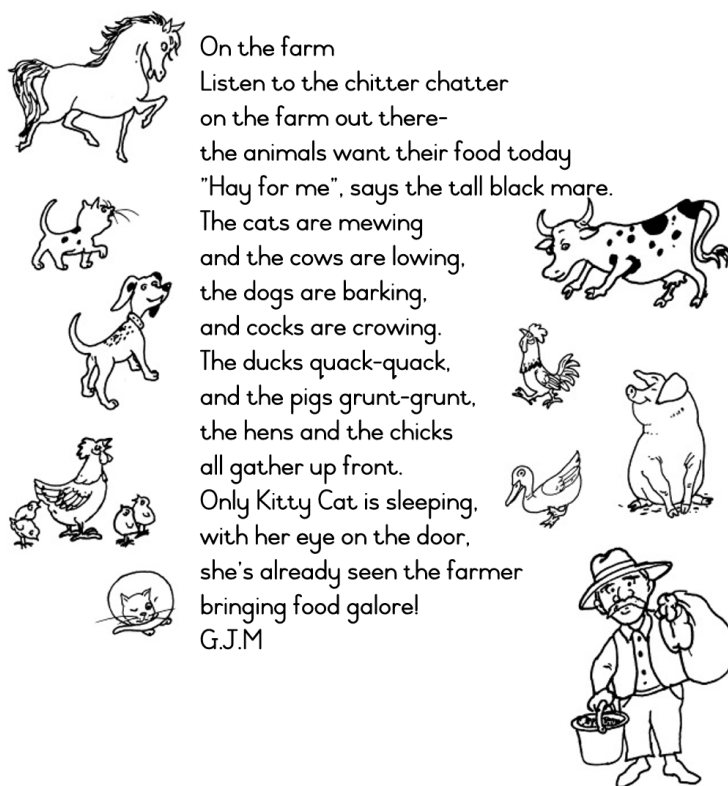


Figure 1.1

- Which animals are on the farm?
- Talk about them.

LO 1.1.4	LO 1.5	LO 2.2	
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Table 1.1

- Who listened well?

Say the answers to your teacher.

1. What did the animals want? All the animals...
2. Who gives them food?
3. What time of day do you think it was? Give a reason why you think so.
4. Animals can “talk” like this...

- The dogs bark.
- The cats
- The cows
- The pigs
- The cocks
- The ducks

LO 2.1		LO 2.5		LO 4.3	
--------	--	--------	--	--------	--

Table 1.2

- Draw all the animals on the farm.

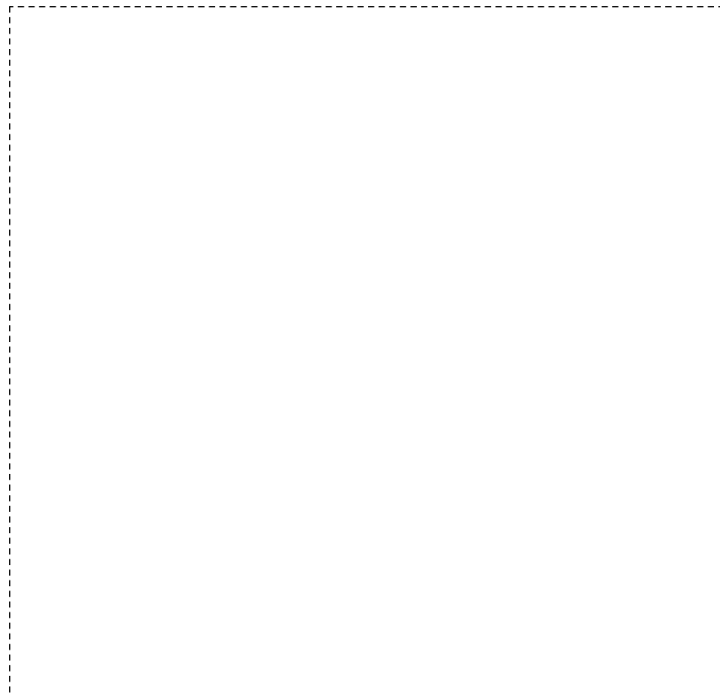


Figure 1.2

LO 1.1.3

Table 1.3

1.1.7.1 A picture story to help you read

- These pictures will help you.
- Read the words.

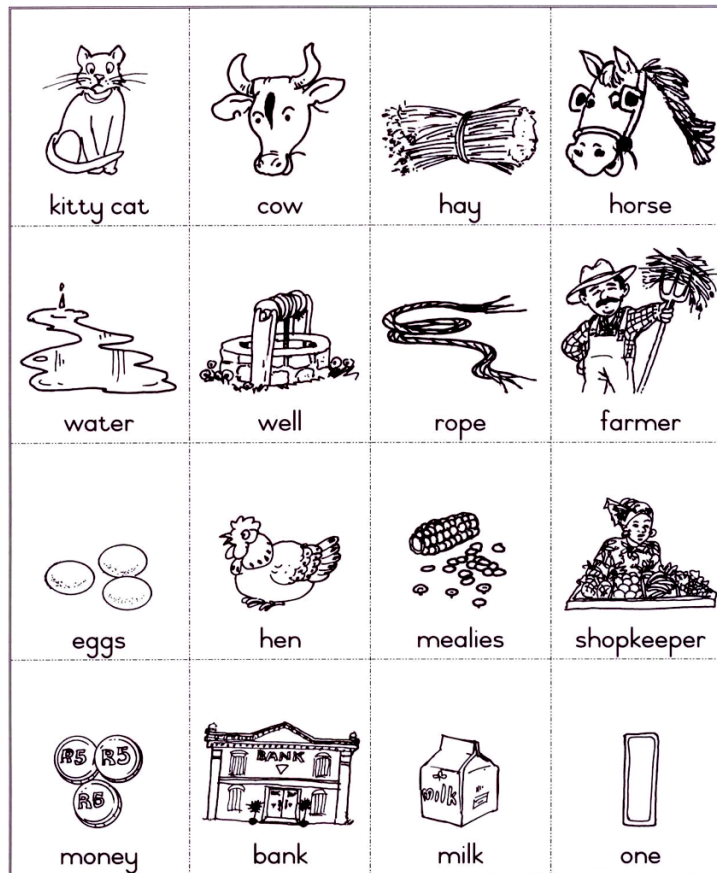


Figure 1.3

LO 3.2.3

LO 3.2.3

Table 1.4

1.1.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:

1.1.3 draws a picture about the story and says or copies a few words about it;

1.1.4 sequences pictures and matches captions with pictures;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions;

Assessment Standard 2.2: We know this when the learner performs a rhyme, poem or song;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 points to the correct word when it is being read;

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 4.3: We know this when the learner completes sentences by filling in missing words.

1.2 Farmyard Friends 02²

1.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.2.2 Farmyard Friends

1.2.3 EDUCATOR SECTION

1.2.4 Memorandum

1.2.5 Introduction

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Time scheduled for the modules 1 to 8

²This content is available online at <<http://cnx.org/content/m24746/1.1/>>.

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A memory game has been included to encourage learners to participate in speaking the new language.

Integration of themes

- A Healthy environment

Farming – animals on the farm need to be cared for. The role of the farmer is important to the economy of the country. The interrelationship between Man and Nature must be preserved and maintained.

1.2.6 LEARNER SECTION

1.2.7 Content

1.2.7.1 How Kitty Cat found some milk

- First listen to the story.
- Follow with your finger now while your teacher reads it again.
- Now see whether you can read it.

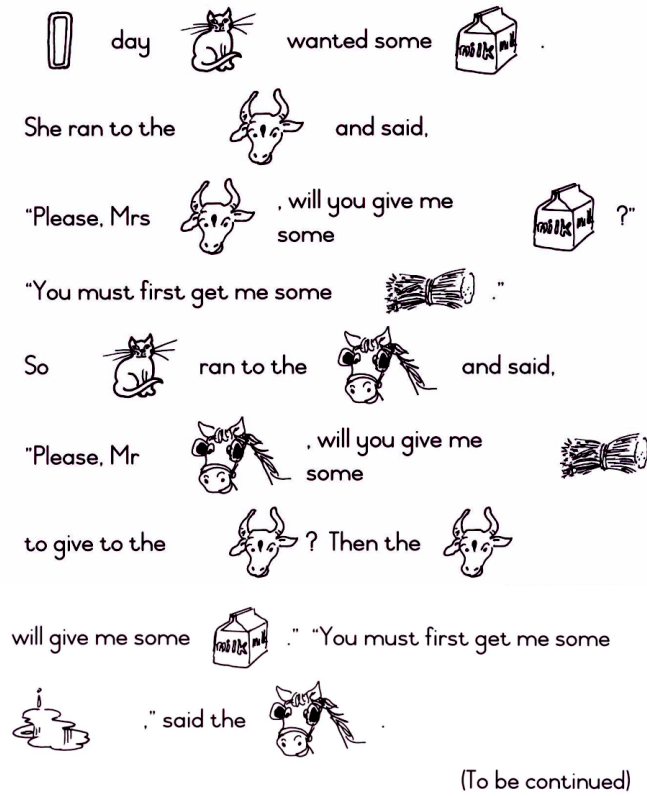


Figure 1.4

LO 3.2.1	
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Table 1.5

- Draw Kitty Cat running to the horse.



Figure 1.5

LO 1.1.3		LO 3.1.1		LO 3.2.3	
----------	--	----------	--	----------	--

Table 1.6

- Let's see whether you remembered the story.
- Choose the correct word to put the story in the right order.

Kitty Cat wanted some (fish, milk)
 She ran to the for some milk. (shop, cow)
 The cow wanted some (eggs, hay)
 She ran to the for some milk. (horse, fish)
 The horse wanted some (apples, water)

LO 3.3.1		LO 4.3	
----------	--	--------	--

Table 1.7

- Draw them.



Figure 1.6

Kitty Cat



Figure 1.7

Cow



Figure 1.8

hay



Figure 1.9

water



Figure 1.10

horse



Figure 1.11

apples

LO 3.3.1	
----------	--

Table 1.8

1.2.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:
1.1.3 draws a picture about the story and says or copies a few words about it;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

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3.1.1 makes sense of a picture story;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.1 reads the title and predicts what a book is about;

3.2.3 points to the correct word when it is being read;

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

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 4.3: We know this when the learner completes sentences by filling in missing words.

1.3 Farmyard Friends 03³

1.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.3.2 Farmyard Friends

1.3.3 EDUCATOR SECTION

1.3.4 Memorandum

1.3.5 Introduction

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³This content is available online at <<http://cnx.org/content/m24777/1.1/>>.

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1.3.6 LEARNER SECTION

1.3.7 Content

1.3.7.1 How Kitty Cat found some milk

The story goes on ...

- First listen.
- Then follow with your finger.

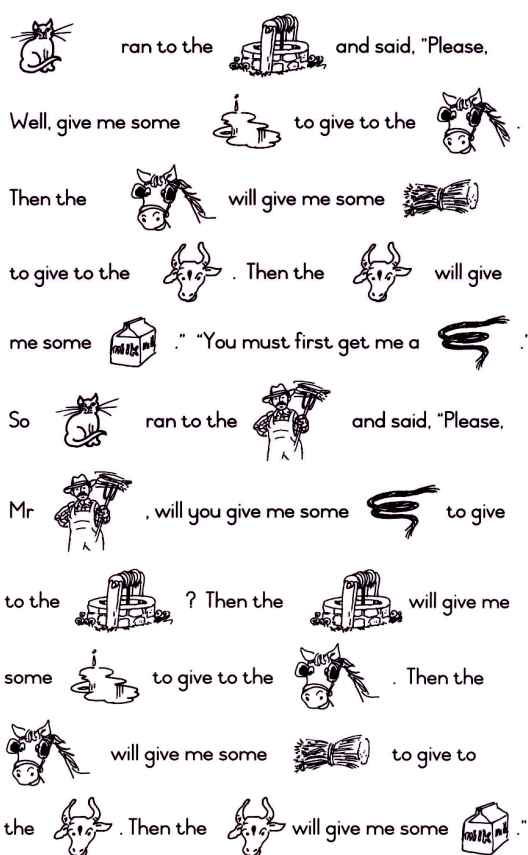


Figure 1.12

Then read it.

LO 3.2.1	
----------	--

Table 1.9

- Draw Kitty Cat running to the well.



Figure 1.13

LO 1.1.3		LO 3.1.1		LO 3.2.3	
----------	--	----------	--	----------	--

Table 1.10

- Let's see whether you remembered the story.
- Choose the correct word to put the story in the right order.

Kitty Cat wanted water from the (horse, well)
 The well wanted a (rope, cow)
 She ran to the for a rope. (horse, farmer)

- Draw them.

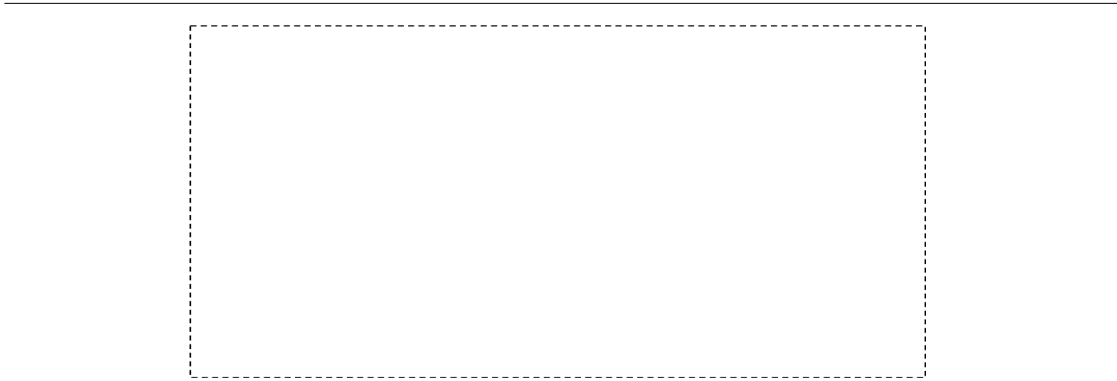


Figure 1.14

the wall

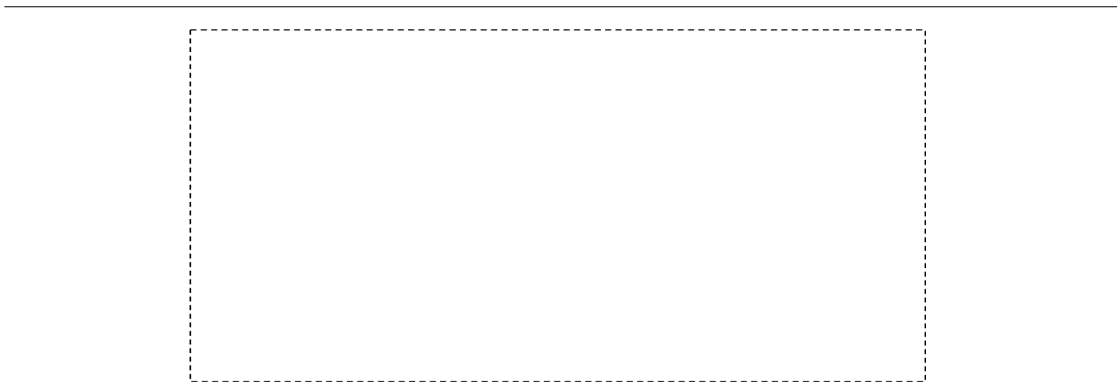


Figure 1.15

the water



Figure 1.16

the rope



Figure 1.17

the farmer



Figure 1.18

the horse with some hay



Figure 1.19

the farmer's house

LO 3.3.1		LO 4.3	
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Table 1.11

1.3.8 Assessment

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1.4 Farmyard Friends⁴

1.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.4.2 Farmyard Friends

1.4.3 EDUCATOR SECTION

1.4.4 Memorandum

1.4.5 Introduction

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⁴This content is available online at <<http://cnx.org/content/m24787/1.1/>>.

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Integration of themes

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1.4.6 LEARNER SECTION

1.4.7 Content

1.4.7.1 How Kitty Cat found some milk

How the story ends...

- First listen.
- Then follow with your finger.
- Then read it.

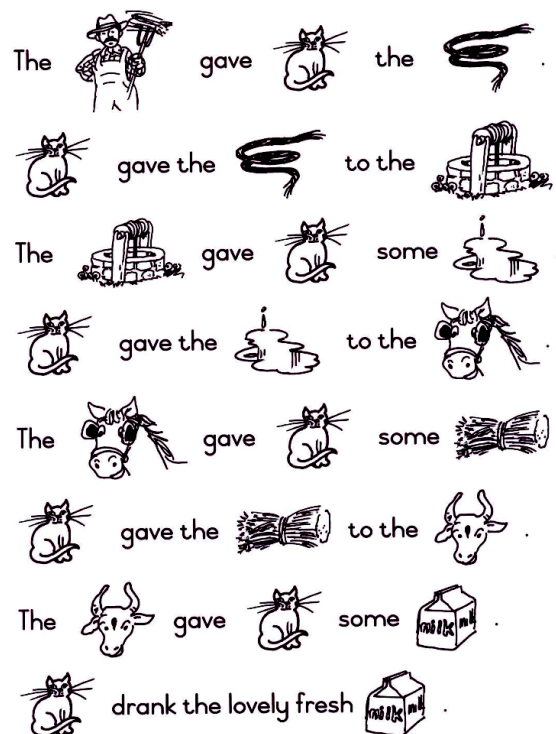


Figure 1.20

LO 3.2.1	
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Table 1.12

- Answer “yes” or “no”.
1. Did Kitty Cat get her milk?.....
 2. Did Kitty Cat drink her milk?
 3. Does the well have water?.....
 4. Does the horse eat hay?.....
 5. Does the cow give us milk?.....
 6. Does the farmer live on a farm?.....
 7. Can a horse run fast?.....

LO 1.1.4	
----------	--

Table 1.13



Figure 1.21

Read and draw.
a big horse



Figure 1.22

a little horse



Figure 1.23

a big cat



Figure 1.24

a little cat



Figure 1.25

a big hen



Figure 1.26

a little chicken

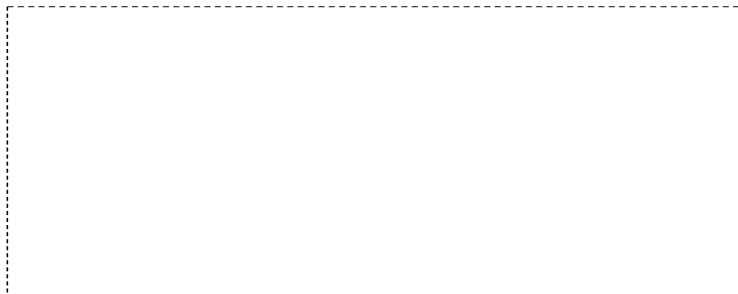


Figure 1.27

a big dog

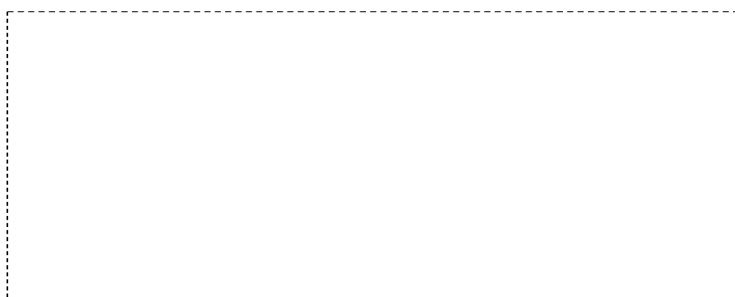


Figure 1.28

a little dog

LO 6.4	
--------	--

Table 1.14

1.4.8 Assessment

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Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.1 reads the title and predicts what a book is about;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.4: We know this when the learner understands and uses some adjectives.

1.5 Farmyard Friends 05⁵

1.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.2 Farmyard Friends

1.5.3 EDUCATOR SECTION

1.5.4 Memorandum

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Integration of themes

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1.5.6 LEARNER SECTION

1.5.7 Content

1.5.7.1 On the farm we find...

- many animals. Draw them and add your own.

⁵This content is available online at <<http://cnx.org/content/m24792/1.1/>>.

cow	horse	goat	pig	hen
cock	chickens	ducks	dog	cat
.....

Figure 1.29

- many kinds of fruit trees. Draw them and add your own.

apples	oranges	peaches
apricots	plums	naartjies
.....

Figure 1.30

- many kinds of vegetables. Draw them and add your own.

carrots	cabbages	beans	peas
onions	mealies	potatoes	pumpkin
tomatoes	sweet potatoes	squash	cucumbers
.....

Figure 1.31

- many kinds of vehicles. Draw them.

car	lorry	tractor
truck	bicycle	motor bike

Figure 1.32

LO 1.1.3	LO 3.3.1
----------	----------

Table 1.15

1.5.7.2 Let's play a game

- Read and remember what Farmer Brown picks every day of the week.
- Now try and repeat this list in the same order.
- If you make a mistake, your friend must have a chance.

On Monday Farmer Brown picks tomatoes and carrots.

On Tuesday Farmer Brown picks apples and plums.

On Wednesday Farmer Brown picks cabbages and potatoes.

On Thursday Farmer Brown picks beans and peas.

On Friday Brown picks peaches and pumpkins.

On Saturday Farmer Brown picks onions and mealies.

On Sunday he rests!

- Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, are the seven days of the week.

LO 1.1.3	LO 3.2.3
----------	----------

Table 1.16

- Which kinds of fruit and vegetables do you like? Talk about them.
- Complete the sentences.

1. I like
2. I like 3. I like
-
4. I like
5. I like
6. I do not like
7. I do not like
8. I do not like
9. I do not like



Figure 1.33

10. are red.
11. are orange.
12. are green.

LO 4.4	LO 6.3
--------	--------

Table 1.17

1.5.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

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Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

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 4.4: We know this when the learner writes sentences using a 'frame';

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner understands and uses some modals.

1.6 On the farm - Chapter 1⁶

1.6.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.6.2 On the farm

1.6.3 EDUCATOR SECTION

1.6.4 Memorandum

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Reading of riddles and stories are encouraged.

A counting rhyme is included and coins are counted integrating the learning area of mathematics with that of Literacy.

The basics of economics are introduced as learners understand the farmer produces the products to sell in order to have money to buy necessities for his family.

Integration of themes

- Social Justices

The farmer needs people to help him work on the farm – he creates job opportunities and the workers in turn have a responsibility towards their employer

- Human Rights

Everyone has the right to earn money so as to become self-sustaining.

The farmer cares for his crops and his family and shows responsibility by handling his finances in a capable way.

The farmers grows fruit and vegetables and sells these to the people.

⁶This content is available online at <<http://cnx.org/content/m24865/1.1/>>.

1.6.5 LEARNER SECTION

1.6.6 Content

1.6.6.1 Chapter 1

A story to listen to and to read.

1.6.6.2 On the Farm



Figure 1.34

Farmer Brown and his wife, Aunt Nel, live on a farm.

The farm is near the town.

Farmer Brown often goes to town to get all the things Aunt Nel needs.

They have three children.

Nicky is ten, Tanya is seven and Baby Bob is one year old.

LO 2.6.1	LO 3.2.3
----------	----------

Table 1.18

- Draw Farmer Brown and his family.



Figure 1.35

LO 3.1.5	
----------	--

Table 1.19

1.6.6.3 Chapter 2

Nicky, Tanya and their friends go to school.

They go on the school bus.

The school is in town.

- Draw the school bus with Nicky, Tanya and their friends.



Figure 1.36

Nicky and Tanya wear their school clothes.

Nicky and Tanya carry their books in their school bags.

- Draw Nicky and Tanya in their school clothes with their school bags.



Figure 1.37

LO 3.1.5	LO 3.2.3
----------	----------

Table 1.20

1.6.6.4 Chapter 3



Figure 1.38

In the afternoon the children come home on the school bus.

The school bus stops at the road to the farm.

Nicky and Tanya then walk up the road to their house.

There are lots of trees on the farm.

Aunt Nel, the children's mother, has made a beautiful garden.

In the garden are many beautiful flowers.

LO 3.1.5	
----------	--

Table 1.21

- Draw the beautiful garden.
- Colour the flowers red, orange, yellow, blue, pink and purple.



Figure 1.39

LO 2.6.1	
----------	--

LO 3.2.3	
----------	--

Table 1.22

1.6.7 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.6: We know this when the learner attends to pronunciation part of reading, for example:

2.6.1 distinguishes between long and short vowels, as in ‘pull’ and ‘pool’.

Assessment Standard 1.3: We know this when the learner shows understanding of a short sequence of instructions;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.5 draws a picture to illustrate a sentence;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 points to the correct word when it is being read.

1.7 On the farm - Chapter 4⁷

1.7.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.7.2 On the farm

1.7.3 EDUCATOR SECTION

1.7.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

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A counting rhyme is included and coins are counted integrating the learning area of mathematics with that of Literacy.

The basics of economics are introduced as learners understand the farmer produces the products to sell in order to have money to buy necessities for his family.

Integration of themes

- Social Justices

The farmer needs people to help him work on the farm – he creates job opportunities and the workers in turn have a responsibility towards their employer

⁷This content is available online at <<http://cnx.org/content/m24871/1.1/>>.

- Human Rights

Everyone has the right to earn money so as to become self-sustaining.

The farmer cares for his crops and his family and shows responsibility by handling his finances in a capable way.

The farmers grows fruit and vegetables and sells these to the people.

1.7.5 LEANER SECTION

1.7.6 Content

1.7.6.1 Chapter 4



Figure 1.40

Farmer Brown has a big farm.

There are many fruit trees on the farm.

He also has a big vineyard.

The vineyard has many bunches of grapes.

Farmer Brown picks the fruit and the grapes.

He takes them to market.

He sells them and gets money to buy food.

Some of his money he saves in the bank.

LO 3.2.3	LO 3.4.8
----------	----------

Table 1.23

- Draw.

Many fruit trees	Many bunches of grapes	Money
The bank	Farmer Brown	A bunch of grapes
A market	Red flowers	Yellow flowers

Figure 1.41

LO 3.1	
--------	--

Table 1.24

1.7.6.2 Chapter 5

- Farmer Brown and the people who work for him pick many ...

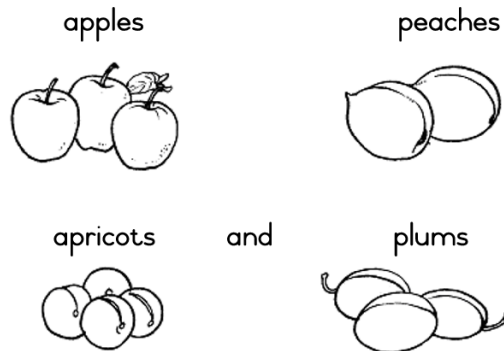


Figure 1.42

- Farmer Brown also grows ...

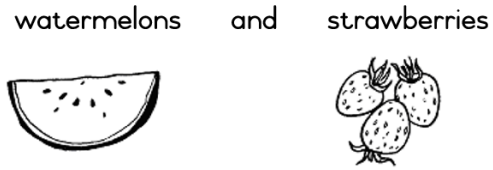


Figure 1.43

LO 3.1

Table 1.25

- They get up early in the morning and work till late at night.
- Put these pictures in the right order.

Mark 1 first and 3 last.

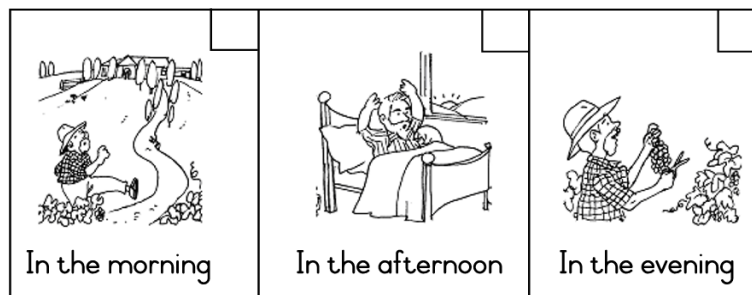


Figure 1.44

LO 1.1.4

LO 1.1.8

LO 5.1.6

Table 1.26

- Listen carefully....
- You will find me on Farmer Brown's farm.
- Guess what I am.

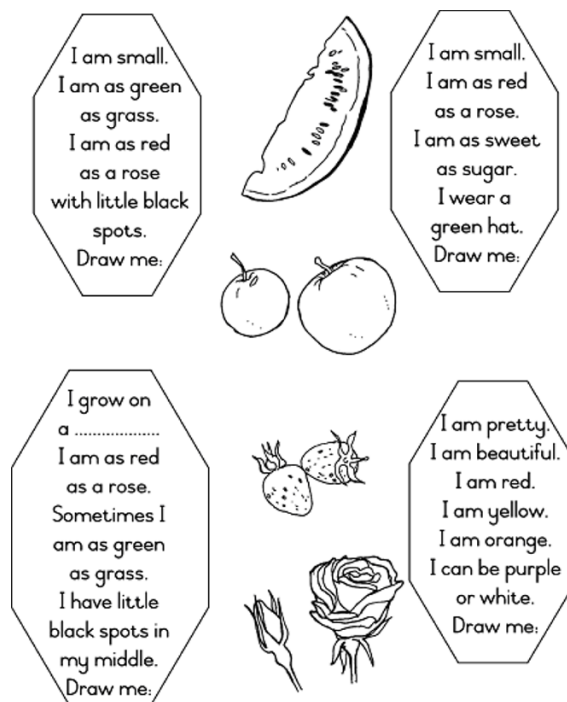


Figure 1.45

LO 1.2	
--------	--

Table 1.27

1.7.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:

1.1.4 sequences pictures and matches captions with pictures;

1.1.8 shows understanding of recounts by recalling the events in;

Assessment Standard 1.2: We know this when the learner shows understanding of a simple description by identifying what is described;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 points to the correct word when it is being read;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.8 recognises on sight an increasing number of high-frequency words;

Learning Outcome 5: THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.6 sequence; first, second, third.

1.8 On the farm - Farmer Brown has to ...⁸

1.8.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.8.2 On the farm

1.8.3 EDUCATOR SECTION

1.8.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

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Time scheduled for the modules 1 to 8

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Reading of riddles and stories are encouraged.

A counting rhyme is included and coins are counted integrating the learning area of mathematics with that of Literacy.

The basics of economics are introduced as learners understand the farmer produces the products to sell in order to have money to buy necessities for his family.

Integration of themes

- Social Justices

The farmer needs people to help him work on the farm – he creates job opportunities and the workers in turn have a responsibility towards their employer

⁸This content is available online at <<http://cnx.org/content/m24874/1.1/>>.

- Human Rights

Everyone has the right to earn money so as to become self-sustaining.

The farmer cares for his crops and his family and shows responsibility by handling his finances in a capable way.

The farmers grows fruit and vegetables and sells these to the people.

1.8.5 LEANER SECTION

1.8.6 Content

1.8.6.1 Farmer Brown has to

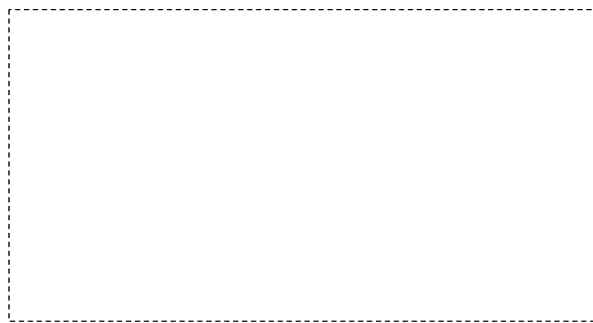


Figure 1.46

.....
milk the cows



Figure 1.47

.....
pick the fruit



Figure 1.48

.....
feed the animals

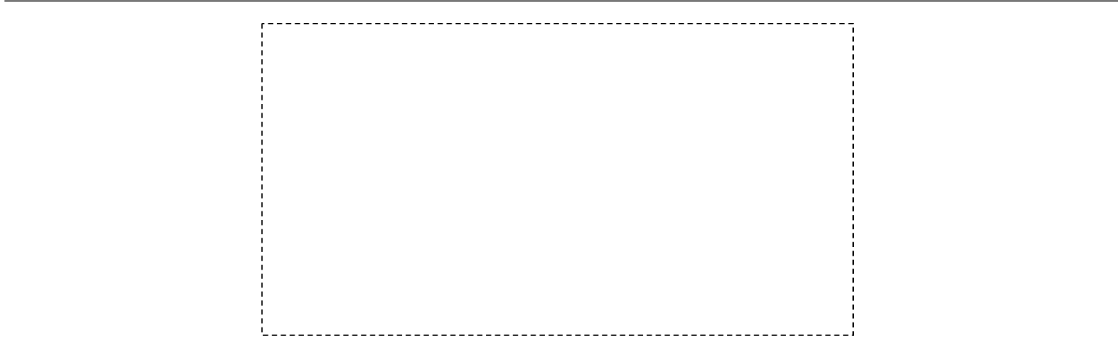


Figure 1.49

.....
buy the food



Figure 1.50

.....
go to the market



Figure 1.51

.....
visit the bank

- Copy the sentences.
- Draw the pictures.

LO 1.1.3	LO 3.1.5
----------	----------

Table 1.28



Figure 1.52

Aunt Nel has to

.....
bake the bread



Figure 1.53

.....
cook the food



Figure 1.54

.....
make the tea



Figure 1.55

.....
feed the children



Figure 1.56

.....
water the garden



Figure 1.57

.....
weed the garden

- Copy the sentences.
- Draw the pictures.

LO 1.1.3	LO 3.1.5
----------	----------

Table 1.29

1.8.6.2 Give Nicky and Tanya some jobs to do.

-
- Who will feed the 🐱 ?
 - Who will make the 🏠 ?
 - Who will play with 🧸 ?
 - Who will wash the 🐶 ?
 - Who will feed the 🐔🐔🐔 ?
 - Who will wash the 🍽️🍴 ?

Figure 1.58

Nicky will ...

.....

.....

.....



Figure 1.59

Tanya will ...

.....

.....



Figure 1.60

-
- Write down what each one will do.
 - Draw the pictures.

LO 1.1.3	LO 4.12	LO 6.1	
----------	---------	--------	--

Table 1.30

- Talk about all the things you do to help Mummy in the house.
- Draw them.

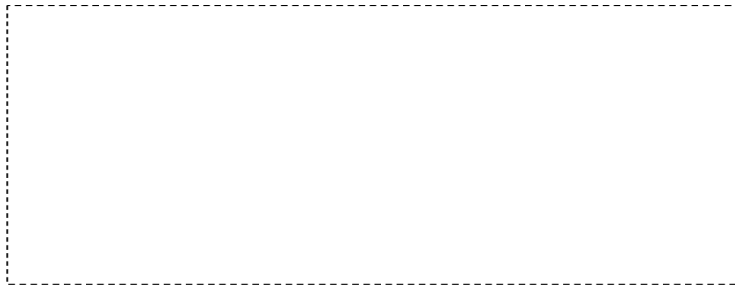


Figure 1.61

- Talk about all the things you do to help Daddy.
- Draw them.

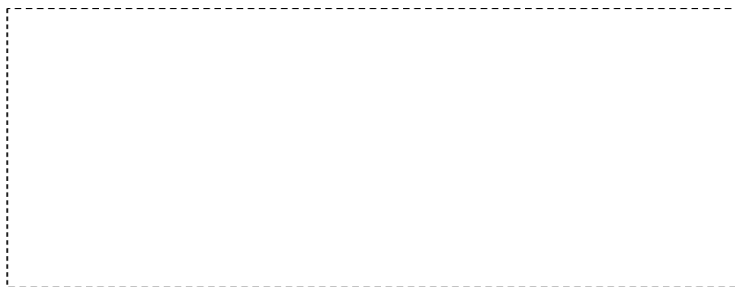


Figure 1.62

LO 2.1		LO 3.1	
--------	--	--------	--

Table 1.31

1.8.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:

1.1.3 draws a picture about the story and copies a few words about it;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.5 draws a picture to illustrate a sentence;

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 4.12: We know this when the learner writes lists.

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner understands and uses some questions forms (e.g. what happened yesterday?).

1.9 On the farm - Farmer Brown has to...⁹

1.9.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.9.2 On the farm

1.9.3 EDUCATOR SECTION

1.9.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking

⁹This content is available online at <<http://cnx.org/content/m24886/1.1/>>.

opportunities so as to develop their reading and writing skills in Grade 2.

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The farmer needs people to help him work on the farm – he creates job opportunities and the workers in turn have a responsibility towards their employer

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The farmers grows fruit and vegetables and sells these to the people.

1.9.5 LEARNER SECTION

1.9.6 Content

- Listen, say it with your teacher, then read it.

If Farmer Brown does not work hard, he will not have any fruit.

If there is no fruit, Farmer Brown cannot go to the market.

If Farmer Brown cannot go to the market, he will have no money.

If Farmer Brown has no money, he cannot buy food for his family or his animals.

If there is no food, everyone will go hungry!

Oh dear! What a disaster!

SO:- Farmer Brown, please work hard to get some



Figure 1.63

Take it to the market to get some



Figure 1.64

Please, Farmer Brown, buy some

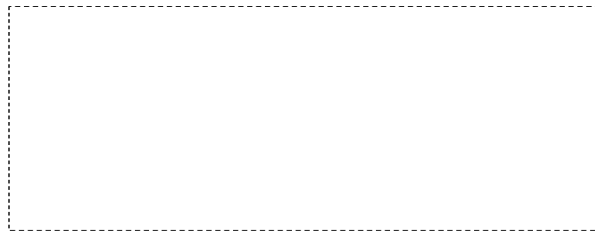


Figure 1.65

LO 3.2.3			
----------	--	--	--

LO 3.4.8			
----------	--	--	--

LO 4.3			
--------	--	--	--

Table 1.32

- Read and draw:

Nicky	school	bus	Tanya
clothes	books	flowers	grapes
fruit trees	watermelon	strawberries	morning
afternoon	evening	animals	children
bread	tea	feed the cat	wash the dog

Figure 1.66

LO 3.6 LO 5.5

- Listen and learn.

1 one apple
2 two apples,
hanging on a tree.
3 three apples
4 four apples,

waiting for me.
 5 five apples
 6 six apples,
 as rosy as can be.
 7 seven apples
 8 eight apples,
 let's have some for tea.
 9 nine apples
 10 ten apples,
 HERE COMES A BEE!

LO 2.2	LO 5.1.2
--------	----------

Table 1.33

1.9.6.1 My Dictionary Page

- Say their names.
- Which sound can you hear at the beginning? m? s? or t?
- Write the letter.
- Keep this page in your file.



Figure 1.67

LO 3.4.2		LO 5.5	
----------	--	--------	--

Table 1.34

Draw the pictures.

- Colour only those beginning with the sound in the margin.

m	man	monkey	sun
s	ten	sun	snake
t	tooth	money	toes

Table 1.35

- Draw something else beginning with a

m	s	t
---	---	---

Table 1.36

- Count the money.



Figure 1.68

..... c

LO 3.4.2	
----------	--

Table 1.37

1.9.7 Assessment

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner memorises and performs songs, action rhymes and simple poems:

Assessment Standard 1.3: We know this when the learner shows understanding of a short sequence of instructions;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 points to the correct word when it is being read;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.2 understands the letter-sound relationships of most single consonants and short forms of vowels in words;

3.4.8 recognises on sight an increasing number of high-frequency words;

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 4.3: We know this when the learner completes sentences by filling in missing words:

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.2 number;

Assessment Standard 5.5: We know this when the learner keeps a personal dictionary.

Chapter 2

Term 2

2.1 Bobtail Part 01¹

2.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.1.2 Bobtail Part 1

2.1.3 EDUCATOR SECTION

2.1.4 Memorandum

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2.1.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

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Bobtail I tells the story of the rabbit family living on Farmer Brown's farm. Naughty, disobedient Bobtail goes off on an adventure but escapes just in time.

¹This content is available online at <<http://cnx.org/content/m24958/1.1/>>.

The stories provide enough repetitive dialogue which learners will find easy to read and to dramatise. Large pictures will encourage discussion. Phonics activities make learners aware of similar beginning sounds in the additional language.

Counting activities and names of the days of the week lend themselves to the integration of Literacy and Mathematics.

Learner's transcribe sentences in the additional language.

Integration of themes

- Human Rights

It is the farmer's right to protect his crops.

- Social Justice

Bobtail was being disobedient.

- Inclusively

Everybody (and the bunnies) belong to a family. Family life brings responsibility and consideration for one another.

2.1.5 LEARNER SECTION

2.1.6 Content

- Listen.
- Listen again and answer the questions.
- Learn the poem.
- Read the poem.



Bobtail's my name.
I'm a bunny you see,
and I live with my Mummy
and brothers three.

My tail goes a-bobbing -
so fluffy and white,
when I hop over fields
in the bright moonlight.



Sometimes I'm naughty,
and sometimes I'm good.
I only play tricks
when I'm looking for food.
G.J.M.

Figure 2.1

Bobtail

LO 1.1		LO 1.1.2		LO 2.2		LO 2.6	
--------	--	----------	--	--------	--	--------	--

Table 2.1

Questions.

- Who is Bobtail? A cat? A dog? A rabbit?
- How many brothers does he have? 1 or 2 or 3?
- Why is he called Bobtail?
- Is he a good bunny? Yes or no or sometimes.
- Is he a naughty bunny? Yes or no or sometimes.
- Are you sometimes naughty? Discuss.

LO 1.1.5		LO 1.1.7	
----------	--	----------	--

Table 2.2

- Listen.
- Listen again and read the story.

2.1.6.1 Bobtail's Family

Sh... sh! Don't let Farmer Brown or Aunt Nel hear you!
I'm only telling you... nobody else must know!

There is a Bunny Family living on Farmer Brown's farm!

Farmer Brown does not know!
Aunt Nel does not know!
Nicky does not know!
Tanya does not know!
Baby Bob does not know!
The big, fat, grey cat does not know!
The big, fat, black dog does not know!
Nobody knows!
Sh... sh... sh!



Figure 2.2

LO 2.5		LO 3.3.1		LO 3.5	
--------	--	----------	--	--------	--

Table 2.3

- Listen.
- Listen again and read.

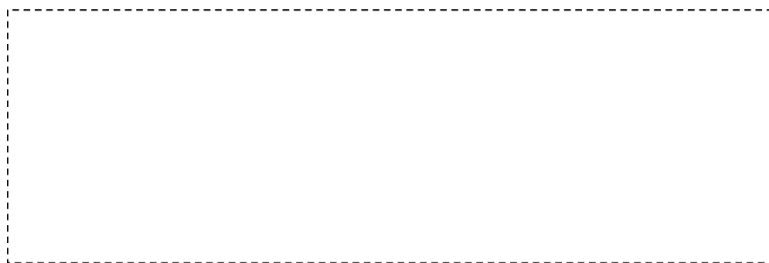
2.1.6.2 The Bunny Family

They are . . .

- Big Daddy Bunny

**Figure 2.3**

- Mummy Bunny

**Figure 2.4**

and their four little bunny boys. . .

- Hopper,



Figure 2.5

-
- Flopper,



Figure 2.6

-
- Mop,



Figure 2.7

and of course,

- Bobtail, the youngest.



Figure 2.8

- Draw them next to their names.

LO 3.1.5	
----------	--

Table 2.4

- Listen.
- Listen again and read the story.

The Bunny Family moved in yesterday.

Daddy Bunny found a thick bush.

He dug a tunnel, long and deep, under the bush.

Then he hollowed out a large hole at the bottom of the burrow.

This was their nest.

You see, a bunny's nest is called a burrow.

- Draw.

a thick bush.



Figure 2.9

a tunnel.



Figure 2.10

a grey cat.



Figure 2.11

LO 2.6		LO 3.1.5	
--------	--	----------	--

Table 2.5

- Talk about the picture.

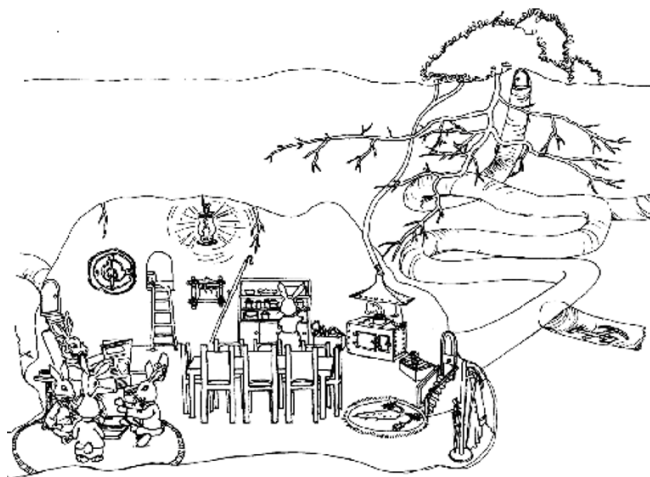


Figure 2.12

LO 2.5	
--------	--

Table 2.6

2.1.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:

1.1.2 acts out the story and says the words spoken by the characters;

1.1.5 answers simple, literal yes/no and open questions with short answers;

1.1.7 answers questions that connect the story to own life in own home language;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner memorises and performs songs, action rhymes and simple poem;

Assessment Standard 2.5: We know this when the learner talks about a drawing or picture;

Assessment Standard 2.6: We know this when the learner attends to pronunciation as part of reading;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.5 draws a picture to illustrate a sentence;

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

Assessment Standard 3.5: We know this when the learner reads fiction and non-fiction books at an appropriate level for information and enjoyment.

2.2 Bobtail Part 02²

2.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.2.2 Bobtail Part 1

2.2.3 EDUCATOR SECTION

2.2.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

2.2.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

Bobtail I tells the story of the rabbit family living on Farmer Brown's farm. Naughty, disobedient Bobtail goes off on an adventure but escapes just in time.

The stories provide enough repetitive dialogue which learners will find easy to read and to dramatise. Large pictures will encourage discussion. Phonics activities make learners aware of similar beginning sounds in the additional language.

Counting activities and names of the days of the week lend themselves to the integration of Literacy and Mathematics.

Learner's transcribe sentences in the additional language.

Integration of themes

- Human Rights

It is the farmer's right to protect his crops.

- Social Justice

Bobtail was being disobedient.

- Inclusively

²This content is available online at <<http://cnx.org/content/m24961/1.1/>>.

Everybody (and the bunnies) belong to a family. Family life brings responsibility and consideration for one another.

2.2.5 LEARNER SECTION

2.2.6 Content

- Listen.
- Listen again, then read the story.

Oops! Mummy Bunny is cross – very cross!

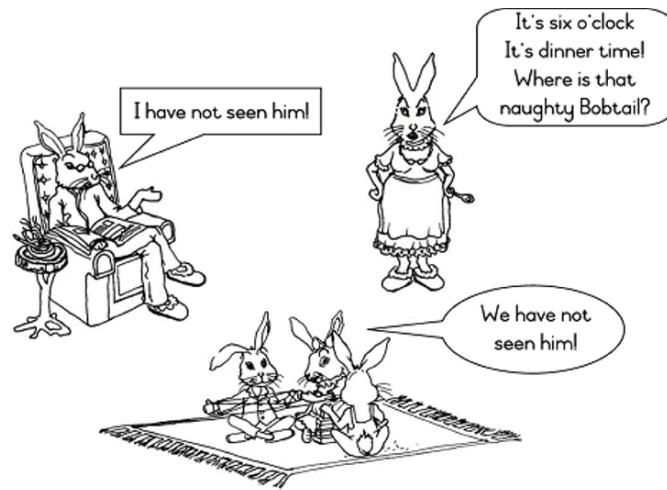


Figure 2.13

- Where do you think Bobtail is?
- Draw what you think.

LO 2.5	LO 3.2.1	
--------	----------	--

Table 2.7

- Listen.
- Listen again then read the story.

Farmer Brown said,

“Somebody has been eating my cabbages!
 Somebody has been eating my carrots!
 Somebody has been eating my strawberries!
 Somebody has been eating my watermelons!”
 “Is it you, Aunt Nel?”

“No, dear, I did not eat your cabbages.”

“Is it you, Nicky?”

“No Dad, I did not eat your carrots.”

“Is it you, Tanya?”

“No Dad, I did not eat your strawberries.”

“Is it you, Baby Bob?”

“No Dad, I did not eat your watermelons.”

“Is it you, Grey Cat?”

“No, Farmer Brown, I did not eat your cabbages, carrots, strawberries or watermelons.”

“Is it you, Black Dog?”

“No, Farmer Brown, I did not eat your cabbages, carrots, strawberries or watermelons.”

“Who can it be? Who can it be?” said Farmer Brown.

- Draw the cabbages, carrots, strawberries and watermelons.

LO 1.1.3		LO 3.2.3		LO 6.3	
----------	--	----------	--	--------	--

Table 2.8

- Read and choose the best word.
- Write it.
- Draw the picture.

1. Bobtail has a tail. (long, fluffy)
2. Sometimes Bobtail is..... (naughty, nobody)
3. Bunnies live in a (moonlight, burrow)
4. Bobtail has three(brothers, tail)
5. is eating the (somebody, cabbage)

LO 3.2.4		LO 4.3	
----------	--	--------	--

Table 2.9

- Listen.
- Listen again, then read the story.

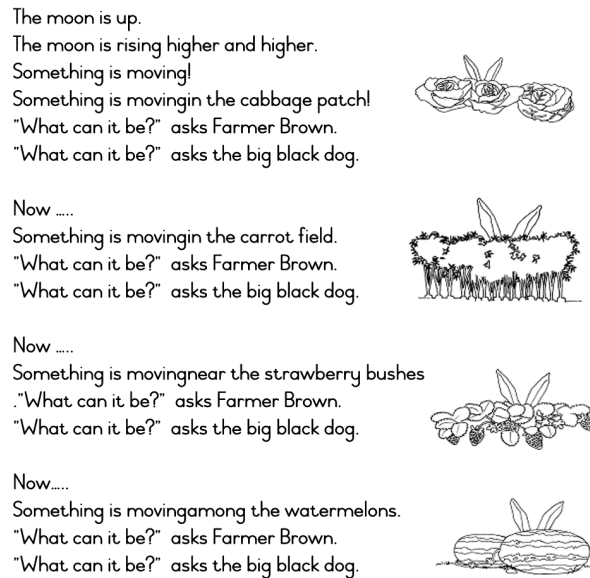


Figure 2.14

Discuss

- What do you think? Who is there?
- What will Farmer Brown do?
- What will the big black dog do?

LO 3.2.1	LO 3.2.4	LO 3.5	
----------	----------	--------	--

Table 2.10

- Listen.
- Listen again then read the story.

"Is it a dog?" asks Farmer Brown.

"No, it is not a dog", says the big black dog.

"Is it a cat?" asks Farmer Brown.

"No, it is not a cat", says the big black dog.

"What can it be?"

"What can it be?" asks Farmer Brown.

"It's a . . . rabbit!!

See his tail

bobbing in the moonlight," says the big black dog.

"Go! Go! Go,

Big black dog!

Go and catch him!" says Farmer Brown.

And off went the big black dog.

- Draw the picture.



Figure 2.15

LO 1.1	LO 1.1.3	LO 2.6	LO 3.2.3
--------	----------	--------	----------

Table 2.11

- Draw Bobtail in . . .



Figure 2.16

the cabbage patch



Figure 2.17

the carrot field



Figure 2.18

near the strawberries

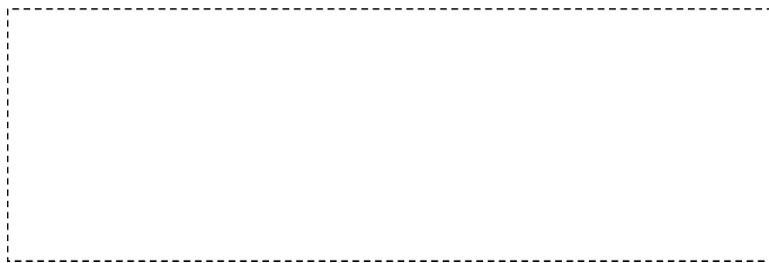


Figure 2.19

among the watermelons

- The big black dog caught Bobtail. Yes No

- Bobtail ran home. Yes No

LO 1.1.5	LO 3.1.5
----------	----------

Table 2.12

2.2.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:

1.1.3 draws a picture about the story and says or copies a few words about it;

1.1.5 answers simple, literal yes/no and open questions with short answers;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner talks about a drawing or picture;

Assessment Standard 2.6: We know this when the learner attends to pronunciation as part of reading;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.1 reads the title and predicts what a book is about;

3.2.3 answers literal questions about the story;

3.2.4 answers short oral questions about the story;

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

Assessment Standard 3.5: We know this when the learner reads fiction and non-fiction books at an appropriate level for information and enjoyment;

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 4.3: We know this when the learner completes sentences by filling in missing words;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner understands and uses some modals.

2.3 Bobtail Part 03³

2.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.3.2 Bobtail Part 1

2.3.3 EDUCATOR SECTION

2.3.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking

³This content is available online at <<http://cnx.org/content/m24966/1.1/>>.

opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

2.3.5 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

Bobtail I tells the story of the rabbit family living on Farmer Brown's farm. Naughty, disobedient Bobtail goes off on an adventure but escapes just in time.

The stories provide enough repetitive dialogue which learners will find easy to read and to dramatise. Large pictures will encourage discussion. Phonics activities make learners aware of similar beginning sounds in the additional language.

Counting activities and names of the days of the week lend themselves to the integration of Literacy and Mathematics.

Learner's transcribe sentences in the additional language.

Integration of themes

- Human Rights

It is the farmer's right to protect his crops.

- Social Justice

Bobtail was being disobedient.

- Inclusively

Everybody (and the bunnies) belong to a family. Family life brings responsibility and consideration for one another.

2.3.5.1 LEARNER SECTION

2.3.5.2 Content

- Listen and read.



Figure 2.20

- Why is Bobtail not hungry? Discuss.

LO 2.1	LO 2.5	
--------	--------	--

Table 2.13

Choose one.

- Was the story a happy one?
- a sad one?
- an exciting one?
- What could have happened if Bobtail was caught? Discuss.
- Read more about Bobtail's adventures in Module 4.
- Join the words to complete the sentences.

2.3.5.3 Bobtail you are so naughty.

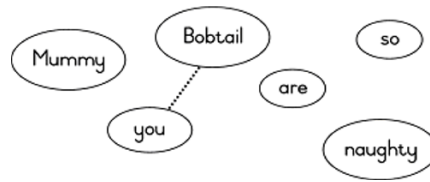


Figure 2.21

You're late for dinner.

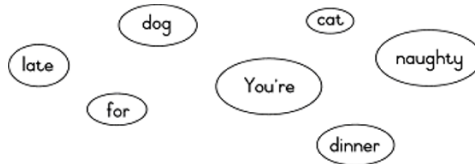


Figure 2.22

LO 1.1.6	LO 3.3.1	LO 4.3	
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Table 2.14

2.3.5.4 Let's act out the story of Bobtail.

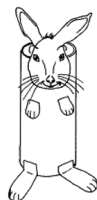
- Divide into groups.
- Practise the play.
- Act it for the class.
- Ask the class for comments.
- Puppets can be made for your play.

You will need:

toilet rolls, paper, glue, to make:

1. Farmer Brown, Aunt Nel, Nicky, Tanya and Baby Bob.
2. Daddy Bunny, Mummy Bunny, Hopper, Flopper, Mop and Bobtail.
3. The grey cat and the black dog.

2.3.6 How to make a puppet



Cover the toilet roll with paper.
Draw, cut and paste the
face on the toilet roll.
The bunnies, the cat and
the dog need tails at the back.

Figure 2.23

LO 1.1.2	LO 1.3	LO 3.2.3
----------	--------	----------

Table 2.15

2.3.6.1 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:

1.1.2 acts out the story and says the words spoken by the characters;

1.1.6 says how the story made the learner feel;

Assessment Standard 1.3: We know this when the learner shows understanding of a short sequence of instructions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner talks about a drawing or picture;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 answers literal questions about the story;

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

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 4.3: We know this when the learner b completes sentences by filling in missing words.

2.4 Bobtail Part 04⁴

2.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.4.2 Bobtail Part 1

2.4.3 EDUCATOR SECTION

2.4.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

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Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

Bobtail I tells the story of the rabbit family living on Farmer Brown's farm. Naughty, disobedient Bobtail goes off on an adventure but escapes just in time.

The stories provide enough repetitive dialogue which learners will find easy to read and to dramatise. Large pictures will encourage discussion. Phonics activities make learners aware of similar beginning sounds in the additional language.

Counting activities and names of the days of the week lend themselves to the integration of Literacy and Mathematics.

Learner's transcribe sentences in the additional language.

Integration of themes

- Human Rights

It is the farmer's right to protect his crops.

- Social Justice

Bobtail was being disobedient.

- Inclusively

⁴This content is available online at <<http://cnx.org/content/m24972/1.1/>>.

2.4.5 Everybody (and the bunnies) belong to a family. Family life brings responsibility and consideration for one another.

2.4.6 LEARNER SECTION

2.4.7 Content

2.4.7.1 Let's make a Bunny Story

- Cut out the words.
- Arrange them into sentences.
- Paste them into the Bunny Shape to make a Bunny Story.
- Read your Bunny Story to a friend.

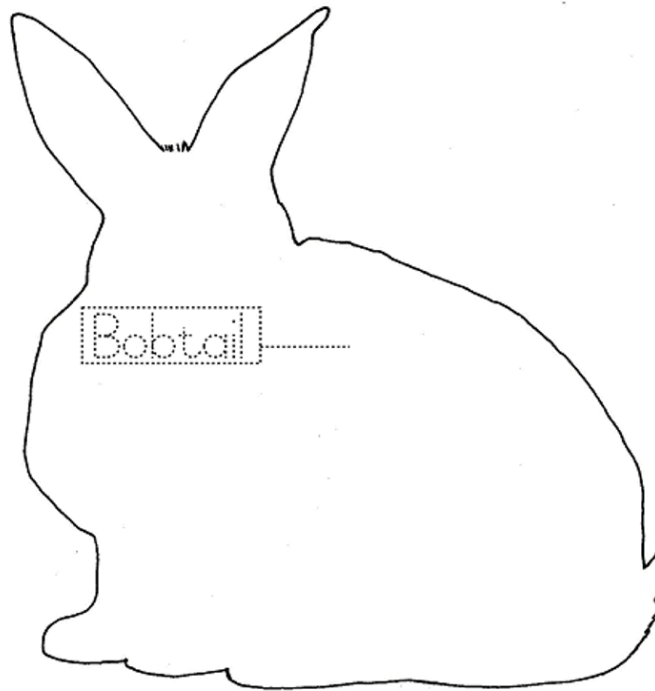


Figure 2.24

LO 4.3	LO 6.4
--------	--------

Table 2.16

- Words for your story.
- Cut out and paste on your Bunny shape.



Figure 2.25

LO 3.3.1	
----------	--

Table 2.17

- Say their names.
- Which sound can you hear at the beginning?
- Choose one and write it in the block.



Figure 2.26

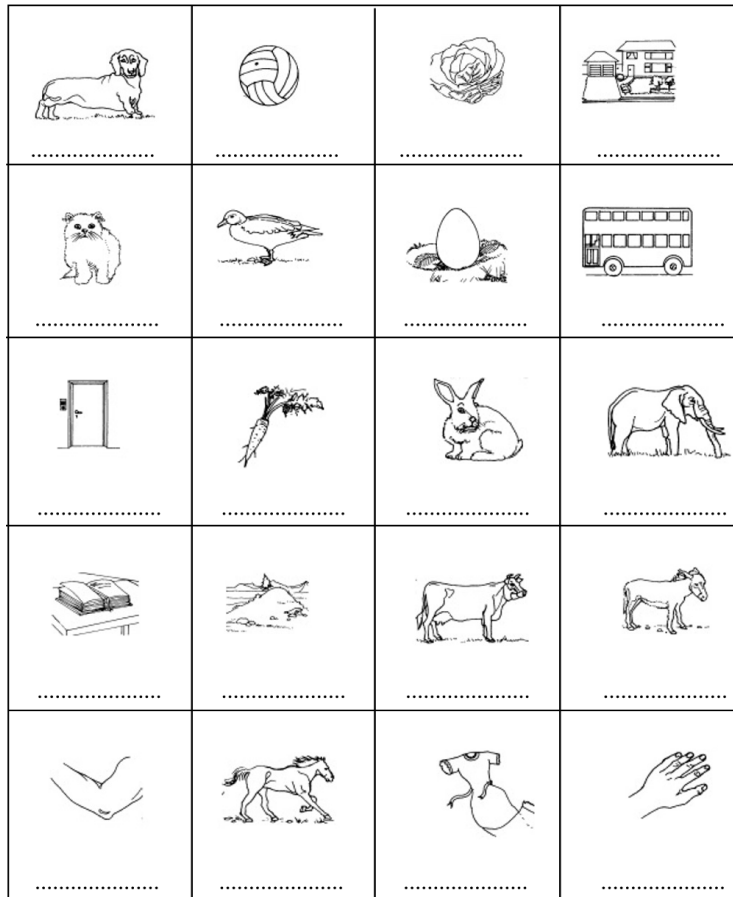


Figure 2.27

LO 3.4.3

Table 2.18

- Sort the pictures.
- Draw them in their right boxes.

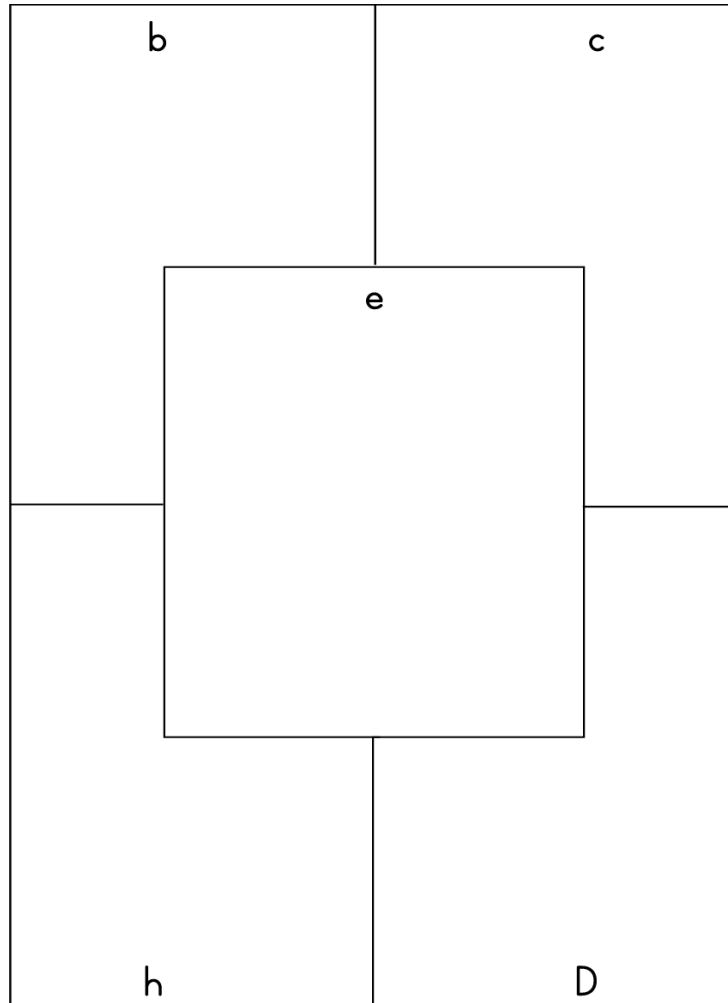


Figure 2.28

LO 1.4.1	LO 3.4.2	LO 5.2.3	
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Table 2.19

2.4.8 Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.4: We know this when the learner develops phonic awareness:

1.4.1 distinguishes between different sounds that are important for reading and writing;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.2 understands the letters-sounds relationships of most single consonants and short forms of vowels in words like ‘hat’ and ‘mat’;

3.4.3 segments simple words with single initial consonants and short vowels;

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 4.3: We know this when the learner completes sentences by filling in missing words;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language for thinking:

5.2.3 classifies things by putting similar things together, and by identifying the odd one out;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.4: We know this when the learner understands and uses some adjectives.

2.5 Bobtail Part 05⁵

2.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.5.2 Bobtail Part 1

2.5.3 EDUCATOR SECTION

2.5.4 Memorandum

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Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

⁵This content is available online at <<http://cnx.org/content/m24974/1.1/>>.

2.5.4.1 Time scheduled for the modules 1 to 8

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All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

Bobtail I tells the story of the rabbit family living on Farmer Brown's farm. Naughty, disobedient Bobtail goes off on an adventure but escapes just in time.

The stories provide enough repetitive dialogue which learners will find easy to read and to dramatise. Large pictures will encourage discussion. Phonics activities make learners aware of similar beginning sounds in the additional language.

Counting activities and names of the days of the week lend themselves to the integration of Literacy and Mathematics.

Learner's transcribe sentences in the additional language.

Integration of themes

- Human Rights

It is the farmer's right to protect his crops.

- Social Justice

Bobtail was being disobedient.

- Inclusively

Everybody (and the bunnies) belong to a family. Family life brings responsibility and consideration for one another.

2.5.4.1.1 LEARNER SECTION

2.5.4.1.2 Content

2.5.4.1.3 What can Bobtail do?

- Read and see what Bobtail can do.
- Write three of the sentences.
- Draw the pictures.

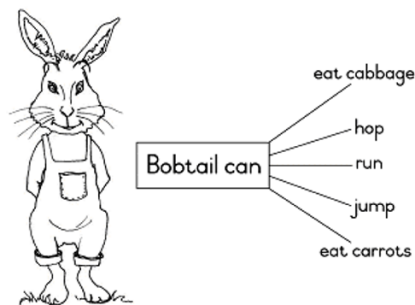


Figure 2.29

-
1. Bobtail can

 2. B _____
 3. B _____

Figure 2.30

LO 3.1.4		LO 4.1		LO 4.3		LO 6.3	
----------	--	--------	--	--------	--	--------	--

Table 2.20

2.5.4.1.4 My Dictionary Page

- Read and draw.
- Keep in your file.

ball	bus	Bobtail	book
carrot	cat	cabbage	cow
donkey	duck	door	dress
elbow	egg	elephant	dog
horse	hand	house	hill

Figure 2.31

- Read.

One, two, three, four, five, six, seven, eight, nine, ten.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.



Figure 2.32

LO 3.3.1		LO 5.5	
----------	--	--------	--

Table 2.21

2.5.4.1.5 My Dictionary Page

- I know these English words.
- Read.
- Keep the page in your file.

bunny	live	brothers	tail
fluffy	hop	moonlight	naughty
good	sometimes	tricks	nobody
somebody	moved	yesterday	burrow
bush	hollowed	bottom	burrow
who	where	what	moving
rabbit	catch	hungry	food
is	a	in	he

Table 2.22



Figure 2.33

LO 3.3.1		LO 5.5	
----------	--	--------	--

Table 2.23

2.5.5 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:
3.1.4 matches a sentence as a caption to a picture;

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

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 4.1: We know this when the learner chooses and copies a caption which accurately describes a picture:

Assessment Standard 4.3: We know this when the learner b completes sentences by filling in missing words;

Learning Outcome 5: THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.5: We know this when the learner keeps a dictionary;

Learning Outcome 6: GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner understands and uses some modals.

2.6 Bobtail Part 2 - 01⁶

2.6.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.6.2 Bobtail Part 2

2.6.3 EDUCATOR SECTION

2.6.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

The escapades of Bobtail are continued in familiar surroundings for learners, namely, in school. New verbs are introduced naturally and learners illustrate the parts of the story.

Jumbled sentences are transcribed correctly and read back to the educator.

All the rhymes, poems, stories and activities use high frequency words for learners to recognise.

Integration of themes

- Social Justice

Schools have rules and learners should obey these. Learners who disobey the rules must know they will be punished.

- A healthy environment

Learners discuss how they can keep their environment at school healthy.

⁶This content is available online at <<http://cnx.org/content/m24993/1.1/>>.

2.6.5 LEANER SECTION

2.6.6 Content

- Listen and listen again.

Off to school I'm off to school
 and everything's packed.
 I have all my tools
 in my bag on my back.
 There are pencils for writing
 and crayons for drawing,
 a ruler for lines and counting in nines.
 I'll have many friends
 they'll all play with me.
 We'll hop and we'll skip
 just watch me and see!
 G.J.M.

- Answer “true” or “false”.

1. The children are going on a picnic.
2. They put their things in their bags.
3. They packed their pencils, crayons and rulers.

- Make a pretty border around the poem.
- Draw the tools that you need for school.
- Arrange them around the poem.

LO 1.1.5		LO 2.2	
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Table 2.24

- Listen and listen again.
- Read it.

2.6.6.1 More trouble for Bobtail

“Wake up, Bobtail!” called Mummy Bunny

“You must go to school
 Hopper is going to school,
 Flopper is going to school,
 Mop is going to school
 and you must go to school!”
 Bobtail was tired.
 He was very tired.
 He crawled out of bed.



Figure 2.34

He got dressed.



Figure 2.35

He washed his face.



Figure 2.36

He brushed his teeth.
He cleaned his nails.



Figure 2.37

He ate his carrot.



Figure 2.38

He drank his water.
But – he was still very tired.
“Goodbye,” said Mummy Bunny.
“Goodbye,” said her four little bunnies.

LO 3.1.4	LO 3.2.3
----------	----------

Table 2.25

- What did Bobtail do when he crawled out of bed?
- Read the sentences.
- Cut them out.
- Paste them in the right order.
- Draw the pictures.



Figure 2.39

He ate his carrot.



Figure 2.40

He got dressed.



Figure 2.41

He cleaned his nails.



Figure 2.42

He drank his water.



Figure 2.43

He brushed his teeth.

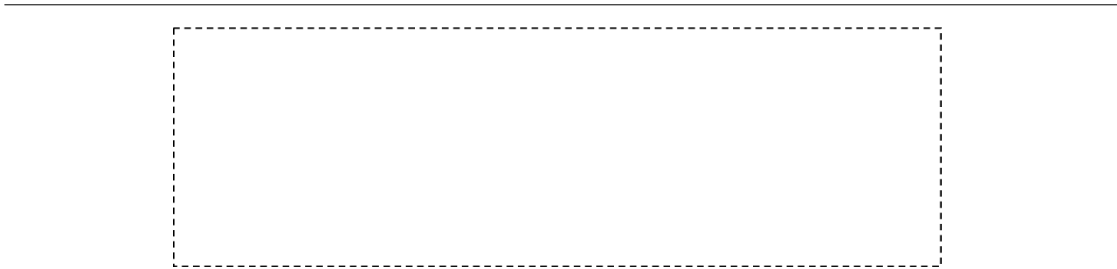


Figure 2.44

He washed his face.

- Paste your sentences here.
- Draw the picture.



Figure 2.45

LO 1.1.4	LO 1.3	LO 3.2.3	
----------	--------	----------	--

Table 2.26

2.6.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:

1.1.4 sequences pictures and matches captions with pictures;

1.1.5 answers simple, literal yes/no and open questions with short answers;

Assessment Standard 1.3: We know this when the learner shows understanding of a short sequence of instructions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner memorises and performs songs, action rhymes and simple poem;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.4 matches a sentence as a caption to a picture;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 points to the correct word when it is being read.

2.7 Bobtail Part 2 - 02⁷

2.7.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.7.2 Bobtail Part 2

2.7.3 EDUCATOR SECTION

2.7.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

The escapades of Bobtail are continued in familiar surroundings for learners, namely, in school. New verbs are introduced naturally and learners illustrate the parts of the story.

Jumbled sentences are transcribed correctly and read back to the educator.

All the rhymes, poems, stories and activities use high frequency words for learners to recognise.

Integration of themes

⁷This content is available online at <<http://cnx.org/content/m24996/1.1/>>.

- Social Justice

Schools have rules and learners should obey these. Learners who disobey the rules must know they will be punished.

- A healthy environment

2.7.5 Learners discuss how they can keep their environment at school healthy.

2.7.6 LEARNER SECTION

2.7.7 Content

- Listen and listen again.
- Read it.
- Pronounce the words correctly.

Bobtail dragged his bag behind him.

“Hurry up,” said Hopper.

“Hurry up,” said Flopper.

“Hurry up,” said Mop, “we’ll be late for school.

“I’m tired,” said Bobtail.

Miss Bun-Bun rang the bell.

“Come, little Bunnies, come, come, come!” she said.

- Draw the Bunnies’ school and Miss Bun-Bun ringing the bell.



Figure 2.46

LO 2.6		LO 3.1.5		LO 3.4.8	
--------	--	----------	--	----------	--

Table 2.27

“Sit on your chairs.

Take out your books.

Take out your pencils.

Take out your rulers.

Take out your crayons.
 Take out your rubbers," said Miss Bun-Bun.
 But Bobtail was tired, very tired.
 "Now," said Miss Bun-Bun,
 add your numbers, $3 + 1 =$
 spell your words, c - a - t
 read your books,
 and write your stories."

LO 3.2.3		LO 6.3	
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Table 2.28

- Draw a line to the matching word and join it to the right picture.

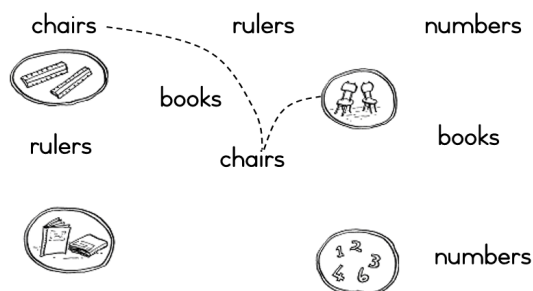


Figure 2.47

LO 3.4.8	
----------	--

Table 2.29

- Listen and listen again.
- Talk about what the bunnies do at school.

"I can add my numbers," said Hopper.
 "I can spell my words," said Flopper.
 "I can read my book," said Mop.
 "We can write our stories," said all the little bunnies.
 But Bobtail was tired, very tired.
 Miss Bun-Bun rang the bell.
 "Come, little Bunnies, come, come, come!" she said
 "Now you can have your lunch.
 now you can play with your friends."

So Hopper played with his friends.
 And Flopper played with his friends.
 And Mop played with his friends.
 All the little Bunnies played with their friends.
 But Bobtail was fast asleep!
 He was tired, very tired.

- Draw Hopper, Flopper and Mop playing.



Figure 2.48

LO 1.1.8	LO 3.1.5	LO .2.5	LO 6.3
----------	----------	---------	--------

Table 2.30

- Listen and listen again.
- Read the story.

Miss Bun-Bun rang the bell again.

“Come little Bunnies, come, come, come!” she said.

“Now you can go home.

“Goodbye, little Bunnies!”

“Goodbye, Miss Bun-Bun,” said all the little bunnies.

But Bobtail was fast asleep!

He was tired, very tired.

Hopper went home.

Flopper went home.

Mop went home.

All the little bunnies went home.

Bobtail stayed with Miss Bun-Bun.

He had to add his numbers.

He had to spell his words.

He had to read his book.

He had to write his story.

- Draw Bobtail fast asleep.

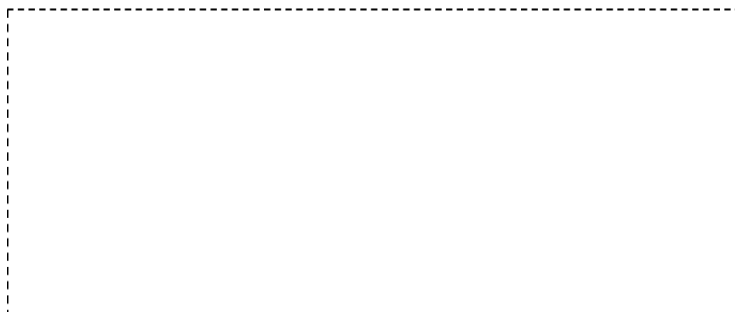


Figure 2.49

LO 3.1.5	LO 3.2.4	LO 6.3	
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Table 2.31

2.7.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:

1.1.8 shows understanding of recounts by recalling the events in;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner talks about a drawing or picture;

Assessment Standard 2.6: We know this when the learner attends to pronunciation as part of reading;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.5 draws a picture to illustrate a sentence;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 points to the correct word when it is being read;

3.2.4 answers short questions about the story;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.8 recognises on sight an increasing number of high-frequency words;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner understands and uses some modals.

2.8 Bobtail Part 2 - 03⁸

2.8.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.8.2 Bobtail Part 2

2.8.3 EDUCATOR SECTION

2.8.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

The escapades of Bobtail are continued in familiar surroundings for learners, namely, in school. New verbs are introduced naturally and learners illustrate the parts of the story.

Jumbled sentences are transcribed correctly and read back to the educator.

All the rhymes, poems, stories and activities use high frequency words for learners to recognise.

Integration of themes

- Social Justice

Schools have rules and learners should obey these. Learners who disobey the rules must know they will be punished.

- A healthy environment

2.8.5 Learners discuss how they can keep their environment at school healthy.

2.8.6 LEARNER SECTION

2.8.7 Content

- Sort these words and make a sentence.

⁸This content is available online at <<http://cnx.org/content/m25002/1.1/>>.

- Write the sentence.
- Draw the picture.



Figure 2.50

school to Hopper goes

H

Figure 2.51

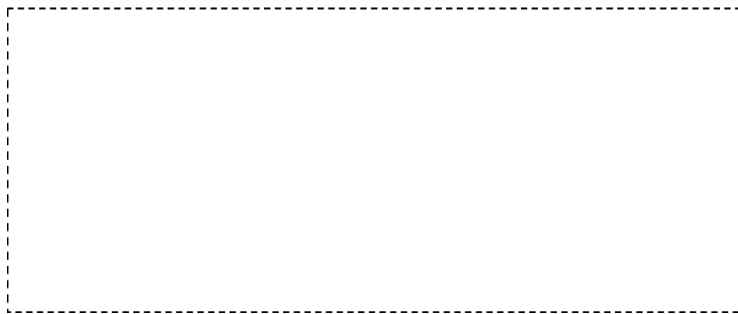


Figure 2.52

rang bell Miss the Bun-Bun

M

Figure 2.53

LO 3.1.5	LO 3.2.4	LO 6.3	
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Table 2.32

- Sort these words and make a sentence.
- Write the sentence.
- Draw the picture.

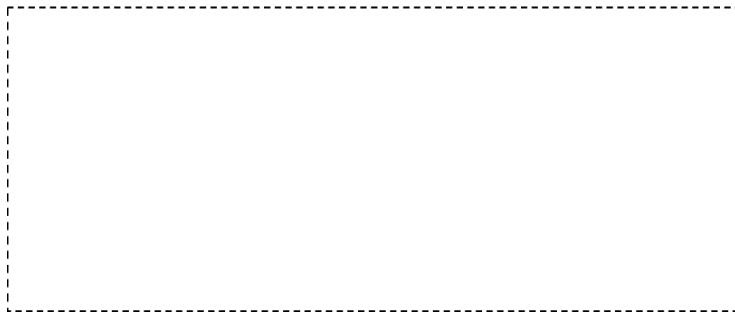


Figure 2.54

played Mop his friends with

M

Figure 2.55



Figure 2.56

was asleep fast Bobtail

B

Figure 2.57

LO 3.1.5	LO 4.1	LO 4.5	LO 4.6	
----------	--------	--------	--------	--

Table 2.33

- Draw the pictures.



Figure 2.58

pencil

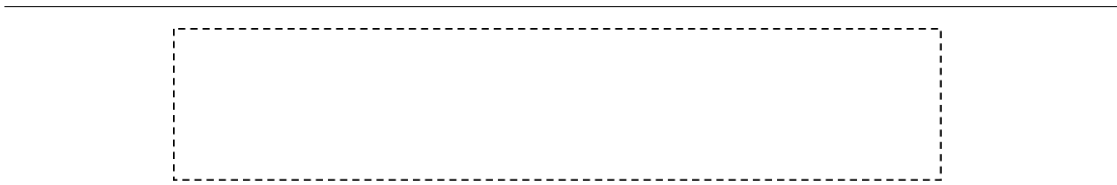


Figure 2.59

ruler

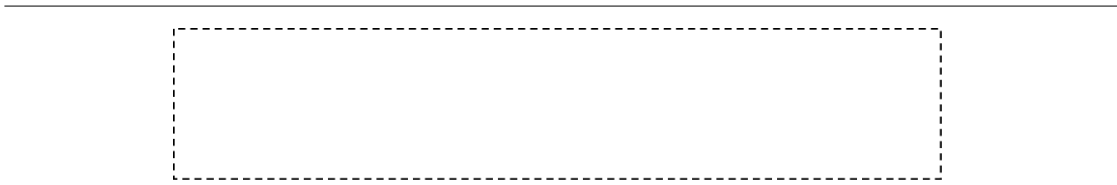


Figure 2.60

crayons

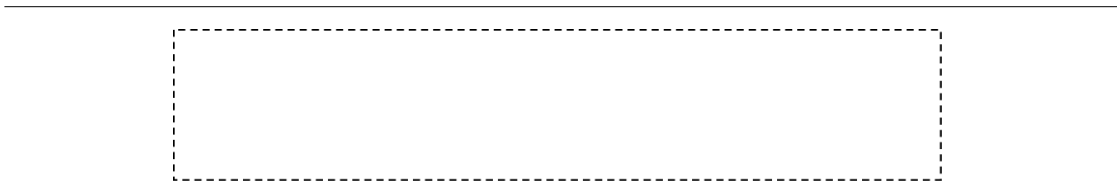


Figure 2.61

rubber



Figure 2.62

book



Figure 2.63

numbers



Figure 2.64

words



Figure 2.65

bunnies

- Choose one of these words to write in the sentence.
- Read the sentence.

1. Hopper writes with a
2. Mop draws with
3. I draw lines with a
4. Flopper reads his
5. We add our
6. There are many at school.

LO 3.1.5		LO 4.1		LO 4.5		LO 4.6	
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Table 2.34

2.8.7.1 What am I?

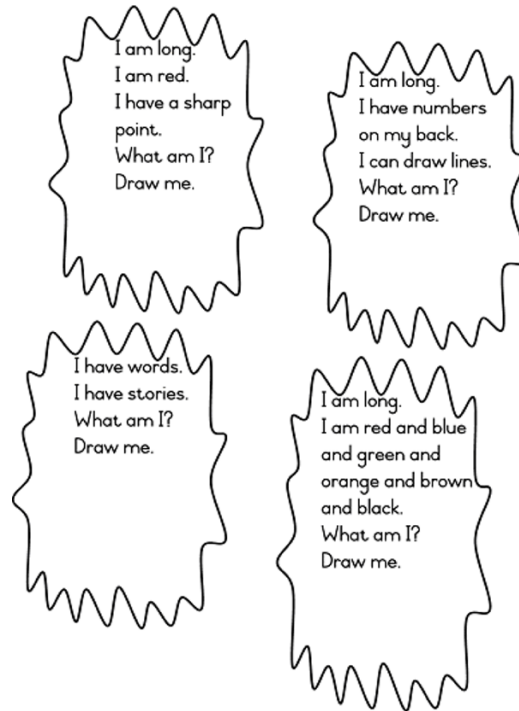


Figure 2.66

- Am I

a ruler?
 a book?
 crayons?
 pencil?

LO 1.2	LO 3.5
--------	--------

Table 2.35

2.8.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.2: We know this when the learner shows understanding of a simple description by identifying what is described;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.5 draws a picture to illustrate a sentence;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher;

3.2.4 answers short questions about the story;

Assessment Standard 3.5: We know this when the learner reads fiction and non-fiction books at an appropriate level for information and enjoyment.

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 4.1: We know this when the learner chooses and copies a caption which accurately describes a picture;

Assessment Standard 4.5: We know this when the learner puts jumbled sentences in the right order and copies them;

Assessment Standard 4.6: We know this when the learner uses punctuation – capital letters and full stops;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner understands and uses some modals.

2.9 Bobtail Part 2 - 04⁹

2.9.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.9.2 Bobtail Part 2

2.9.3 EDUCATOR SECTION

2.9.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

⁹This content is available online at <<http://cnx.org/content/m25004/1.1/>>.

The escapades of Bobtail are continued in familiar surroundings for learners, namely, in school. New verbs are introduced naturally and learners illustrate the parts of the story.

Jumbled sentences are transcribed correctly and read back to the educator.

All the rhymes, poems, stories and activities use high frequency words for learners to recognise.

Integration of themes

- Social Justice

Schools have rules and learners should obey these. Learners who disobey the rules must know they will be punished.

- A healthy environment

Learners discuss how they can keep their environment at school healthy.

2.9.5 LEARNER SECTION

2.9.6 Content

- Listen carefully.
- Listen again.
- Clap when you hear words that sound the same. (Rhyming words)
- Read the poem.

2.9.7 At School

We're busy, busy as can be
 we have to do our writing, see,
 with pencils, rubbers, rulers too,
 and paints and brushes – also glue.
 We're busy, busy as can be
 we have to do our reading, see,
 we read the stories that we love,
 just look at all the books above.
 We're busy, busy as can be,
 We have to do our sums, you see,
 We add, subtract and multiply
 There's nothing that we would not try.
 We're busy, busy as can be,
 we do our sums and write and read,
 but there's the bell – it's time to play!
 Hooray! Hooray! Hooray! Hooray!
 G.J.M.

2.9.8 Questions:-

1. What do these words mean: add, subtract, multiply?
2. What do you do with paints? brushes? rubbers?
3. What do you do at your school?

2.9.8.1 What must Bobtail do?

- Read and see what Bobtail must do.
- Write three of the sentences.
- Draw the pictures.

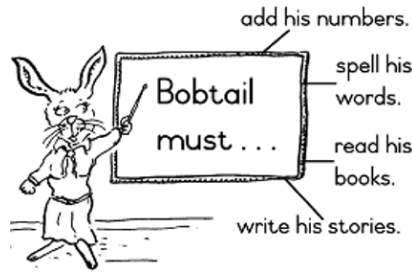


Figure 2.67

1. Bobtail must
2.
3.

LO 1.3	LO 4.6	LO 6.3
--------	--------	--------

Table 2.36

- Choose a sentence for the picture.
- Paste it under the picture.
- Read the sentence.



Figure 2.68

183
24

Figure 2.69



Figure 2.70



Figure 2.71

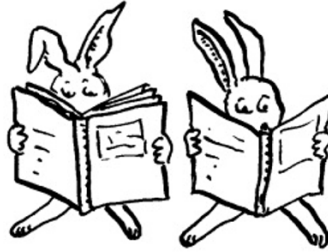


Figure 2.72

p - e - n
h - e - n
d - e - n

LO 3.1.4	
----------	--

Table 2.37

- Cut out these sentences.
- Paste them under the right pictures.

Bobtail ate his carrots.

Hopper adds his numbers.

We read the books.

I spell my words.

Bobtail dragged his bag.

Flopper has three pencils.

2.9.8.2 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.3: We know this when the learner shows understanding of a short sequence of instructions;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts: 3.1.4 matches a sentence as a caption to a picture;

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 4.6: We know this when the learner uses punctuation – capital letters and full stops;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.3: We know this when the learner understands and uses some modals.

2.10 Bobtail Part 2 - 05¹⁰

2.10.1 ENGLISH FIRST ADDITIONAL LANGUAGE

2.10.2 Bobtail Part 2

2.10.3 EDUCATOR SECTION

2.10.4 Memorandum

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Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

2.10.4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

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The escapades of Bobtail are continued in familiar surroundings for learners, namely, in school. New verbs are introduced naturally and learners illustrate the parts of the story.

Jumbled sentences are transcribed correctly and read back to the educator.

All the rhymes, poems, stories and activities use high frequency words for learners to recognise.

Integration of themes

- Social Justice

Schools have rules and learners should obey these. Learners who disobey the rules must know they will be punished.

- A healthy environment

Learners discuss how they can keep their environment at school healthy.

¹⁰This content is available online at <<http://cnx.org/content/m25007/1.1/>>.

2.10.5 LEARNER SECTION

2.10.6 Content

- Say their names.




<p>If they begin with a colour them green. If they begin with a colour them brown. If they begin with a colour them pink.</p>	<p>"p" as in  pipe.</p>
	<p>"r" as in  rose.</p>
	<p>"f" as in  fox.</p>

Figure 2.73

- Write "p" or "r" or "f" under each picture.









	
.....
	
.....
	
.....
	
.....

Figure 2.74

LO 1.4.1	LO 3.4.2	LO 3.4.3	
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Table 2.38

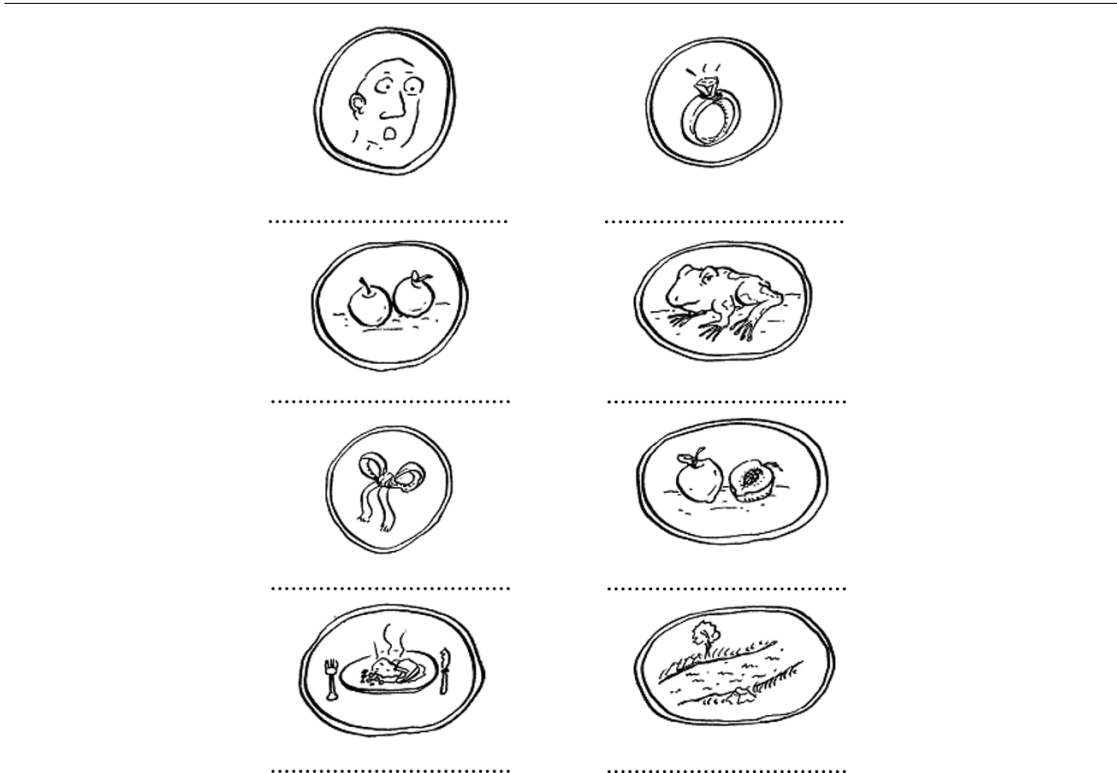


Figure 2.75

LO 1.4.1	LO 3.4.2	LO 3.4.3	
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Table 2.39

- Say their names.

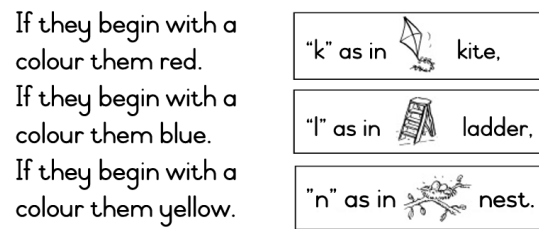


Figure 2.76

LO 1.4.1		LO 3.4.2		LO 3.4.3	
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Table 2.40

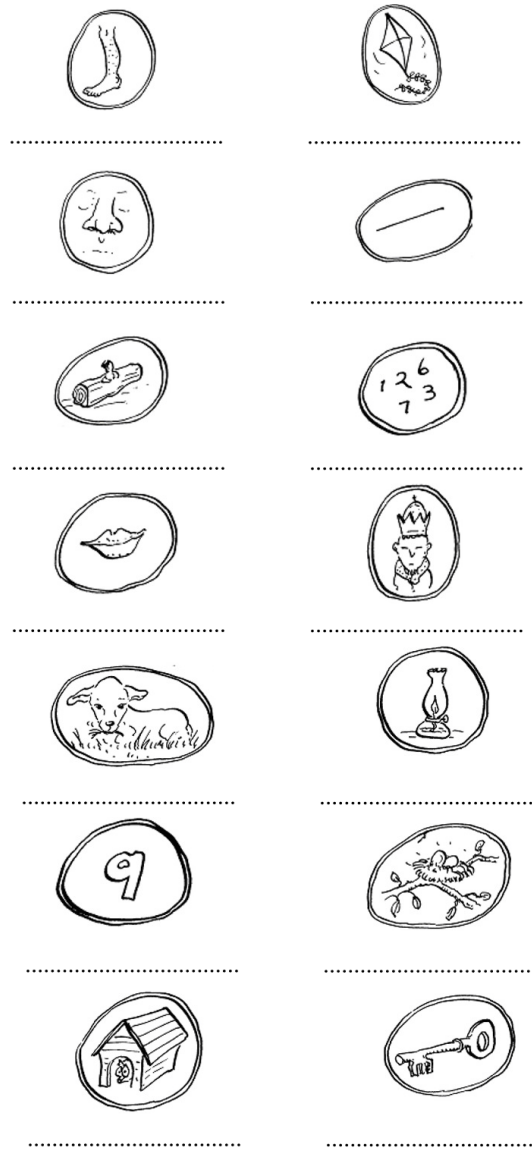


Figure 2.77

LO 1.4.1	LO 3.4.2	LO 3.4.3	
----------	----------	----------	--

Table 2.41

2.10.6.1 A Game to Play

- Play with a friend.

- Take turns to say the name of something you can see.
- If you can find the word you can mark it with a \surd or a X.

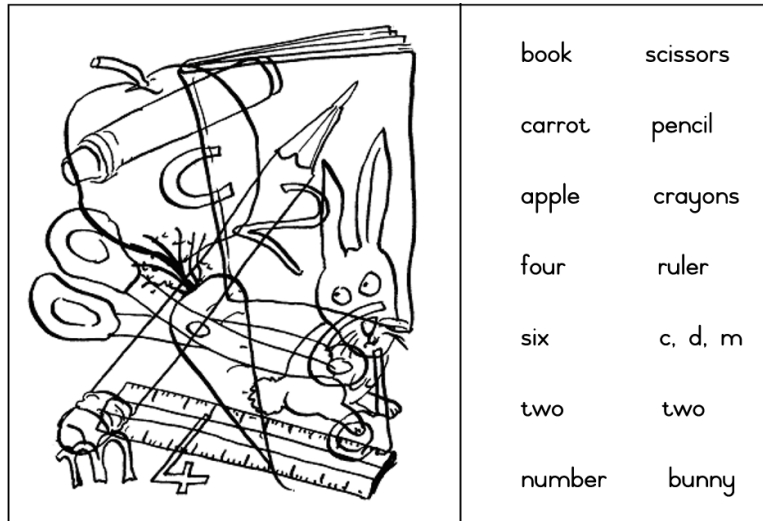


Figure 2.78

- Your friend can mark his words with a “X”.
- At the end of the game count the “ \surd ” and the “X”.
- Who won?

LO 1.1.5	LO 2.2	
----------	--------	--

Table 2.42

2.10.6.2 My Dictionary Page

- I can read these sight words.
- Keep this page in your file.

called	wake	going	school
was	tired	crawled	dressed
washed	face	brushed	teeth
cleaned	nails	ate	drank
goodbye	dragged	behind	hurry up
late	rang	bell	books
pencil	ruler	crayons	rubber
add	numbers	words	spell
write	stories	come	lunch
friends	played	fast	asleep

Table 2.43

- Choose one and colour it:



Figure 2.79

LO 2.6	LO 5.5	
--------	--------	--

Table 2.44

2.10.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:

1.1.5 answers simple, literal yes/no and open questions with short answers;

Assessment Standard 1.4: We know this when the learner develops phonic awareness:

1.4.1 distinguishes between different sounds that are important for reading and writing;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner memorises and performs songs, action rhymes and simple poem;

Assessment Standard 2.6: We know this when the learner attends to pronunciation as part of reading;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.2 understands the letter-sound relationships of most single consonants and short forms of vowels in words;

3.4.3 segments simple words with single initial consonants and short vowels;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.5: We know this when the learner keeps a personal dictionary.

Chapter 3

Term 3

3.1 Bobtail Part 3 - 01¹

3.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.1.2 Bobtail Part 3

3.1.3 EDUCATOR SECTION

3.1.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

A discussion of the different seasons leading up to the reading and discussion of winter (poem) can follow, With Bobtail, learners learn and memorise well-known nursery rhymes, then illustrate and dramatise them.

At last Bobtail learns his lesson and vows never to be disobedient again.

¹This content is available online at <<http://cnx.org/content/m25012/1.1/>>.

Vocabulary from the Learning Area: Mathematics is used and illustrated; phonics activities continue and riddles are included to promote conversation and discussion.

Integration of themes

- A healthy environment

Seasons are discussed and the necessity of water discussed.

- Social Justice

Bobtail learns the hard way that dishonesty does not pay.

3.1.5 LEARNER SECTION

3.1.6 Content

3.1.6.1 Bobtail learns rhymes

- Listen.
- Learn the rhymes.
- Read the rhymes.
- Draw the pictures.

Baa, baa black sheep
 have you any wool?
 Yes sir, yes sir,
 three bags full.
 One for the master
 and one for the dame,
 and one for the little boy
 who lives down the lane.
 Jack and Jill went up the hill
 to fetch a pail of water.
 Jack fell down
 and broke his crown
 and Jill came tumbling after.

LO 2.2	LO 2.6	LO 3.6	
--------	--------	--------	--

Table 3.1

Humpty Dumpty sat on the wall
 Humpty Dumpty had a great fall
 All the king's horses
 and all the king's men,
 couldn't put Humpty
 together again.
 Twinkle, twinkle little star
 how I wonder what you are
 up above the world so high
 like a diamond in the sky.

LO 2.2	LO 2.6	
--------	--------	--

Table 3.2

3.1.6.2 Can you remember?



Figure 3.1

- Listen and answer the questions.
- In the previous module we read the story of Bobtail the Bunny. Bobtail went

to school.

- What did he have to do at school? Answer “yes” or “no”.

1. Did Bobtail read his book?
2. Did Bobtail play outside?
3. Did Bobtail fall asleep?
4. Did Bobtail add his numbers?
5. Did Bobtail run away?
6. Did Bobtail write his story?
7. Did Bobtail catch the big black dog?
8. Did Bobtail spell his words?

- Write “yes” or “no” in the spaces.

- Draw a circle around the word that tells you about Bobtail.

good; bad; tall; obedient; tired; naughty.

- Give a reason for your answer.

LO 1.1.5	LO 2.1	
----------	--------	--

Table 3.3

3.1.6.3 Bobtail becomes clever



Figure 3.2

- Listen carefully and clap when you hear a mistake. Say why it is wrong.

- Read.

Bobtail went to school every day.

He went with his brothers,
 Hopper, Flopper and Mop.
 They added their words.
 They wrote their books.
 They spelt their stories.
 They read their numbers.
 Miss Bun-Bun was glad.
 Mummy Bunny was glad.
 Daddy Bunny was glad.
 Their bunnies were clever.
 Their bunnies were good.

- What do you think? Will they all stay good little bunnies?

Yes or No? Give a reason.

LO 1.1.7	LO 3.2.2	LO 3.2.5	
----------	----------	----------	--

Table 3.4

- Listen and listen again.
- Read.



Figure 3.3

Farmer Brown and

Aunt Nel still live in
the house on the farm.

Nicky and Tanya still go to the school on the school bus.

Baby Bob still stays with his Mummy.

The big, fat grey cat still sleeps in the sun.

The big fat black dog still barks at night.

But -

It is winter on the farm.

There are no cabbages.

There are no carrots.

There are no strawberries.

There are no watermelons.



Figure 3.4

Questions:

- What is still the same on the farm?
- What is different?
- Why are there changes?
- How does winter bring changes in your life? At home? At school?

LO 3.2.4

LO 3.4.8

Table 3.5

3.1.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:

1.1.5 answers simple, literal yes/no and open questions with short answers;

1.1.7 answers questions that connect the story to own life in own home language;

Assessment Standard 1.3: We know this when the learner shows understanding of a short sequence of instructions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions;

Assessment Standard 2.2: We know this when the learner memorises and performs songs, action rhymes and simple poem;

Assessment Standard 2.6: We know this when the learner attends to pronunciations part of reading, of example;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.2 follows teacher's eye and finger movements;

3.2.4 answers short questions about the story;

3.2.5 retells the story;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.8 recognises on sight an increasing number of high-frequency words.

3.2 Bobtail Part 3 - 02²

3.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.2.2 Bobtail Part 3

3.2.3 EDUCATOR SECTION

3.2.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

²This content is available online at <<http://cnx.org/content/m25068/1.1/>>.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

A discussion of the different seasons leading up to the reading and discussion of winter (poem) can follow,

With Bobtail, learners learn and memorise well-known nursery rhymes, then illustrate and dramatise them.

At last Bobtail learns his lesson and vows never to be disobedient again.

Vocabulary from the Learning Area: Mathematics is used and illustrated; phonics activities continue and riddles are included to promote conversation and discussion.

Integration of themes

- A healthy environment

Seasons are discussed and the necessity of water discussed.

- Social Justice

Bobtail learns the hard way that dishonesty does not pay.

3.2.5 LEARNER SECTION

3.2.6 Content

- A poem to listen to, to recite and to read.
- Listen carefully to the noises made by the rain, the feet, the thunder and the lightning.

I really like the rain in winter
with umbrellas open wide,
and tiny birds who fly for shelter,
to their nests in trees on high
pitter - patter; pitter - patter.



I really like the raindrops falling,
in puddles on the street.
I splash and splish them, big and small,
with gumboots on my feet.
splish - splash; splish - splash.



I really like the lightning flashes,
the thunder roaring overhead,
like great, big giants in the sky.
I see them all while I'm snug in bed.
Crash! BANG! BOOM!
G.J.M.



Figure 3.5

I like Winter!

LO 2.2	LO 3.5
--------	--------

Table 3.6

- Draw umbrellas of different sizes from the smallest to the biggest.
- Decorate them with shapes:

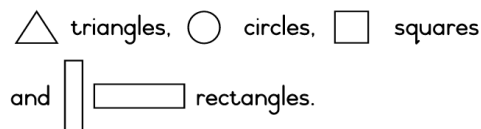


Figure 3.6



Figure 3.7

Smallest biggest

LO 5.1.3	LO 5.1.4	LO 5.2.4	
----------	----------	----------	--

Table 3.7

- Say what you can see.
- Draw a circle around the sound you can hear at the beginning.

I see . . .

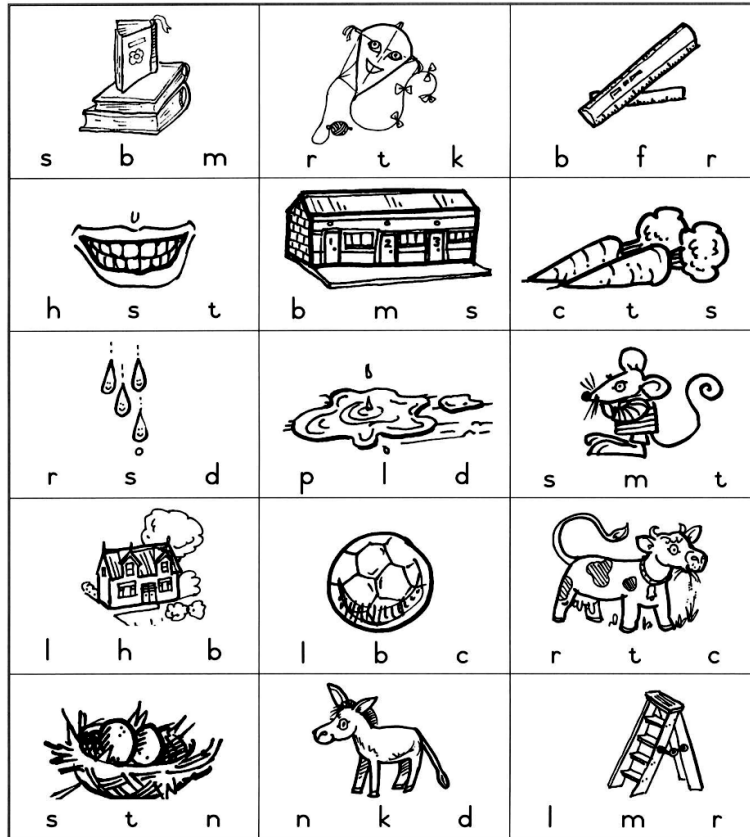


Figure 3.8

LO 1.4.1	LO 3.4.3
----------	----------

Table 3.8

3.2.6.1 Winter time can be fun.

- Draw pictures to show all the things you can do in winter.
- Talk about your pictures.



Figure 3.9

- Write a sentence about winter.

.....
.....
.....
.....

LO 1.1.3	LO 2.5	LO 3.1.5	LO 4.2	
----------	--------	----------	--------	--

Table 3.9

- Listen and listen again.
- Read the story.

Farmer brown liked the rain.
 His dams were full.
 Aunt Nel liked the rain.
 The flowers in her garden grew and grew.
 Nicky and Tanya liked the rain.
 They splashed in the puddles.
 Baby Bob was snug in bed.



But -

The big fat grey cat did not like the rain.
 There was no sun for her to sleep in.
 The big fat black dog did not like the rain.



His paws got wet.
 His head got wet.
 His tail got wet.



Figure 3.10

- Who liked the rain? Why?
- Who did not like the rain? Why?

LO 3.2.2	LO 3.2.5
----------	----------

Table 3.10

3.2.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:

1.1.3 draws a picture about the story and copying a few words about it;

Assessment Standard 1.4: We know this when the learner develops phonic awareness:

1.4.1 distinguishes between different sounds that are important for reading and writing.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner memorises and performs songs, action rhymes and simple poem;

Assessment Standard 2.5: We know this when the learner talks about drawing of pictures;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.5 draws a picture to illustrate a sentence;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.2 follows teacher's eye and finger movements;

3.2.5 retells the story;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.3 segments simple words with single initial consonants and short vowels;

Assessment Standard 3.5: We know this when the learner reads fiction and non-fiction books at an appropriate level for information and enjoyment;

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 4.2: We know this when the learner writes a caption for a picture;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.3 shape;

5.1.4 size;

Assessment Standard 5.2: We know this when the learner uses language for thinking:

5.2.4 sequences things.

3.3 Bobtail Part 3 - 03³

3.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.3.2 Bobtail Part 3

3.3.3 EDUCATOR SECTION

3.3.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

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Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

³This content is available online at <<http://cnx.org/content/m25077/1.1/>>.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

A discussion of the different seasons leading up to the reading and discussion of winter (poem) can follow,

With Bobtail, learners learn and memorise well-known nursery rhymes, then illustrate and dramatise them.

At last Bobtail learns his lesson and vows never to be disobedient again.

Vocabulary from the Learning Area: Mathematics is used and illustrated; phonics activities continue and riddles are included to promote conversation and discussion.

Integration of themes

- A healthy environment

Seasons are discussed and the necessity of water discussed.

- Social Justice

Bobtail learns the hard way that dishonesty does not pay.

3.3.5 LEARNER SECTION

3.3.6 Content

- Listen and listen again.
- Point to the words as your teacher reads the story.
- Read it with her.
- Read it aloud.

The bunnies did not like the rain.

Daddy Bunny had to fix the burrow.

Mummy Bunny's washing was wet.

Hopper, Flopper and Mop did not like the rain.

They had to play inside.

- Draw.



Figure 3.11



Figure 3.12

Daddy had to fix the burrow.



Figure 3.13

Mummy's washing was wet.



Figure 3.14

They had to play inside.

LO 3.1.5	LO 3.2.2	
----------	----------	--

Table 3.11



Figure 3.15

- Draw Farmer Brown's . . .



Figure 3.16

empty dam



Figure 3.17

full dam

- Draw Aunt Nel's flowers that grew and grew and grew.



Figure 3.18

LO 5.2.4		LO 5.4.1	
----------	--	----------	--

Table 3.12

- Draw a big fat black dog that is . . .



Figure 3.19

dry



Figure 3.20

very wet

LO 3.1.5		LO 6.5	
----------	--	--------	--

Table 3.13

- Say what you can see.
- Draw a circle around the sound you can hear at the end of the word.

I see . . .

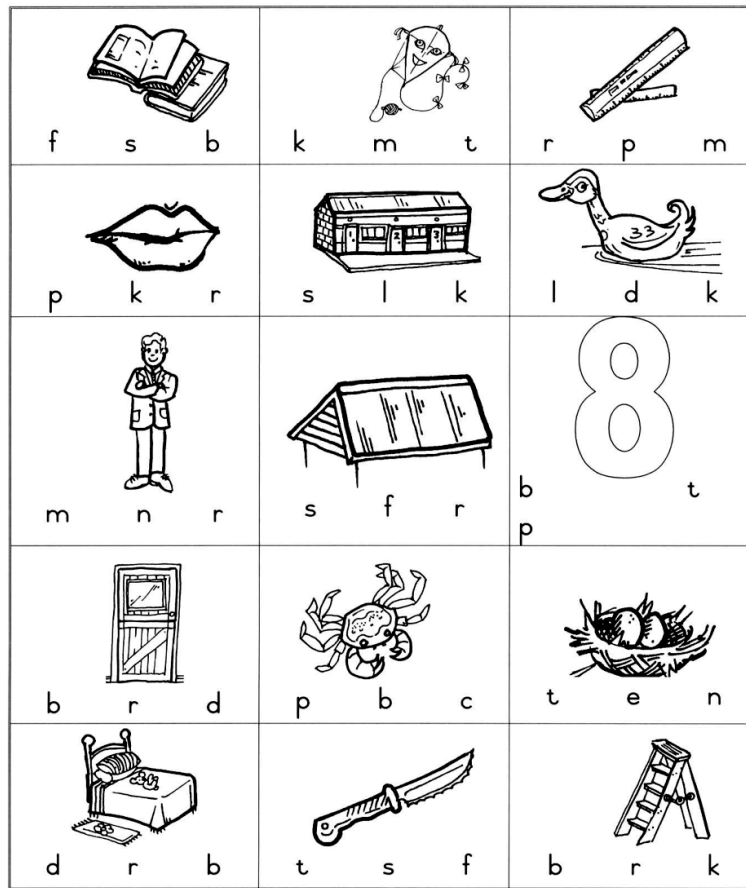


Figure 3.21

LO 1.4.1	LO 3.4.3
----------	----------

Table 3.14

3.3.7 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:
3.1.5 draws a picture to illustrate a sentence;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.2 follows teacher's eye and finger movements;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language for thinking:

5.2.4 sequences things.

Assessment Standard 5.4: We know this when the learner understands and uses some mathematical language:

5.4.1 listens to, read and solves simple word problems for mathematics, with attention to words such as ‘more’, ‘less’;

Learning Outcome 6: GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.5: We know this when the learner modifies adjectives and adverbs.

3.4 Bobtail Part 3 - 04⁴

3.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.4.2 Bobtail Part 3

3.4.3 EDUCATOR SECTION

3.4.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

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Time scheduled for the modules 1 to 8

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At last Bobtail learns his lesson and vows never to be disobedient again.

Vocabulary from the Learning Area: Mathematics is used and illustrated; phonics activities continue and riddles are included to promote conversation and discussion.

Integration of themes

- A healthy environment

⁴This content is available online at <<http://cnx.org/content/m25081/1.1/>>.

Seasons are discussed and the necessity of water discussed.

- Social Justice

Bobtail learns the hard way that dishonesty does not pay.

3.4.5 LEANER SECTION

3.4.6 Content

- Listen to the story a few times until you can read it by yourself.

Bobtail did not like winter.

There were no cabbages.

There were no carrots.

There were no strawberries.

There were no watermelons.

The burrow was wet.

The washing was wet.

His clothes were wet.

His paws were wet.

His back was wet.

His tail was wet.

Hopper, Flopper and Mop did not want to play with him.

They did not want to leave the burrow.

- Was Bobtail happy or sad? Why?

LO 3.2.4 LO 3.4.8

- Find the whole to which these parts of the picture belong.
- Join them with a line.



Figure 3.22

LO 2.5		LO 5.2.1		LO 5.2.2	
--------	--	----------	--	----------	--

Table 3.15

- Draw the whole to which these parts belong.

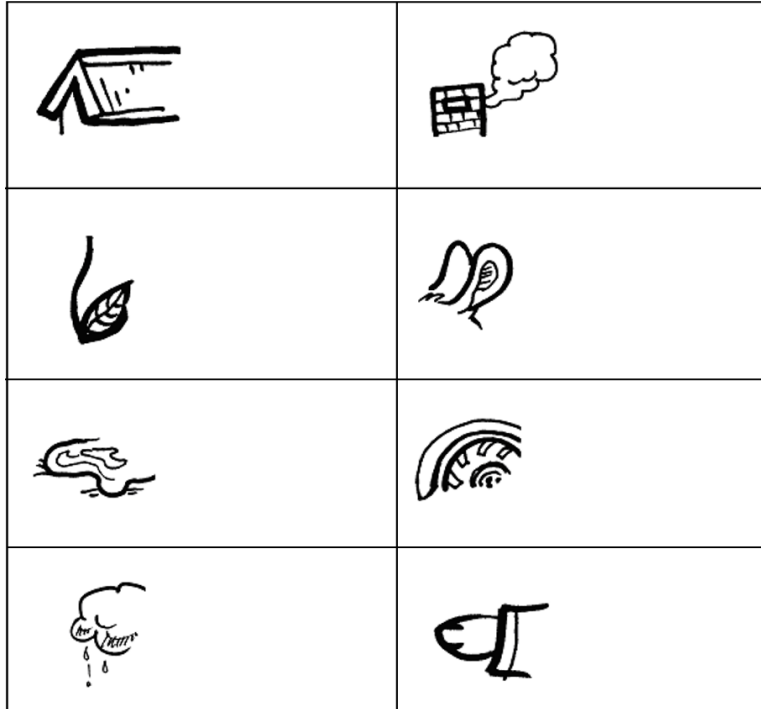


Figure 3.23

LO 2.5		LO 5.2.2	
--------	--	----------	--

Table 3.16

- Discuss the seasons in order.
- Which picture matches which season? Give a reason.
- Draw the pictures in the right place.

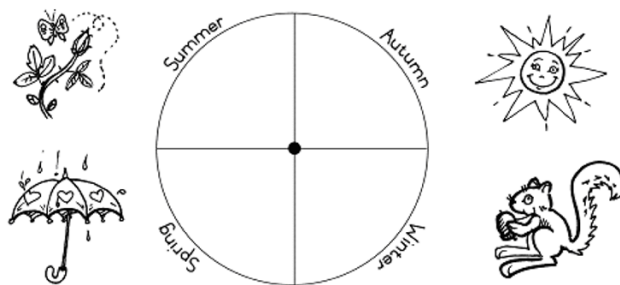


Figure 3.24

- Ask your friends which is their favourite season.
- Write their initials and colour in the blocks, e.g. Jane likes summer.

My favourite season.

Summer	J														
Autumn															
Winter															
Spring															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	

Table 3.17

- Write about your graph. Fill in the missing words.
1. Most of my friends liked
 2. The least of my friends liked
 3. More friends liked than

LO 1.1.3		LO 1.1.4		LO 5.3.2		LO 5.4.1	
----------	--	----------	--	----------	--	----------	--

Table 3.18

3.4.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:

- 1.1.3 draws a picture about the story and copying a few words about it;
- 1.1.4 distinguishes between different sounds that are important for reading and writing.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner talks about drawing of pictures;

Learning Outcome 5: THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language for thinking:

5.2.1 identifies similarities and differences;

5.2.2 identifies parts of the whole (car);

Assessment Standard 5.3: We know this when the learner work with charts:

5.3.2 classifies things by putting similar things together, and by identifying the odd one out;

Assessment Standard 5.4: We know this when the learner understands and uses some mathematical language:

5.4.1 listens to, read and solves simple word problems for mathematics, with attention to words such as ‘more’, ‘less’.

3.5 Bobtail Part 3 - 05⁵

3.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.5.2 Bobtail Part 3

3.5.3 EDUCATOR SECTION

3.5.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

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Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

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At last Bobtail learns his lesson and vows never to be disobedient again.

Vocabulary from the Learning Area: Mathematics is used and illustrated; phonics activities continue and riddles are included to promote conversation and discussion.

Integration of themes

⁵This content is available online at <<http://cnx.org/content/m25082/1.1/>>.

- A healthy environment

Seasons are discussed and the necessity of water discussed.

- Social Justice

Bobtail learns the hard way that dishonesty does not pay.

3.5.5 LEARNER SECTION

3.5.6 Content

- Listen to the story.
- Read the story.

"Come, Hopper," said Bobtail.
 "Put on your coat and let's go for a hop."
 "No," said Hopper, "it is too cold."



"Come, Flopper," said Bobtail.
 "Put on your coat and let's go for a hop."
 "No," said Flopper, "it is raining."



"Come, Mop," said Bobtail.
 "Put on your coat and let's go for a hop."
 "No," said Mop, "my coat is wet."

So Bobtail put on his coat.
 He crept out of the burrow.
 He went hop, hop, hop, hop
 over the cold, wet ground.



Figure 3.25

- Tell a friend what happened.
- Why does Bobtail want to go out?
- Find these words in the story and read them.

raining
 burrow
 wet
 coat
 Bobtail
 ground

LO 3.2.5	LO 3.4.8
----------	----------

Table 3.19

- Listen and read.

Bobtail stopped.

He sniffed the air.

Cabbages? No!

Carrots? No!

Strawberries? No!

Watermelons? No!

What can it be?

He turned his head to the left.

Sniff! Sniff!

He turned his head to the right.

Sniff! Sniff!

What can it be?

“Yes!” he said.


“It must be pancakes!”

- What do you think is going to happen?


LO 3.2.1	LO 3.2.2	LO 3.4.8	LO 6.1
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Table 3.20

- Listen.
- Read.



The smell was coming from the house.
 Bobtail followed the smell.
 Hop, hop, hop, hop,
 to Farmer Brown's house.



He peeped through the window.
 There was Aunt Nel.
 She was making pancakes.
 Bobtail counted the pancakes.
 One, two, three, four, five,
 six, seven, eight, nine, ten,
 round, yellow pancakes!
 "Aha," said Bobtail.
 "I love pancakes!"




Figure 3.26

- Draw ten, round, yellow pancakes.



Figure 3.27

LO 2.9	LO 3.1.5	LO 3.4.8	LO 5.1.2	
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Table 3.21

- Draw a picture of Aunt Nel making pancakes.
- Draw Bobtail peeping through the window.



Figure 3.28

Bobtail

Figure 3.29

- Write a caption for your picture.
 - Ask Mummy how to make pancakes.
 - Come and tell the class how to make pancakes.
 - Write the steps here or draw the instructions.
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.

LO 1.1.4	LO 1.3	LO 2.6	LO 4.2
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Table 3.22

- Follow the pancake road and read the words.

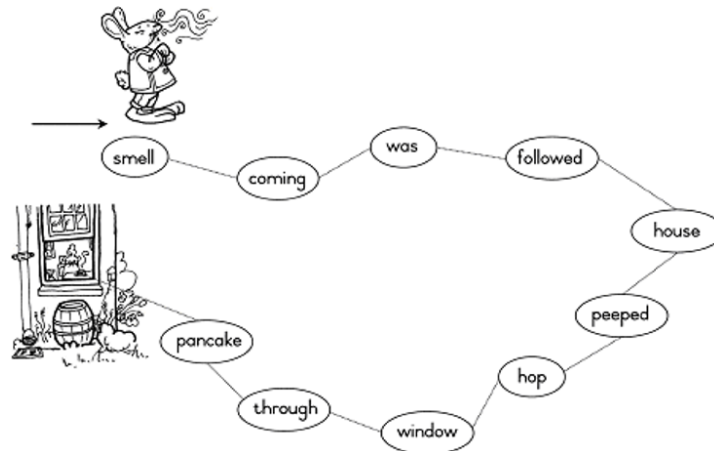


Figure 3.30

- Fill in the missing words.
1. The was coming from the house.
 2. He peeped through the
 3. Aunt Nel was making
 4. Count:-
one,, three,, five, six,
.,, nine, ten.

LO 3.4.8		LO 4.3	
----------	--	--------	--

Table 3.23

3.5.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner shows understanding of simple stories:

1.1.4 sequences pictures and matches captions with pictures;

Assessment Standard 1.3: We know this when the learner shows understanding of a short sequence of instructions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.6: We know this when the learner attends to pronunciations part of reading, of example:

Assessment Standard 2.9: We know this when the learner gives simple instructions:

Assessment Standard 2.6: We know this when the learner attends to pronunciations part of reading, of example;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.5 draws a picture to illustrate a sentence;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.1 reads the title and predicts what a book is about;

3.2.2 follows teacher's eye and finger movements;

3.2.5 retells the story;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.8 recognises on sight an increasing number of high-frequency words;

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 4.2: We know this when the learner writes a caption for a picture;

Assessment Standard 4.3: We know this when the learner completes sentences by filling in missing words;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.2 number;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner understands and uses some questions forms (e.g. what happened yesterday?).

3.6 Bobtail Part 3 - 06⁶

3.6.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.6.2 Bobtail Part 3

3.6.3 EDUCATOR SECTION

3.6.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

A discussion of the different seasons leading up to the reading and discussion of winter (poem) can follow,

With Bobtail, learners learn and memorise well-known nursery rhymes, then illustrate and dramatise them.

At last Bobtail learns his lesson and vows never to be disobedient again.

Vocabulary from the Learning Area: Mathematics is used and illustrated; phonics activities continue and riddles are included to promote conversation and discussion.

Integration of themes

- A healthy environment

Seasons are discussed and the necessity of water discussed.

- Social Justice

Bobtail learns the hard way that dishonesty does not pay.

⁶This content is available online at <<http://cnx.org/content/m25084/1.1/>>.

3.6.5 LEARNER SECTION

3.6.6 Content

- Listen.
- Listen, read with your teacher.
- Read.
- Tell the class what happened.

Aunt Nel went out the door.
 Bobtail hopped on the window sill.
 He took the ten pancakes.
 He hopped out of the window.
 He hopped to the empty cabbage patch.
 He ate two pancakes. Yummy!
 He ate two more. Yummy! Yummy!
 He ate all the pancakes.
 Yummy! Yummy! Yummy!
 He hopped slowly back to the burrow.
 He crept into bed.



Figure 3.31

-
- Draw.



Figure 3.32

6 pancakes

**Figure 3.33**

2 more

**Figure 3.34**

2 more

LO 3.2.2	
----------	--

Table 3.24

- Listen carefully.
- Tell the class what happened to Bobtail.
- Discuss whether he was honest or dishonest, clever or stupid, obedient or disobedient. What are your feelings about the story?

In the morning Bobtail could not
 get out of bed.
 He was so sick!
 He was so sick from eating
 all those pancakes.
 He could not go to school.
 He could not play.
 He could not add his numbers.
 He could not write his story.

He could not spell his words.
He could not read his book.
He could not have fun with his friends.
Mummy kept him in bed.
That was the last time Bobtail went hop, hop, hop, hopping at night!

- Draw Bobtail in bed.



Figure 3.35

LO 3.2.5		LO 6.2		LO 6.3	
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Table 3.25

- Read these jumbled sentences.
- Write them.

3.6.6.1 Pancake Stories

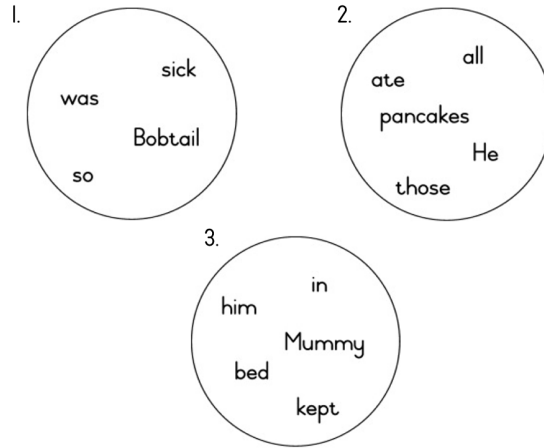


Figure 3.36

- Write.

1.

 2.

3.

LO 4.5	
--------	--

Table 3.26

3.6.6.2 A Fun Page

- Count and colour the umbrellas.

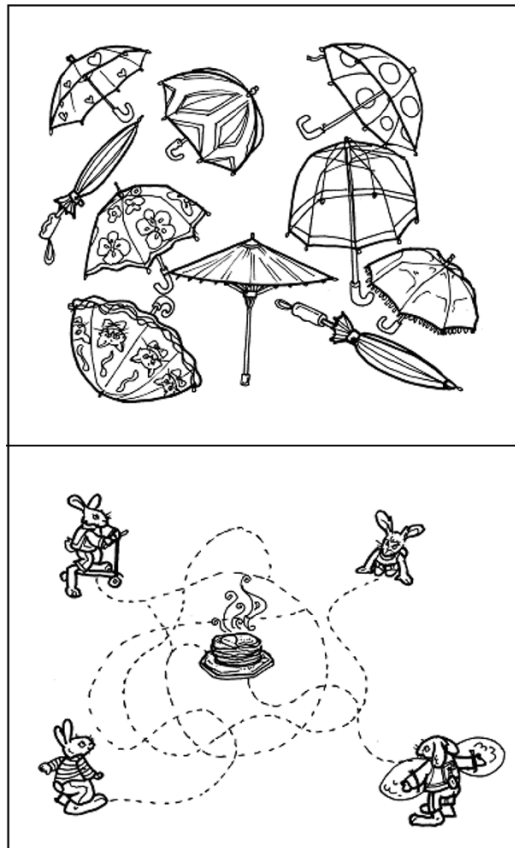


Figure 3.37

- See which bunnies find the pancakes.
- Mark their roads in different colours.

LO 1.3	LO 5.1.2	
--------	----------	--

Table 3.27

3.6.6.3 Riddles to read

- Listen first.
- Read.
- Draw their pictures.

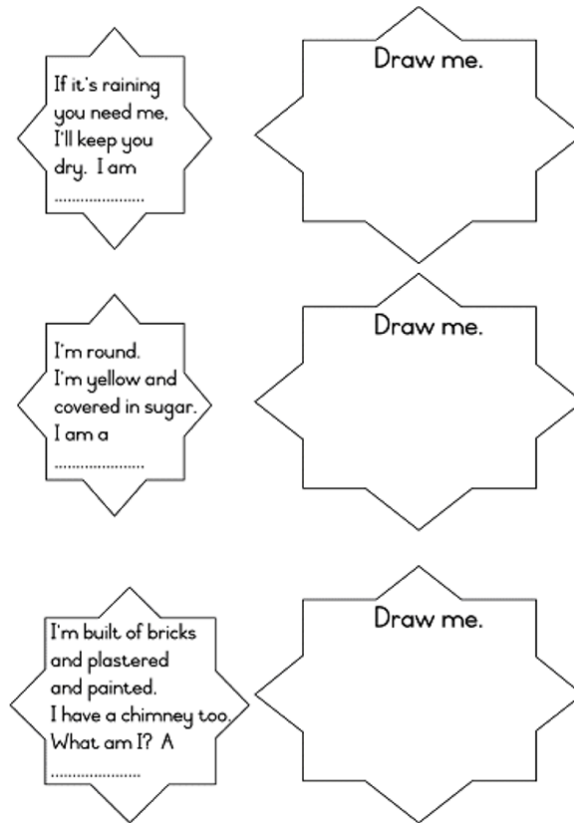


Figure 3.38

LO 1.2	
--------	--

Table 3.28

3.6.6.4 My Dictionary Page

- I can read these sight words.
- Keep this page in your file.

their	wide	dams	washing	cold
tall	raindrops	full	inside	crept
obedient	falling	rain	leave	ground
naughty	puddles	paws	seasons	coat
still	lightning	head	summer	turned
barks	flashes	tail	autumn	sniff
winter	thunder	wet	spring	left
umbrellas	giants	fix	come	right
slowly	counted	followed	smell	pancake

Table 3.29

LO 5.5	
--------	--

Table 3.30

3.6.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.2: We know this when the learner shows understanding of a simple description by identifying what is described;

Assessment Standard 1.3: We know this when the learner shows understanding of a short sequence of instructions;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.2 follows teacher's eye and finger movements;

3.2.5 retells the story;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.8 recognises on sight an increasing number of high-frequency words;

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 4.5: We know this when the learner puts jumbled sentences in the right order and copies them;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.2 number;

Assessment Standard 5.5: We know this when the learner keeps a personal dictionary;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.2: We know this when the learner understands and uses the simple past tense;

Assessment Standard 6.3: We know this when the learner understands and uses some modals.

3.7 Chas the chameleon⁷

3.7.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.7.2 Chas the chameleon

3.7.3 EDUCATOR SECTION

3.7.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

Cas is one of many creatures living in the hedge around Farmer Brown's farm. The characteristics of chameleons and the dangers which they must confront are described in the stories and poem to be listened to and read.

More nursery rhymes, riddles and phonic exercises are included.

Integration of themes

- A healthy environment

Cas's environment also needs to be a safe one in order to survive. Discuss the dangers that the chameleon has to face and compare these to the dangers the learners have to be aware of in their immediate environment.

Discuss "the survival of the fittest".

3.7.5 LEARNER SECTION

3.7.6 Content

- Say it with your teacher.
- Read it.

⁷This content is available online at <<http://cnx.org/content/m25088/1.1/>>.

3.7.6.1 Strange little fellows

They're strange little fellows
 and they move so slowly.
 They'll never get there
 if they don't hurry.
 Sometimes they're blue
 sometimes they're green,
 they often change coats.
 so as not to be seen.
 Their eyes are so big
 and they're spiky all over,
 their toes grip the twigs
 as they pass through the clover.
 They shoot out their tongues
 which are rolled up inside –
 they hunt for their dinner
 of midgets and flies.
 G.J. M.

- Who are these strange little fellows?
- Give a reason why chameleons are called strange little fellows?
- How do they move?
- Explain “they often change coats.”

LO 1.1.7		LO 2.2		LO 3.5	
----------	--	--------	--	--------	--

Table 3.31

3.7.6.2 More rhymes

- Listen.
- Learn the rhymes.
- Read the rhymes.
- Draw the pictures.

	<p>Little Miss Muffet, sat on a tuffet eating her curds and whey. There came a big spider that sat down beside her and frightened Miss Muffet away.</p>
<p>Three blind mice three blind mice. see how they run see how they run. They all ran after the farmer's wife, who cut off their tails with a carving knife. Did you ever see such a thing in your life as three blind mice?</p>	

Figure 3.39

LO 1.1.3	LO 2.2	LO 3.2.6
----------	--------	----------

Table 3.32

- Listen to the rhymes.
- Learn and read them.
- Draw the pictures.

<p>Little Jack Horner sat in the corner eating this Christmas pie he put in his thumb and pulled out a plum and said, "What a good boy am I!"</p>	
	<p>Wee Willy Winky runs through the town, upstairs and downstairs in his nightgown, rapping at the windows, crying through the locks, "Are the children all in bed?" It's past eight o'clock!</p>
<p>Georgie Porgie pudding and pie kissed the girls and made them cry. When the boys came out to play, Georgie Porgie ran away!</p>	

Figure 3.40

LO 1.1.3	LO 2.2	LO 3.2.6	
----------	--------	----------	--

Table 3.33

- Listen to the riddles and guess who we are.
- Read them.
- Write in our names.



Figure 3.41

<p>I am good I sit in the corner. I have a plum on my thumb I am</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>I am naughty I make the girls cry. I am</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>I am a girl. I don't like spiders. I am</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>We can run. We have eyes but cannot see. We have no tails. We are</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Figure 3.42

LO 1.1.3	LO 1.2	LO 3.2.6	LO 4.3	
----------	--------	----------	--------	--

Table 3.34

3.7.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture about the story and copying a few words about it;

1.1.7 answers questions that connect the story to own life in own home language;

Assessment Standard 1.2: We know this when the learner shows understanding of a simple description by identifying what is described;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner memorises and performs songs, action rhymes and simple poems;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.6 reads familiar rhymes for enjoyment;

Assessment Standard 3.5: We know this when the learner reads fiction and non-fiction books at an appropriate level for information and enjoyment;

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 4.3: We know this when the learner completes sentences by filling in missing words.

3.8 Chas the Cameleon - 02⁸

3.8.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.8.2 Chas the chameleon

3.8.3 EDUCATOR SECTION

3.8.4 Memorandum

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The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

⁸This content is available online at <<http://cnx.org/content/m25091/1.1/>>.

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

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Cas is one of many creatures living in the hedge around Farmer Brown's farm. The characteristics of chameleons and the dangers which they must confront are described in the stories and poem to be listened to and read.

More nursery rhymes, riddles and phonic exercises are included.

Integration of themes

- A healthy environment

Cas's environment also needs to be a safe one in order to survive. Discuss the dangers that the chameleon has to face and compare these to the dangers the learners have to be aware of in their immediate environment.

Discuss "the survival of the fittest".

3.8.5 LEARNER SECTION

3.8.6 Content

- Listen to this story.
- Read it with your teacher.
- Read it to your teacher.

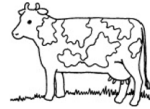
3.8.6.1 Cas the chameleon



Cas walked along the branch.
The branch was in the hedge
in front of Farmer Brown's house.



Cas looked behind him
with his left eye.
What did he see?
He saw -



the horse in the stable,
the cow in the shed,



the hens in the hen house,
the pigs in the pigsty
and he saw the sheep
in the green, green field.



Figure 3.43

LO 1.1		LO 3.4.8		LO 5.1.5	
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Table 3.35

- Draw these pictures.

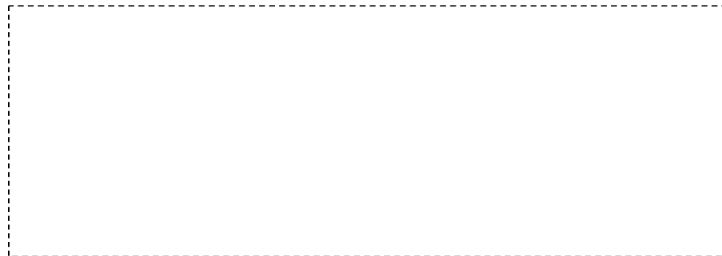


Figure 3.44

the horse in the stable.



Figure 3.45

the cow in the shed.



Figure 3.46

the hens in the hen house.

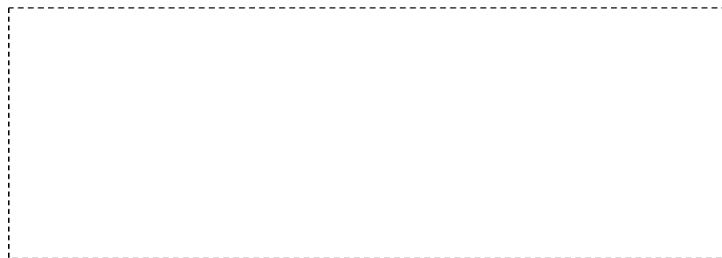


Figure 3.47

the pigs in the pigsty.



Figure 3.48

the sheep in the green, green field.

LO 1.1.3	LO 3.1.4	LO 3.4.8	LO 5.1.5
----------	----------	----------	----------

Table 3.36

- Listen and listen again.
- Read the story with your teacher.
- Read the story to your teacher.

Cas looked in front of him

with his right eye.

What did he see?

He saw –

Farmer Brown in the farmyard,

Aunt Nel in the farmhouse,

Nicky, Tanya and Baby Bob

in the garden,

the big, fat grey cat asleep in the sun, and he saw

the big, fat black dog under the tree.

- What did Cas see with his right eye?
- Draw all the things Cas saw with his right eye.



Figure 3.49

LO 1.1.3	LO 3.2.3	LO 5.1.5	LO 6.1
----------	----------	----------	--------

Table 3.37

- What can you see in the circles?
- Say the first sound you can hear when you say what is in each circle.
- Find the matching sound in the squares.
- Join the picture to the sound it begins with.

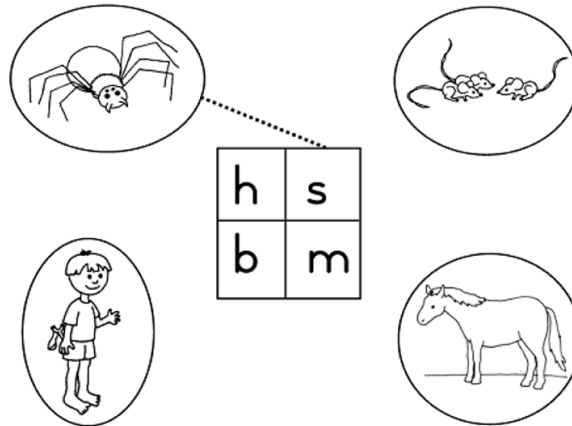


Figure 3.50

LO 3.4.2

Table 3.38

- Join the picture to the sound it begins with.

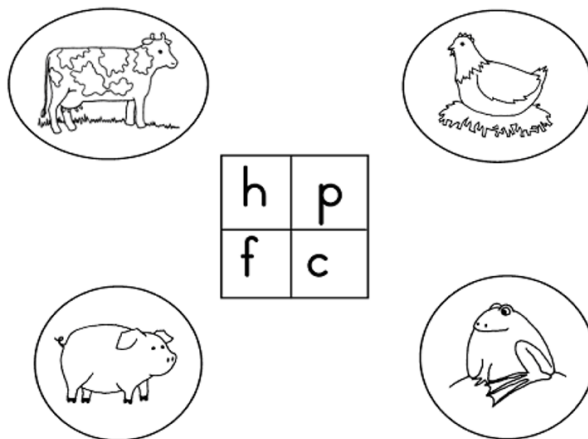


Figure 3.51

LO 3.4.2	
----------	--

Table 3.39

3.8.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.3 draws a picture about the story and copying a few words about it;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.4 matches a sentence;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 points to the correct word when it is being read;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.2 understands the letter-sound relationships of most single consonants and short forms of vowels in words;

3.4.8 recognises on sight an increasing number of high-frequency words;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.5 direction, up and down;

Learning Outcome 6: GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner understands and uses some questions forms (e.g. what happened yesterday?).

3.9 Chas the Cameleon - 03⁹

3.9.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.9.2 Chas the chameleon

3.9.3 EDUCATOR SECTION

3.9.4 Memorandum

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More nursery rhymes, riddles and phonic exercises are included.

Integration of themes

- A healthy environment

Cas's environment also needs to be a safe one in order to survive. Discuss the dangers that the chameleon has to face and compare these to the dangers the learners have to be aware of in their immediate environment.

⁹This content is available online at <<http://cnx.org/content/m25153/1.1/>>.

3.9.5 Discuss “the survival of the fittest”.

3.9.6 LEARNER SECTION

3.9.7 Content

- Listen to the story.
- Read it with your teacher.
- Read it to your teacher.



Cas listened to the sounds around him.

He heard -

the horse, the cow, the hens, the pigs
and the sheep.

He heard -

Farmer Brown, Aunt Nel, the children,
the cat and the dog.

Cas heard the sounds of the forest.

He heard -

the monkeys in the trees,
the lions in the long grass,
the crocodiles in the river,
the snakes in the branches
and he heard the owls
on the fence.



Figure 3.52

LO 3.2.2	LO 3.2.3
----------	----------

Table 3.40

- Who are these?
- Write their names under the pictures.

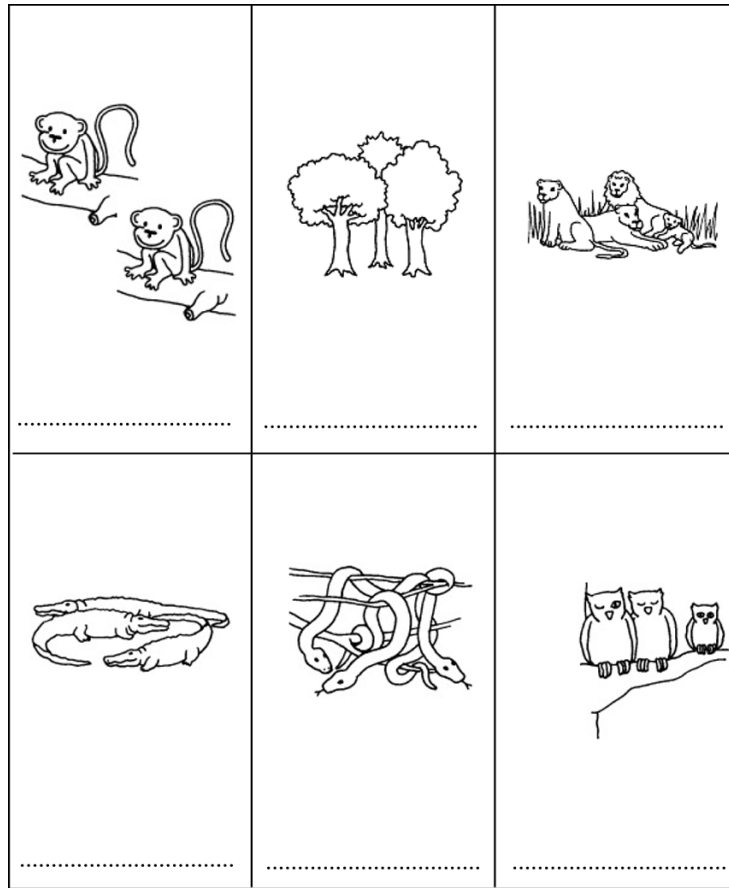


Figure 3.53

LO 4.1

Table 3.41

- Draw a line to show you know where each animal sleeps.

Where do we sleep?

a horse	hen house
a cow	trees
a pig	stable
a hen	long grass
a monkey	shed
a lion	fence
an owl	pigsty

Figure 3.54

LO 2.1	LO 4.3
--------	--------

Table 3.42

- Join the picture to the sound it begins with.

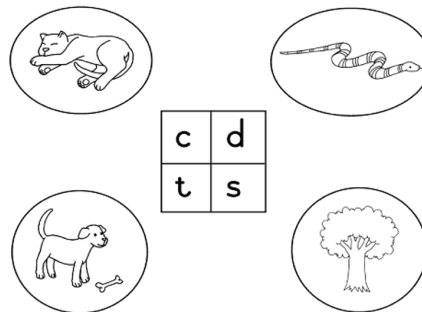


Figure 3.55

LO 3.4.2	
----------	--

Table 3.43

- Listen and read.

Cas was wearing his green coat.

He could not be seen in the hedge.

He looked just like the leaves.

The horse looked at the hedge.

He could not see Cas.

The cow looked at the hedge.

He could not see Cas.

The hens looked at the hedge.

They could not see Cas.

The pigs looked at the hedge.

They could not see Cas.

The sheep looked at the hedge.

They could not see Cas.

Farmer Brown looked at the hedge.

Aunt Nel looked at the hedge.

The children looked at the hedge.

The big, fat, black dog looked at the hedge.

They could not see Cas.

The big, fat, grey cat looked and

looked and looked at the hedge.

He walked slowly and softly to the hedge.

Will he see Cas in the hedge?

The big fat grey cat likes to catch chameleons.

LO 1.1		LO 3.4.8	
--------	--	----------	--

Table 3.44

- Join the picture to the sound it begins with.

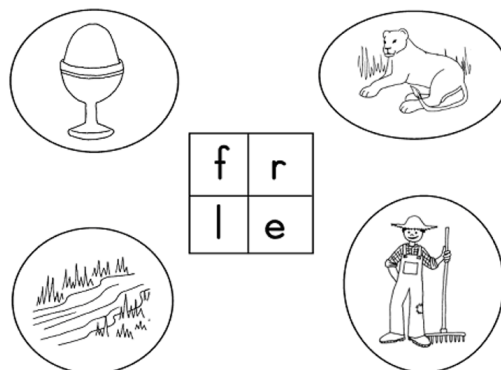


Figure 3.56

LO 3.4.2	
----------	--

Table 3.45

3.9.8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.2 follows teacher's eye and finger movements;

3.2.3 points to the correct word when it is being read;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.8 recognises on sight an increasing number of high-frequency words;

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 4.1: We know this when the learner chooses and copies a caption which accurately describes a picture:

Assessment Standard 4.3: We know this when the learner completes sentences by filling in missing words.

3.10 Cas the Cameleon - 04¹⁰

3.10.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.10.2 Chas the chameleon

3.10.3 EDUCATOR SECTION

3.10.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

Cas is one of many creatures living in the hedge around Farmer Brown's farm. The characteristics of chameleons and the dangers which they must confront are described in the stories and poem to be listened to and read.

More nursery rhymes, riddles and phonic exercises are included.

Integration of themes

- A healthy environment

Cas's environment also needs to be a safe one in order to survive. Discuss the dangers that the chameleon has to face and compare these to the dangers the learners have to be aware of in their immediate environment.

Discuss "the survival of the fittest".

3.10.5 LEARNER SECTION

3.10.6 Content

- Listen and read.

Cas did not move.

He stood very still.

¹⁰This content is available online at <<http://cnx.org/content/m25147/1.1/>>.

He did not move his eyes.
 He did not move his toes.
 He did not move his long tail.
 He saw the grey cat.
 He did not like the grey cat.
 He did not like the big black dog.
 He did not like the owl on the fence.
 The grey cat came nearer and nearer.
 The grey cat stretched his front legs.
 The grey cat stretched his hind legs.
 He stretched his back.
 He stretched his long, furry tail.
 He sat in the sun under the hedge.
 Still Cas could not move.
 If he did, the grey cat would see him.
 But Cas was hungry.
 He was so very hungry.
 "I wish this big, fat, grey cat would go away," he thought.
 "Then I can look for something to eat."
 But the big, fat, grey cat stretched himself
 out in the sun under the hedge.

LO 1.1		LO 3.2.1		LO 3.4.8	
--------	--	----------	--	----------	--

Table 3.46

- Listen to the questions. Read them.
- Take turns to answer them.

- Where was Cas?
- How did Cas feel? Why?
- What do you think is going to happen?
- What do you think of the grey cat?
- What do you think Cas should do?
- Do you know what kind of food Cas will be looking for?
- Try and find a chameleon and describe his body, his toes, his eyes, his tongue and his tail.
- Put the chameleon on different colours of paper – green, brown, yellow, black and watch what happens.

- Fill in the missing words.

Cas lived in the house/hedge/burrow
 Cas heard the in the long grass. Owls/dogs/lions
 Cas was afraid of the grey cat/river/forest

LO 1.1.7		LO 4.3		LO 6.1	
----------	--	--------	--	--------	--

Table 3.47

- Join the picture to the sound it begins with.

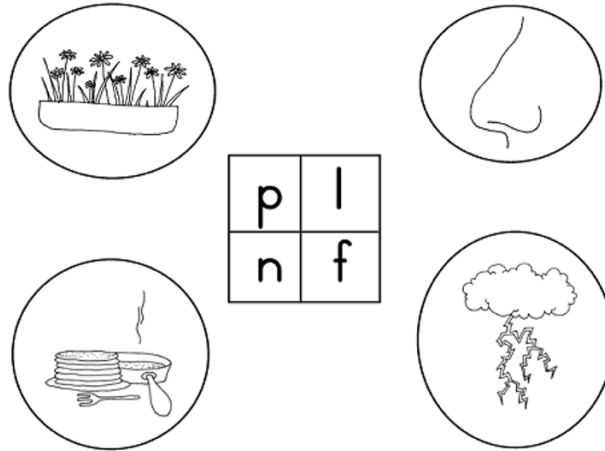


Figure 3.57

LO 3.4.2	
----------	--

Table 3.48

- Write the muddled up sentences over correctly.
- Use capital letters and full stops.

Cas	the	walked	along	branch
-----	-----	--------	-------	--------

Table 3.49

1. Cas

big	The	cat	fat	grey
was	in	asleep	sun	the

Table 3.50

2. The

did	Cas	move	not
-----	-----	------	-----

Table 3.51

3. Cas.....
.....
.....

LO 4.5	LO 4.6
--------	--------

Table 3.52

3.10.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.1 reads the title and predicts what a book is about;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.2 understands the letter-sound relationships of most single consonants and short forms of vowels in words;

3.4.8 recognises on sight an increasing number of high-frequency words;

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 4.5: We know this when the learner puts jumbled sentences in the right order and copies them;

Assessment Standard 4.6: We know this when the learner uses punctuation.

3.11 Chas the Cameleon - 05¹¹

3.11.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.11.2 Chas the chameleon

3.11.3 EDUCATOR SECTION

3.11.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

¹¹This content is available online at <<http://cnx.org/content/m25149/1.1/>>.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

Cas is one of many creatures living in the hedge around Farmer Brown's farm. The characteristics of chameleons and the dangers which they must confront are described in the stories and poem to be listened to and read.

More nursery rhymes, riddles and phonic exercises are included.

Integration of themes

- A healthy environment

Cas's environment also needs to be a safe one in order to survive. Discuss the dangers that the chameleon has to face and compare these to the dangers the learners have to be aware of in their immediate environment.

3.11.5 Discuss "the survival of the fittest".

3.11.6 LEANER SECTION

3.11.7 Content

- Listen and read what happened to Cas.

Cas still did not move.

The grey cat still did not move.

"I'm hungry," thought Cas.

"I wish I could find a nice fat fly.

I wish I could find a nice fat fly

for my dinner.

I must not move.

If the grey cat sees me

he will have me for his dinner.

I must keep very still

I must not move."

"Kitty! Kitty!" called Nicky.

"Come, Kitty, come and have your dinner."

The grey cat ran to the house.

He ran up the steps to Nicky.

Cas moved slowly, slowly.

He moved his spiky body.

He moved his long, thin legs

and his long thin toes.

He stretched his long, thin tail behind him.

He rolled up his long, thin tongue.

He climbed onto a brown branch.

He put on his brown coat.

He shot out his long, thin tongue and

caught the fly sitting on the branch.
 “Now I will have my dinner,” he said.

LO 3.2.3		LO 6.4	
----------	--	--------	--

Table 3.53

- Read the questions.
- Write the answers.

1. What did Cas's legs look like?

They were

.....

2. What did Cas's toes look like?

Th

.....

3. What did Cas's tail look like?

It was

.....

4. What did Cas's body look like?

It w sp

Figure 3.58

LO 3.2.4		LO 4.3		LO 6.4	
----------	--	--------	--	--------	--

Table 3.54

3.11.7.1 My Dictionary Page

- Read the words.
- Keep this page in your file.

chameleon	slowly	spiky	toes
tongue	spider	mice	tails
corner	plum	good	naughty
girls	boys	branch	hedge
left	right	behind	stable
shed	hen house	pigsty	monkeys
lions	crocodiles	stretched	hind legs
front legs	move	hungry	dinner

Table 3.55

- Draw the pictures.



Figure 3.59

long tongue

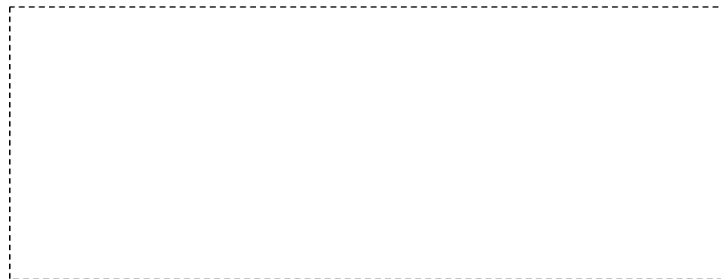


Figure 3.60

a brown chameleon



Figure 3.61

a green chameleon



Figure 3.62

a fly

LO 5.5		LO 6.4	
--------	--	--------	--

Table 3.56

3.11.7.2 A game to play with a friend

- Use your Dictionary Page to see how many words you and your friend can find in the word block.
- Colour in the words.
- Count how many words you found. Who had the most?

a	f	g	m	i	c	e	p	b	d	g	i	r	l	s
h	b	c	x	m	n	o	t	a	i	l	s	c	e	f
g	o	o	d	u	v	c	h	a	m	e	l	e	o	n
q	r	a	t	w	s	x	h	e	d	g	e	g	h	k
y	d	i	n	n	e	r	z	a	j	i	s	h	e	d
c	o	r	n	e	r	l	n	p	s	t	a	b	l	e
o	r	p	i	g	s	t	y	m	u	v	p	l	u	m
i	a	j	k	q	g	b	h	l	i	o	n	s	f	y
s	p	i	d	e	r	c	r	u	w	e	b	o	y	s
m	p	l	o	d	c	r	o	c	o	d	i	l	e	s
n	b	e	h	i	n	d	s	t	x	t	r	e	e	s

Table 3.57

- This jumbled word is also hiding in the block.

street

Figure 3.63

- Find it.

LO 3.3	
--------	--

Table 3.58

3.11.8 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 points to the correct word when it is being read;

3.2.4 answers short oral questions about the story;

Assessment Standard 3.3: We know this when the learner recognises and makes meaning of letters and words;

3.4.8 recognises on sight an increasing number of high-frequency words;

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 4.3: We know this when the learner completes sentences by filling in missing words;

Learning Outcome 5: THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.5: We know this when the learner keeps a personal dictionary;

Learning Outcome 6: GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.4: We know this when the learner understands and uses some adjectives.

Chapter 4

Term 4

4.1 The Lonely Caterpillar - 01¹

4.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.1.2 The lonely caterpillar

4.1.3 EDUCATOR SECTION

4.1.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

Cas is one of many creatures living in the hedge around Farmer Brown's farm. The characteristics of chameleons and the dangers which they must confront are described in the stories and poem to be listened to and read.

More nursery rhymes, riddles and phonic exercises are included.

¹This content is available online at <<http://cnx.org/content/m25168/1.1/>>.

Two singing games are included in this module. “The Farmer’s in the dell” and “Here we go round the mulberry bush.” Learners can act these out while singing the songs.

The first sounds which are different are introduced in phonics activities namely **a, o, i**.

The lonely caterpillar tries to find a friend with whom to share his leaves but he is unsuccessful.

Greeting forms are practised and the wise old owl comes to the rescue of the caterpillar who ventures out and leaves the hedge in search of a friend.

The poem describes the life cycle of the butterfly.

Integration of themes

- Human rights

By discussing the story of “the lonely caterpillar” who was looking for a friend, learners become aware of the interrelationship between themselves and their friends and the responsibility they have towards their friends.

- A healthy environment

Discuss the life cycle of the butterfly and the advantages/disadvantages to the environment of each stage.

4.1.4.1 LEARNER SECTION

4.1.4.2 Content

4.1.4.3 Sing this song

- Let your teacher teach you this song.
- Sing it together.

1. The farmer’s in the dell (2)

Hey, Ho the derry ‘O
The farmer’s in the dell.

2. The farmer takes a wife (2)

Hey, Ho the derry ‘O
The farmer takes a wife.

3. The wife takes a child (2)

Hey, Ho the derry ‘O
The wife takes a child.

4. The child takes a nurse (2)

Hey, Ho the derry ‘O
The child takes a nurse.

5. The nurse takes a dog (2)

Hey, Ho the derry ‘O
The nurse takes a dog.

6. The dog takes a cat (2)

Hey, Ho the derry ‘O
The dog takes a cat.

7. The cat takes a rat (2)

Hey, Ho the derry ‘O
The cat takes a rat.

8. The rat takes the cheese (2)

Hey, Ho the derry ‘O
The rat takes the cheese.

9. And we all pat the cheese (2)

Hey, Ho the derry ‘O
We all pat the cheese.

- Now play the game while you sing.

Step 1: Hold hands and make a circle.

One child stands in the middle to be the “farmer”.

Step 2: Verse 2 – the farmer chooses a wife.

Step 3: Verse 3 – the wife chooses a child.

Step 4: Verse 4 – the child chooses a nurse.

Step 5: Verse 5 – the nurse chooses a dog.

Step 6: Verse 6 – the dog chooses a cat.

Step 7: Verse 7 – the cat chooses a rat.

Step 8: Verse 8 – the rat chooses a cheese.

Step 9: Verse 9 – everybody moves into the middle and pats the cheese.

The cheese becomes the new farmer and all the others join the circle when you play the game the second time.

LO 1.3		LO 2.2		LO 3.7	
--------	--	--------	--	--------	--

Table 4.1

4.1.4.4 Another song to sing

- Listen to the words.
- Learn the words.
- Sing the song.
- Do the actions.

1. Here we go round the mulberry bush,
the mulberry bush, the mulberry bush.
here we go round the mulberry bush
so early in the morning.

2. This is the way we wash our hands
we wash our hands, we wash our hands.
this is the way we wash our hands
so early in the morning.

3. Choose any further actions for the other verses e.g.:
This is the way we brush our teeth (hair);
This is the way we clean our shoes (the floor);
This is the way we sit up straight (fold our arms, touch our knees; etc.).

LO 1.3		LO 2.2		LO 3.7	
--------	--	--------	--	--------	--

Table 4.2

Mulberry Bush

The image shows two pieces of musical notation. The first piece, 'Mulberry Bush', is written on three staves in G major (one sharp) and 3/4 time. The melody is on the top staff, and the accompaniment is on the middle and bottom staves. The second piece, 'The Farmer's in the Dell', is written on two staves in G major and 6/8 time. The melody is on the top staff, and the accompaniment is on the bottom staff. Below the second piece, there are several empty musical staves.

The Farmer's in the Dell

Figure 4.1

4.1.5 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.3: We know this when the learner shows understanding of a short sequence of instructions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations;

2.2 memorises and performs songs, action rhymes and simple poems;

Assessment Standard 1.3: We know this when the learner shows understanding of a short sequence of instructions;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;
Assessment Standard 3.7: We know this when the learner reads familiar rhymes.

4.2 The Lonely Caterpillar - 03²

4.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.2.2 The lonely caterpillar

4.2.3 EDUCATOR SECTION

4.2.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

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More nursery rhymes, riddles and phonic exercises are included.

Two singing games are included in this module. "The Farmer's in the dell" and "Here we go round the mulberry bush." Learners can act these out while singing the songs.

The first sounds which are different are introduced in phonics activities namely **a, o, i**.

The lonely caterpillar tries to find a friend with whom to share his leaves but he is unsuccessful.

Greeting forms are practised and the wise old owl comes to the rescue of the caterpillar who ventures out and leaves the hedge in search of a friend.

The poem describes the life cycle of the butterfly.

Integration of themes

- Human rights

²This content is available online at <<http://cnx.org/content/m25177/1.1/>>.

By discussing the story of “the lonely caterpillar” who was looking for a friend, learners become aware of the interrelationship between themselves and their friends and the responsibility they have towards their friends.

- A healthy environment

Discuss the life cycle of the butterfly and the advantages/disadvantages to the environment of each stage.

4.2.5 LEARNER SECTION

4.2.6 Content

- Listen to the story.
- Read the story. Pronounce the words correctly.

4.2.6.1 The Lonely Caterpillar (4)

“Come and have some breakfast,” said
 the lonely little caterpillar.
 “This leaf is nice and soft and green.
 “No thank you,” said the ladybird.
 “I do not eat leaves. I must go
 home to my children,” and off he flew.
 The lonely little caterpillar felt sad and lonely.
 “I’m hungry,” he said.
 He began to eat the nice, soft, green leaf.

- Talk about what you have for breakfast.
- Tell the class.
- Draw a ladybird on a leaf.

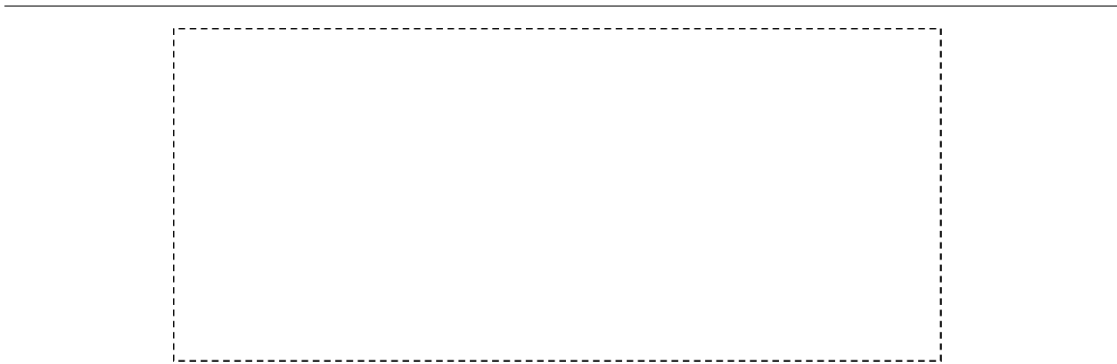


Figure 4.2

-
- Yes or no?
 - A ladybird eats leaves.
 - A ladybird can fly.

LO 1.1.5		LO 2.6		LO 3.5	
----------	--	--------	--	--------	--

Table 4.3

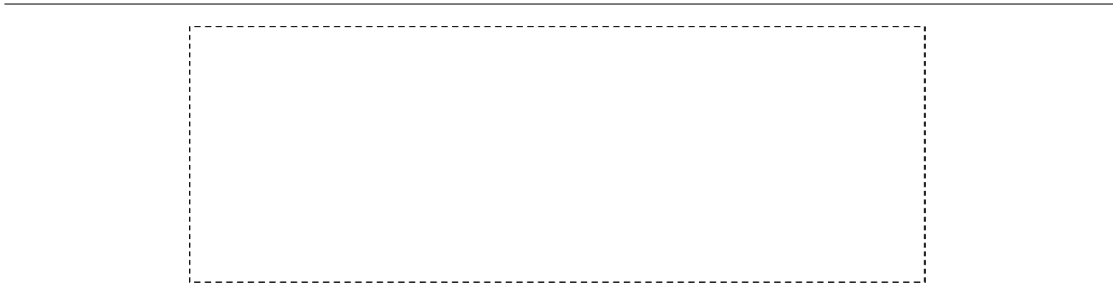
- Sound the words.
- Draw a circle around the odd one.
- Draw the pictures.

**Figure 4.3**

man	pan	tin	tan
-----	-----	-----	-----

Table 4.4**Figure 4.4**

pet	met	net	mat
-----	-----	-----	-----

Table 4.5**Figure 4.5**

hot	cat	dot	cot
-----	-----	-----	-----

Table 4.6

LO 3.4.4	
----------	--

Table 4.7

- Listen to the story.
- Read it.

4.2.6.2 The Lonely little Caterpillar (5)

The lonely little caterpillar ate and ate.

He ate a lot of soft, green leaves.

The lonely little caterpillar grew and grew.

He grew bigger and bigger.

He grew fatter and fatter.

He grew longer and longer.

He ate more and more nice, soft, green leaves.

- Draw:

a big ball	a bigger ball
a fat man	a fatter man
a long caterpillar	a longer caterpillar

Figure 4.6

LO 3.4.8	LO 5.1.4	LO 6.4	
----------	----------	--------	--

Table 4.8

- Sound the words.
- Draw a circle around the odd one.
- Draw the pictures.



Figure 4.7

bed	red	led	lad
-----	-----	-----	-----

Table 4.9



Figure 4.8

men	tin	ten	hen
-----	-----	-----	-----

Table 4.10



Figure 4.9

pin	pen	den	ten
-----	-----	-----	-----

Table 4.11

LO 3.4.4	
----------	--

Table 4.12

- Listen to the story. Ask your teacher any questions if you don't understand the story.
- Read the story.

4.2.6.3 The Lonely Caterpillar (6)

The lonely little caterpillar grew so big, he could see over the leaves of the hedge. He could see Farmer Brown's house. He could see the big, fat, lazy, black dog. He could see the big, fat cat. He could see all the animals in the farmyard. "I am lonely," he said. "I will find an animal in the farmyard to come and eat the nice, soft, green leaves with me. They will come for lunch." So the lonely little caterpillar crawled down the stalk.

- Tell the class what you think is going to happen. Give your reasons.

Answer YES or NO.

1. The caterpillar could see the animals
2. The caterpillar called the animals
3. The caterpillar played with the animals
4. The caterpillar was lonely

LO 1.1.5	LO 1.3	LO 3.2.1	LO 3.5
----------	--------	----------	--------

Table 4.13

- Talk about the differences between a ladybird and a caterpillar.
- Talk about what is the same about them.

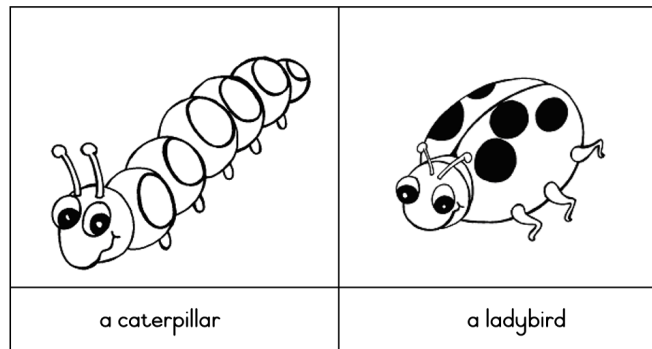


Figure 4.10

-
- What do they look like?
 - (body, head, legs, wings, eyes, mouth)
 - How do they move?
 - What do they eat?
 - Who are their enemies?
 - Should they be protected? Why?
 - Should they be destroyed? Why?

LO 1.5	LO 2.5	LO 5.2.1
--------	--------	----------

Table 4.14

4.2.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.5 answers simple, literal yes/no questions with short answers;

Assessment Standard 1.3: We know this when the learner shows understanding of a short sequence of instructions;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner talks about a picture or drawings;

Assessment Standard 2.6: We know this when the learner attends to pronunciation as part of reading;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.1 reads the title and predicts what the story is about;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.4 groups common words into word families;

3.4.8 recognises on sight an increasing number of high-frequency words;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concept and vocabulary relating to:

5.1.4 size;

Assessment Standard 5.2: We know this when the learner uses language for thinking;

5.2.1 identifies similarities and differences by comparing;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.4: We know this when the learner understands and uses some adjectives.

4.3 The Lonely Caterpillar - 04³

4.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.3.2 The lonely caterpillar

4.3.3 EDUCATOR SECTION

4.3.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

³This content is available online at <<http://cnx.org/content/m25181/1.1/>>.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

Cas is one of many creatures living in the hedge around Farmer Brown's farm. The characteristics of chameleons and the dangers which they must confront are described in the stories and poem to be listened to and read.

More nursery rhymes, riddles and phonic exercises are included.

Two singing games are included in this module. "The Farmer's in the dell" and "Here we go round the mulberry bush." Learners can act these out while singing the songs.

The first sounds which are different are introduced in phonics activities namely **a, o, i**.

The lonely caterpillar tries to find a friend with whom to share his leaves but he is unsuccessful.

Greeting forms are practised and the wise old owl comes to the rescue of the caterpillar who ventures out and leaves the hedge in search of a friend.

The poem describes the life cycle of the butterfly.

Integration of themes

- Human rights

By discussing the story of "the lonely caterpillar" who was looking for a friend, learners become aware of the interrelationship between themselves and their friends and the responsibility they have towards their friends.

- A healthy environment

Discuss the life cycle of the butterfly and the advantages/disadvantages to the environment of each stage.

4.3.5 LEARNER SECTION

4.3.6 Content

- Listen to the story.
- Read.

4.3.6.1 The Lonely caterpillar (7)

The Wise Old Owl opened his eyes.

He saw the lonely little caterpillar
crawling down the stalk.

He saw him crawling away from
the hedge.

The Wise Old Owl flapped his wings and
called, "No - o - o, no - o - o, no - o - o!"

"The animals in the farmyard will
not have lunch with you.

They do not eat nice, soft, green leaves.

There are animals in the farmyard
that will eat YOU!

"Come back, come back!" said the Wise Old Owl.

- Ask your teacher to let you act out the story of the lonely caterpillar.
- Make masks out of paper plates fastened on to a stick or a ruler.

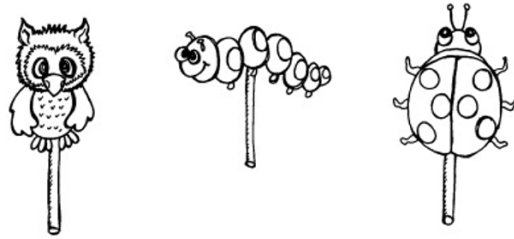


Figure 4.11

- Talk like the caterpillar, the ladybird and the owl.

LO 1.1.2		LO 1.3		LO 2.9		LO 3.2.5	
----------	--	--------	--	--------	--	----------	--

Table 4.15

- Rewrite these jumbled up sentences.
- Read the sentences. Did you remember capital letters and full stops?

1. day a It sunny was lovely

.....

2. leaf nice is This soft and green

.....

3. ladybird over flew the A hedge

.....

4. have and Come breakfast some

.....

LO 3.4.8		LO 4.5		LO 4.6	
----------	--	--------	--	--------	--

Table 4.16

- Listen.
- Read the story.
- Read it again.

4.3.6.2 The Lonely Caterpillar (8)

But the lonely, big, fat caterpillar
 just kept on crawling to the farmyard.
 Mother Hen and her chicks looked up.
 They saw a nice big fat caterpillar
 crawling near the hedge.
 “Cluck-cluck,” said Mother Hen.
 “Cheep, cheep, cheep,” said her chicks.
 They all ran to the hedge as fast as they could.

- Draw the farmyard with the animals.
- Draw Mother Hen and her chicks in the farmyard.
- Draw the hedge around the farmyard.
- Draw the nice big, fat caterpillar near the hedge.
- Tell your friends about your picture.

LO 1.1.3		LO 1.3		LO 2.5	
----------	--	--------	--	--------	--

Table 4.17

- Read the sentences.
 - Choose the right word to complete the sentence.
1. The little caterpillar was and hungry/lonely/crawling
 2. The ladybird sat on the, leaf.
Hedge/green/soft
 3. It was a lovely day. Owl/sunny/tree
 4. They all ran to the hedge as as they could. flew/nice/fast
 5. You are a, owl. lonely/fat/wise/old

LO 1.1.3		LO 4.3		LO 6.4		LO 6.5	
----------	--	--------	--	--------	--	--------	--

Table 4.18

- Listen while your teacher reads the story.
- Read it to your teacher.

4.3.6.3 The Lonely Caterpillar (9)

The Wise Old Owl saw Mother Hen and her chicks running to the hedge. He knew they were going to eat the lonely, big, fat caterpillar.

The owl flew down.

He caught the lonely, big, fat caterpillar by the tail.

He carried him to the hedge.

He put him high up on a nice, soft, green leaf.

“Thank you, thank you,” said the lonely, big, fat caterpillar.

“Mother Hen and her chicks nearly had ME for their lunch!

You are a wise old owl.

Come and have supper with me!”

“No thank you,” said the Wise Old Owl. “I do not eat soft green leaves.”

- Draw the owl saving the caterpillar.
- Complete the sentence.



Figure 4.12

You are a

LO 1.1.3	LO 3.1.4	LO 4.3	
----------	----------	--------	--

Table 4.19

- Sound the words.
- Draw a circle around the odd one, e.g. cat, fat, sit, mat.
- Draw the pictures.



Figure 4.13

cat	hat	hot	mat
-----	-----	-----	-----

Table 4.20**Figure 4.14**

rat	sit	pat	bat
-----	-----	-----	-----

Table 4.21**Figure 4.15**

cap	lap	nap	sip
-----	-----	-----	-----

Table 4.22

LO 3.4.4	
----------	--

Table 4.23

4.3.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.2 acts out the story and says the words spoken by the characters;

1.1.3 draws a picture about the story and says or copies a few words about it;

Assessment Standard 1.3: We know this when the learner shows understanding of a short sequence of instructions;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner talks about a picture or drawings;

Assessment Standard 2.9: We know this when the learner gives very simple instructions;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.4 matches a sentence as a caption to a picture;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher;

3.2.5 with help from the teacher, retells the story;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.4 groups common words into word families;

3.4.8 recognises on sight an increasing number of high-frequency words;

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 4.3: We know this when the learner completes sentences by filling in missing words;

Assessment Standard 4.5: We know this when the learner puts jumbled sentences/words in the right order and copies them;

Assessment Standard 4.6: We know this when the learner uses punctuation – capital letters and full stops;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.4: We know this when the learner understands and uses some adjectives;

Assessment Standard 6.5: We know this when the learner modifies adjectives and adverbs.

4.4 The Lonely Caterpillar - 05⁴

4.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.4.2 The lonely caterpillar

4.4.3 EDUCATOR SECTION

4.4.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

⁴This content is available online at <<http://cnx.org/content/m25353/1.1/>>.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

Cas is one of many creatures living in the hedge around Farmer Brown's farm. The characteristics of chameleons and the dangers which they must confront are described in the stories and poem to be listened to and read.

More nursery rhymes, riddles and phonic exercises are included.

Two singing games are included in this module. "The Farmer's in the dell" and "Here we go round the mulberry bush." Learners can act these out while singing the songs.

The first sounds which are different are introduced in phonics activities namely **a, o, i**.

The lonely caterpillar tries to find a friend with whom to share his leaves but he is unsuccessful.

Greeting forms are practised and the wise old owl comes to the rescue of the caterpillar who ventures out and leaves the hedge in search of a friend.

The poem describes the life cycle of the butterfly.

Integration of themes

- Human rights

By discussing the story of "the lonely caterpillar" who was looking for a friend, learners become aware of the interrelationship between themselves and their friends and the responsibility they have towards their friends.

- A healthy environment

Discuss the life cycle of the butterfly and the advantages/disadvantages to the environment of each stage.

4.4.5 LEARNER SECTION

4.4.6 Content

- Listen to the poem several times. Point to the words as your teacher reads it.
- Read the poem.

4.4.6.1 The Lonely Caterpillar

A hungry, lonely caterpillar
 crawled up the juicy stalk.
 He ate and ate the leaves away.
 through the night and through the day.
 He grew so fat he burst his skin
 and lay him down to rest –
 in a bed of silk, just like a king
 he stayed till early Spring.
 When he awoke he spread his wings
 of gold and silver and yellow and blue
 for the friendly sun to dry –
 and then – away he flew,
 A
 beautiful
 BUTTERFLY!
 G.J.M.

LO 2.2		LO 3.2.2		LO 3.5	
--------	--	----------	--	--------	--

Table 4.24

-
- How well did you listen.
- Why do you think the caterpillar was lonely?
- What did he do all night and all day?
- “He burst his skin because
- Where did he get his “bed of silk?”
- Describe his wings.
- What happened to the caterpillar?

LO 2.1		LO 6.1		LO 6.2	
--------	--	--------	--	--------	--

Table 4.25

4.4.6.2 The life story of the caterpillar

- Look at the pictures.
- Tell the class the story of the caterpillar’s life. Begin from 1. Fill in the other numbers 2 – 6 in the right order.

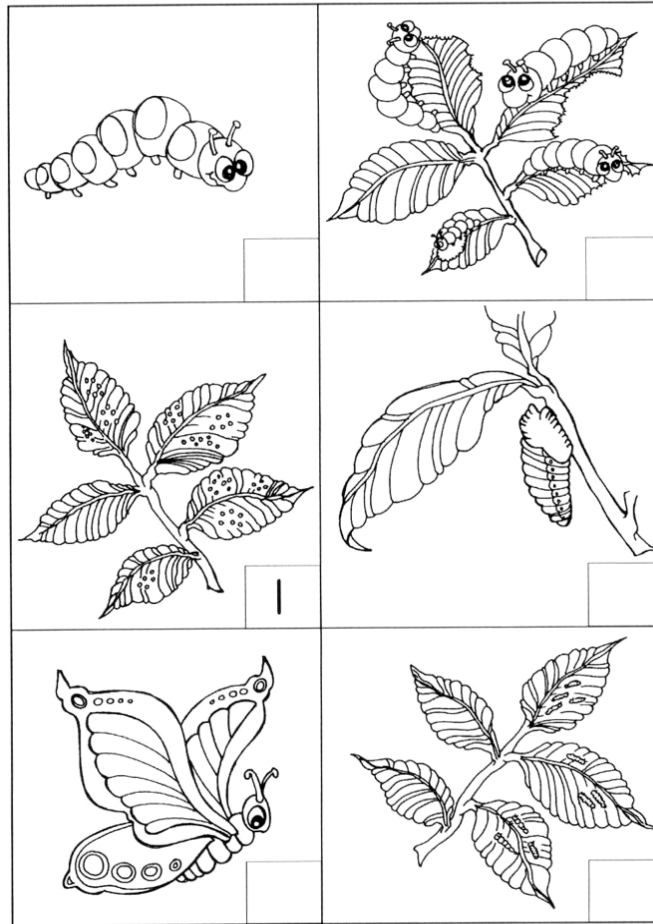


Figure 4.16

LO 2.5	LO 3.1.1	LO 5.2.1	
--------	----------	----------	--

Table 4.26

- Read the sentences and decide which sentence fits which pictures.
- Write the number in the block.

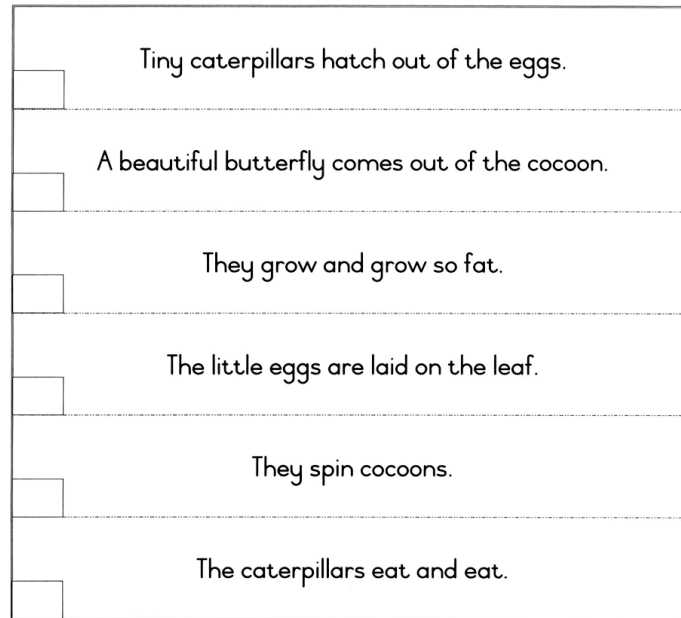


Figure 4.17

LO 1.1.4	LO 3.1.4	LO 4.5
----------	----------	--------

Table 4.27

- Draw pictures or find pictures in magazines and paste them here.

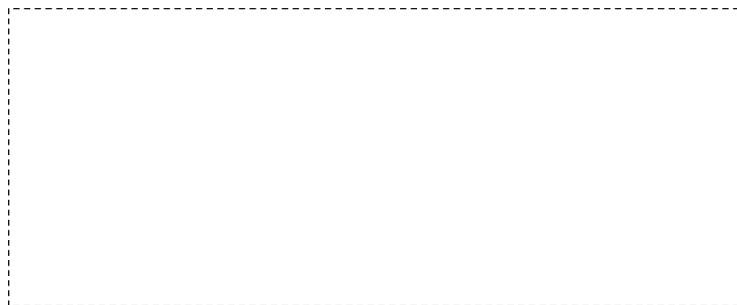


Figure 4.18

What I like for breakfast.



Figure 4.19

What I like for lunch.



Figure 4.20

What I like for supper.

LO 2.5		LO 3.1.5		LO 5.2.1	
--------	--	----------	--	----------	--

Table 4.28

4.4.6.3 My Dictionary Page

- How many of these words can you read?
- Keep this page in your file.

lonely	caterpillar	lovely	sunny	rainbow
tiny	soft	leaf	crawling	find
kept	Mother Hen	chicks	near	chicks
ladybird	flew	over	breakfast	grew
bigger	fatter	longer	lunch	supper
stalk	owl	flapped	wings	carried
high	nearly	hatch	eggs	cocoon

Table 4.29

- Choose one and colour it.



Figure 4.21

LO 3.4.8		LO 3.6		LO 5.5	
----------	--	--------	--	--------	--

Table 4.30

4.4.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.4 sequences pictures and matches captions with pictures;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions;

Assessment Standard 2.2: We know this when the learner memorises and performs songs, action rhymes and simple poems;

Assessment Standard 2.5: We know this when the learner talks about a picture or drawings;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.1 makes sense of a picture story by sequencing pictures;

3.1.4 matches a sentence as a caption to a picture;

3.1.5 draws a picture to illustrate a sentence;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher;

3.2.2 follows the teacher's eye and finger movements;

Assessment Standard 3.4: We know this when the learner develops phonic awareness;

3.4.8 recognises on sight an increasing number of high-frequency words;

Assessment Standard 3.5: We know this when the learner reads fiction and non-fiction books at an appropriate level for information and enjoyment;

Assessment Standard 3.6: We know this when the learner demonstrates a reading vocabulary of \pm 400 words;

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 4.5: We know this when the learner puts jumbled sentences/words in the right order and copies them;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language for thinking;

5.2.1 identifies similarities and differences by comparing;

Assessment Standard 5.5: We know this when the learner keeps a personal dictionary;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner understands and uses some question forms;

Assessment Standard 6.2: We know this when the learner understands and uses simple past tense.

4.5 Homes in the Hedge⁵

4.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.5.2 Homes in the hedge

4.5.3 EDUCATOR SECTION

4.5.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, completing \pm two modules per term.

⁵This content is available online at <<http://cnx.org/content/m25358/1.1/>>.

The slower learners will proceed at their own pace while the quick learners can be given more tasks if necessary.

All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

Cas is one of many creatures living in the hedge around Farmer Brown's farm. The characteristics of chameleons and the dangers which they must confront are described in the stories and poem to be listened to and read.

More nursery rhymes, riddles and phonic exercises are included.

This module reflects on a variety of creatures living in the hedge around Farmer Brown's farm.

It's breakfast time on the farm. the farm animals are waiting for their food and the hedge becomes alive with creepy crawlies looking for something to eat. Survival is of all importance as predators look for an easy prey.

Learners complete a graph on what their favourite breakfast food consists of.

Integration of themes

- Inclusively

Each creature in the hedge has a home as everybody is entitled to a place they can call home.

- A healthy environment

Keeping their environment clean and safe.

4.5.5 LEARNER SECTION

4.5.6 Content

- Listen to the poem. Read it with your teacher.

4.5.6.1 Homes in the hedge

The hedge around the farm

has many living things.

There are worms and bugs and bees,
and butterflies with wings.

I wish that I could be
unseen amongst the leaves,
and watch the creatures living there,
and maybe join their teas.

G.J.M.

- Tell your teacher the story of the poem.
- Learn the poem and say it to your teacher.

Answer these questions.

1. What kind of creepy crawlies can be found in a hedge?
2. Do you think a hedge in the city has more or fewer creepy crawlies than a hedge on the farm? Why?
3. If you could be a creepy crawly, what would you like to be, e.g. an ant, a caterpillar, a lizard, a butterfly, etc.? Why?
4. Do you think creepy crawlies can talk to one another? How?
5. Decorate your poem with creepy crawlies.

LO 1.1.5	LO 2.2	LO 3.2.5	
----------	--------	----------	--

Table 4.31

- Listen to the story.
- Read it and draw the picture.

4.5.6.2 Homes in the hedge

A hedge ran all the way around

Farmer Brown's farmyard.

The sun's rays shone through the branches of the hedge.

They shone on the beautiful flowers in the hedge.

They shone on the green leaves in the hedge.

They shone on the damp ground under the hedge.

Farmer Brown came out to feed his animals.

It was breakfast time on the farm.

- Draw the picture.

**Figure 4.22**

LO 3.1.5		LO 3.2.4		LO 6.4	
----------	--	----------	--	--------	--

Table 4.32

- Read the stories.
- Draw the pictures.



Figure 4.23

The cocks crowed,
The hens clucked, and the chickens cheeped for their mealies.



Figure 4.24

The horses neighed and the
donkeys brayed in their stables for their hay.



Figure 4.25

The pigs and the piglets grunted for
their potato peels.



Figure 4.26

The cows and the
calves lowed for
their fresh, green grass in the fields.

LO 2.5		LO 3.1.5		LO 3.5	
--------	--	----------	--	--------	--

Table 4.33

4.5.6.3 A game to play

- Your teacher will read these words.
- You must listen carefully.
- Keep your eyes closed.
- If the word begins with a as in apple, raise both hands above your head.
- If the word begins with e as in elephant, clap your hands.

- If you make a mistake, you are out.
- See who is the winner.

appleantelbowandeveranger	edgeAnnEtheheelseangryaxe	amberElsieeverythingendeggElla
---------------------------	---------------------------	--------------------------------

Table 4.34

LO 1.4.1	
----------	--

Table 4.35

- Draw:



Figure 4.27

An ant

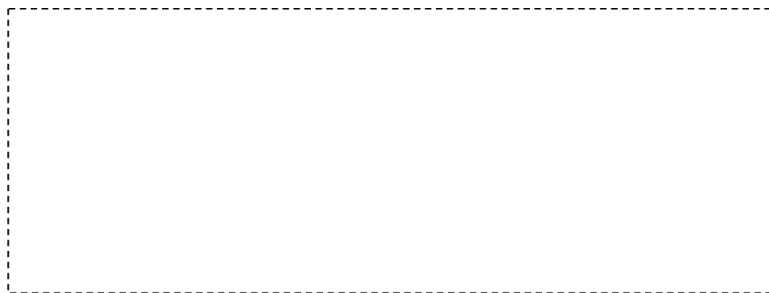


Figure 4.28

An apple



Figure 4.29

An axe



Figure 4.30

An elbow

LO 1.4.1		LO 2.5	
----------	--	--------	--

Table 4.36

4.5.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.5 answers simple, literal yes/no questions with short answers;

Assessment Standard 1.4: We know this when the learner develops phonic awareness:

1.4.1 distinguishes between different sounds that are important for reading and writing;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.2: We know this when the learner memorises and performs songs, action rhymes and simple poems;

Assessment Standard 2.5: We know this when the learner talks about a picture or drawings;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.5 draws a picture to illustrate a sentence;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher;

3.2.4 answers short questions about the story;

3.2.5 retells the story;

Assessment Standard 3.5: We know this when the learner reads fiction and non-fiction books at an appropriate level for information and enjoyment;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.4: We know this when the learner understands and uses some adjectives.

4.6 Homes in the Hedge - 02⁶

4.6.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.6.2 Homes in the hedge

4.6.3 EDUCATOR SECTION

4.6.4 Memorandum

In Grade 2 the learners will build new experiences in the additional language on those learnt in Grade 1 as well as those learnt in their Home Language. They will continue to need many listening and speaking opportunities so as to develop their reading and writing skills in Grade 2.

A wide vocabulary is very important. The ICS modules for Grade 2 provide opportunities for the revision of Grade 1 vocabulary and they gradually introduce and consolidate new vocabulary by means of poems, rhymes, stories, riddles and jokes and games to play.

Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

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Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

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All learners in Grade 2 should be exposed to all the listening, speaking and reading activities in these eight modules to ensure that progression occurs throughout.

Cas is one of many creatures living in the hedge around Farmer Brown's farm. The characteristics of chameleons and the dangers which they must confront are described in the stories and poem to be listened to and read.

⁶This content is available online at <<http://cnx.org/content/m25370/1.1/>>.

More nursery rhymes, riddles and phonic exercises are included.

This module reflects on a variety of creatures living in the hedge around Farmer Brown's farm.

It's breakfast time on the farm. the farm animals are waiting for their food and the hedge becomes alive with creepy crawlies looking for something to eat. Survival is of all importance as predators look for an easy prey.

Learners complete a graph on what their favourite breakfast food consists of.

Integration of themes

- Inclusively

Each creature in the hedge has a home as everybody is entitled to a place they can call home.

- A healthy environment

Keeping their environment clean and safe.

4.6.5 LEANER SECTION

4.6.6 Content

- Listen and read the story.

Aunt Nel came out to the farmyard.

The ducks and the ducklings quacked for their bread crumbs.

The big, black, lazy dog barked for his pellets.

And the big, grey cat mewed for its saucer of fresh milk.

The little birds chirped in the trees and flew off to the hedge to find a nice fat caterpillar for their breakfast.

- Draw the picture.
- Tell your friend about your picture.



Figure 4.31

LO 1.5	LO 2.5	LO 3.1.5	
--------	--------	----------	--

Table 4.37

- Complete the sentences.

1. shone on the beautiful flowers.
2. Farmer Brown came out to
3. It was breakfast time
4. The ducks quacked for
5. The dog barked for
6. The cat mewed for

LO 3.4.8		LO 4.3	
----------	--	--------	--

Table 4.38

- Listen, read and draw.
- Tell your teacher which creepy crawlies lived under the dry leaves and sticks.

The dry leaves and sticks on the ground under the hedge began to stir.
Out crept creepy crawlies of every kind.



Figure 4.32

Big bugs and little bugs crawled out.

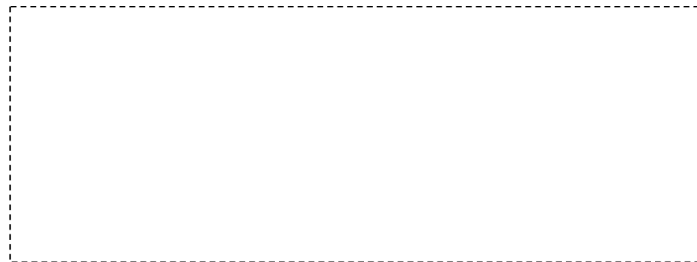


Figure 4.33

Beetles with red spots and beetles with yellow stripes crawled out.



Figure 4.34

Lizards with scales and lizards with long tongues scuttled out.



Figure 4.35

Brown rats and grey rats and tiny field mice scuttled out.

They all crawled out of their homes from under the dry leaves and the sticks lying on the ground under the hedge.

It was breakfast time in the hedge.

LO 1.1.8	LO 3.4.8	LO 3.5	LO 6.4	
----------	----------	--------	--------	--

Table 4.39

4.6.6.1 Phonics

- Listen to these words.
- Read them and listen to the sound that you can hear first.

uncle, umbrella, under, up

- Say the sound again: “u” as in umbrella.

- Sound these words with “u” in the middle.

sunrunfunbun	cutbutnuthut	cuppupup
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Table 4.40

- Use these words in sentences.
- Draw the pictures.

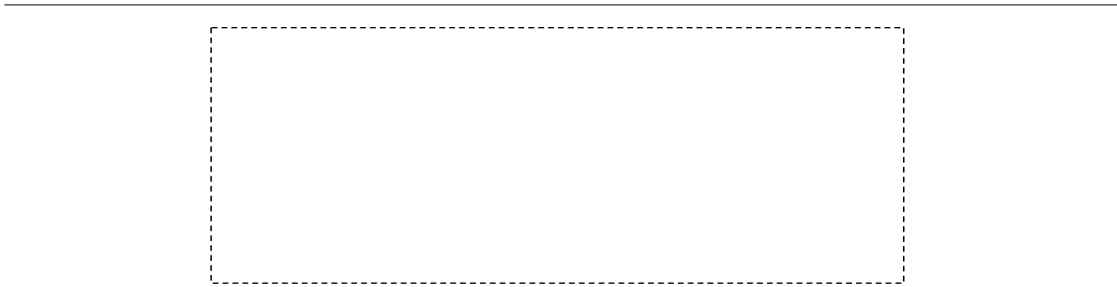


Figure 4.36

sun

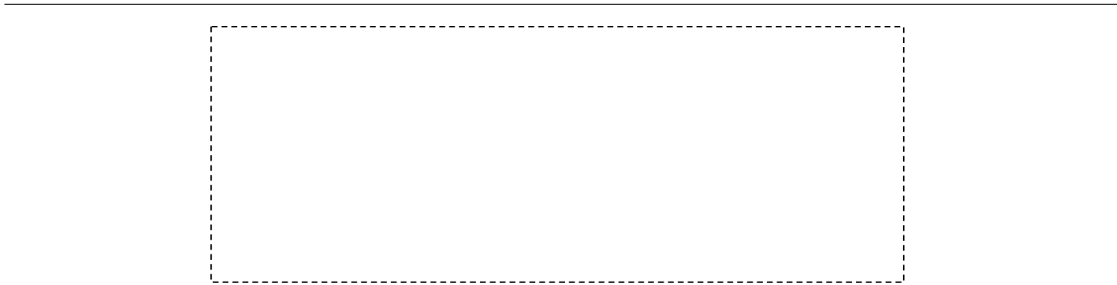


Figure 4.37

cup



Figure 4.38

bun

LO 2.6		LO 3.4.2		LO 3.4.4	
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Table 4.41

- Listen, read and draw.
- Tell your teacher which creepy crawlies lived under the stones.

The big stones and the little stones on the ground under the hedge began to stir. Out crept more creepy crawlies of every kind.

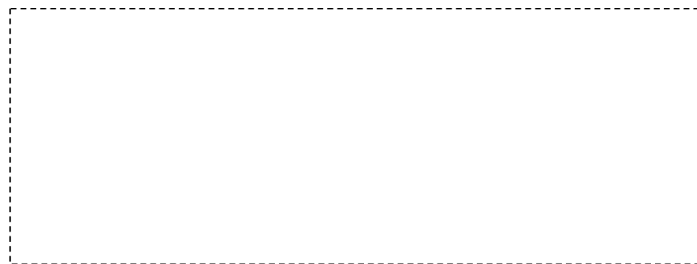


Figure 4.39

Snails peeped out of their shells and walked slowly, ever so slowly. Their slimy feet left a silver trail behind them.

**Figure 4.40**

Scorpions held their tails with stings high up in the air. They scurried off as fast as they could.

**Figure 4.41**

Spiders with long, thin legs scurried out from under the stones. They ran as fast as they could. They ran up the stems to spin their webs of silk.

LO 3.1.5	LO 3.2.3	LO 6.4	LO 6.5	
----------	----------	--------	--------	--

Table 4.42

4.6.6.2 Phonics

- Listen to these words.
- Read them and listen to the sound that you can hear at the end.

my, try, fry, cry, sky, fly

- Say the sound again: “y” as at the end of my.
- Sound these words with “y” as at the end of my.

my, fry, sky, try, cry, fly

- Read and draw.



Figure 4.42

The sun is in the sky.

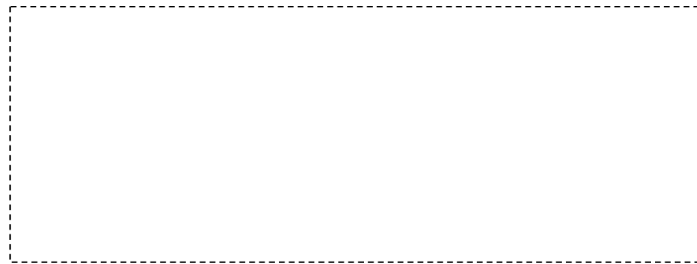


Figure 4.43

Run to the pup.

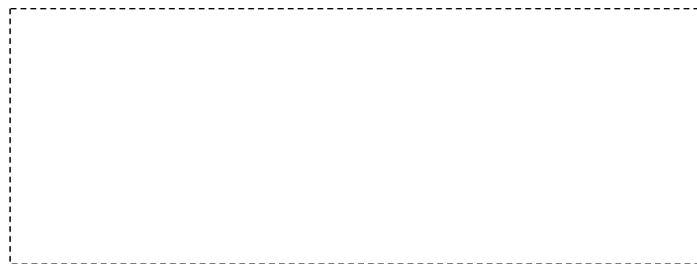


Figure 4.44

Try and eat this bun.

LO 1.3		LO 2.5		LO 3.4.4	
--------	--	--------	--	----------	--

Table 4.43

4.6.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.8 shows understanding of recounts by recalling the events in sequence;

Assessment Standard 1.3: We know this when the learner shows understanding of a short sequence of instructions;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.5: We know this when the learner talks about a picture or drawings;

Assessment Standard 2.6: We know this when the learner attends to pronunciation as part of reading;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.5 draws a picture to illustrate a sentence;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 points to the correct word when it is being read;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.2 answers short questions about the story;

3.4.4 groups common words into word families;

3.4.8 recognises on sight an increasing number of high-frequency words;

Assessment Standard 3.5: We know this when the learner reads fiction and non-fiction books at an appropriate level for information and enjoyment;

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 4.3: completes sentences by filling in missing words;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.4: We know this when the learner understands and uses some adjectives;

Assessment Standard 6.5: We know this when the learner modifies adjectives and adverbs.

4.7 Homes in the Hedge - 03⁷

4.7.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.7.2 Homes in the hedge

4.7.3 EDUCATOR SECTION

4.7.4 Memorandum

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Learners are encouraged to answer questions, and to take part in discussions and conversations on familiar topics.

The attention is drawn to the sounds of letters in the additional language and learners discover that some letters sound the same as in their home language whereas others differ.

Although the educator will attend to correct pronunciation at this stage, learners should always be encouraged to speak the additional language without feeling incompetent and self-conscious.

By keeping the dictionary pages at the end of each module in a file, learners can revise the vocabulary and use these lists as a personal dictionary to which they can refer when completing or writing sentences and stories.

Time scheduled for the modules 1 to 8

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Cas is one of many creatures living in the hedge around Farmer Brown's farm. The characteristics of chameleons and the dangers which they must confront are described in the stories and poem to be listened to and read.

More nursery rhymes, riddles and phonic exercises are included.

This module reflects on a variety of creatures living in the hedge around Farmer Brown's farm.

It's breakfast time on the farm. the farm animals are waiting for their food and the hedge becomes alive with creepy crawlies looking for something to eat. Survival is of all importance as predators look for an easy prey.

Learners complete a graph on what their favourite breakfast food consists of.

Integration of themes

- Inclusively

Each creature in the hedge has a home as everybody is entitled to a place they can call home.

- A healthy environment

Keeping their environment clean and safe.

⁷This content is available online at <<http://cnx.org/content/m25383/1.1/>>.

4.7.5 LEANER SECTION

4.7.6 Content

- Listen, read, draw.
- Tell your teacher who else came out from under the stones.



Figure 4.45

The wriggly worms wriggled away from their homes under the stones. There were hairy worms and worms with many legs.



Figure 4.46

And then slowly, so very slowly out slithered Sammy Snake. He stretched out his tongue and felt the ground in front of him. "A-ha," he said "What a good breakfast I'm going to have!" He looked left and he looked right and slithered away to the long grass under the hedge.

LO 1.1.8		LO 2.1		LO 3.1.5		LO 3.5	
----------	--	--------	--	----------	--	--------	--

Table 4.44

- Let the flowers in the garden help you to find the missing letters.

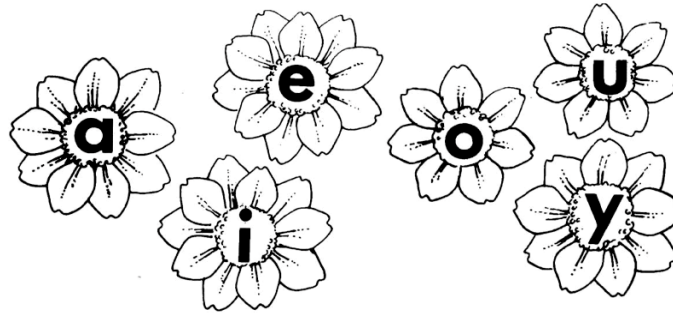


Figure 4.47

- Complete the word.










		
m...t	t...p	b...d
		
p...n	h...t	s...n
		
fl...	p...t	c...p

Figure 4.48

LO 1.4.1 LO 3.4.2 LO 4.7 LO 4.8

LO 1.1.5	LO 2.2	LO 4.7	LO 4.8	
----------	--------	--------	--------	--

Table 4.45

- Listen, read and draw.
- Tell your teacher which creepy crawlies came out of holes.

The holes in the ground under the hedge began to stir.
Out crept more creepy crawlies of every kind.



Figure 4.49

Many, many, many ants scurried from their nests deep down in the ground. They followed one another, and off they scurried to find food for their hungry babies.



Figure 4.50

The wiggly earthworms pushed and pushed until their heads popped out of their tunnels. They could see nice soft, green leaves for their breakfast.



Figure 4.51

And then something pushed even harder. Out came the blind moles. They pushed and pushed. They sniffed and sniffed looking for their breakfast.

LO 2.1		LO 3.2.5		LO 3.5		LO 6.4	
--------	--	----------	--	--------	--	--------	--

Table 4.46

- Listen, read and draw.
- Tell your teacher where the grasshoppers were.

Where were the stick insects?

Where were the chameleons?

Where were the ladybirds?

The branches, leaves and stalks and stems in the hedge began to stir.

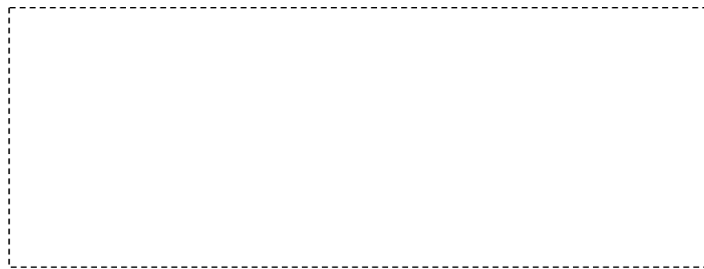


Figure 4.52

The grasshoppers walked along the stalks in the hedge.



Figure 4.53

The stick insects walked along the stems in the hedge.

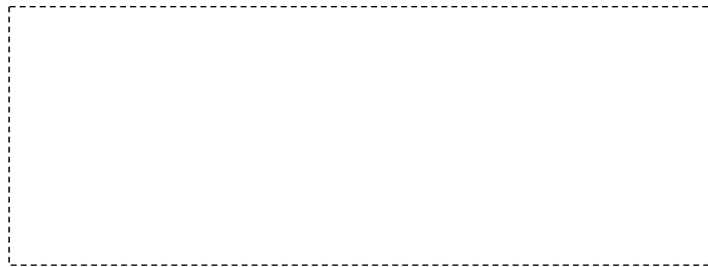


Figure 4.54

The chameleons walked along the branches in the hedge.

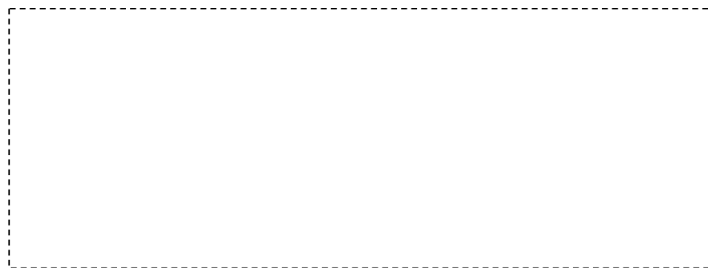


Figure 4.55

The ladybirds walked along the leaves in the hedge.



Figure 4.56

The caterpillars walked along the leaves in the hedge.

LO 1.2		LO 2.6		LO 3.1.5		LO 3.2.4	
--------	--	--------	--	----------	--	----------	--

Table 4.47

4.7.6.1 Riddles to read

1. I'm long and hairy.I eat green leaves.
2. I have wings.I can fly.I live in a hive.
3. Sammy will not catch me.I can hop, hop, hop up high.
4. I'm long and thin.I live under the ground.
5. I spin my web to catch my breakfast.

LO 1.2		LO 3.2.4	
--------	--	----------	--

Table 4.48

- Listen and read the story.

The frogs left their holes in the tree trunk in the hedge.

They stretched their legs and hopped to the pond.

The birds left their nests in the hedge.

They spread their wings and flew off.

The bees left their hives in the hedge.

They spread their wings and flew off to the garden to collect the nectar from the flowers.

The butterflies left their homes in the hedge.

They spread their wings and flew off to the garden to collect the nectar from the flowers.

It's breakfast time on the farm!

- Answer the questions.

1. What do you think Sammy Snake had for breakfast?
2. What do you think the snails had for breakfast?
3. What do you think the chameleons had for breakfast?
4. What do you think the birds had for breakfast?

LO 1.1.5	LO 1.1.7	LO 2.6	LO 3.5
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Table 4.49

- Draw a picture of the frogs, the birds, the bees and the butterflies in the garden, having their breakfast.
- Talk about your picture to a friend/friends or your teacher.



Figure 4.57

-
- Write a sentence about your picture.

.....

.....

.....

.....

LO 2.5	LO 3.1.5	LO 4.6	LO 4.8
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Table 4.50

4.7.7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

- 1.1.5 answers simple, literal yes/no questions with short answers;
- 1.1.7 answers questions that connect the story to own life in own home language;
- 1.1.8 shows understanding of recounts by recalling the events in sequence;

Assessment Standard 1.2: We know this when the learner shows understanding of a simple description by identifying what is described;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language;

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions;

Assessment Standard 2.2: We know this when the learner memorises and performs songs, action rhymes and simple poems;

Assessment Standard 2.5: We know this when the learner talks about a picture or drawings;

Assessment Standard 2.6: We know this when the learner attends to pronunciation as part of reading;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

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3.2.4 answers short questions about the story;

3.2.5 retells the story;

Assessment Standard 3.5: We know this when the learner reads fiction and non-fiction books at an appropriate level for information and enjoyment;

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 4.6: We know this when the learner uses punctuation – capital letters and full stops;

Assessment Standard 4.7: We know this when the learner uses phonic knowledge to begin to spell correctly;

Assessment Standard 4.8: We know this when the learner uses spells familiar words correctly;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.4: We know this when the learner understands and uses some adjectives.

4.8 Homes in the Hedge - 04⁸

4.8.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.8.2 Homes in the hedge

4.8.3 EDUCATOR SECTION

4.8.4 Memorandum

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It's breakfast time on the farm. the farm animals are waiting for their food and the hedge becomes alive with creepy crawlies looking for something to eat. Survival is of all importance as predators look for an easy prey.

Learners complete a graph on what their favourite breakfast food consists of.

Integration of themes

- Inclusively

Each creature in the hedge has a home as everybody is entitled to a place they can call home.

- A healthy environment

Keeping their environment clean and safe.

4.8.5 LEARNER SECTION

4.8.6 Content

4.8.6.1 Breakfast time

- Ask your friends what they like for breakfast.
- Write their names and colour the block.
- Complete the graph.

What we like for breakfast.

Oats																			
Mealie Meal																			
Pronutro																			
Yoghurt																			
Cereals																			
Sausages																			
Eggs and bacon																			
	Tom																		

Figure 4.58

- Complete:
1. Most of my friends like
 2. Nobody likes for breakfast.
- Do you think these creatures will like your breakfast? Give reasons.

LO 5.2.1	LO 5.3.2	
----------	----------	--

Table 4.51

- Take these creepy crawlies to their right homes in the hedge.

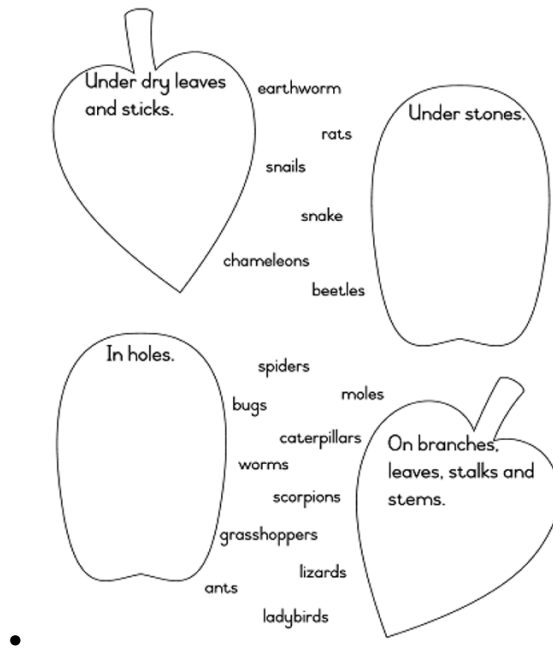


Figure 4.59

Write their names.

LO 3.4.8		LO 4.12		LO 5.2.1	
----------	--	---------	--	----------	--

Table 4.52

- Listen to the sound of “s” + “h” in these words:

shop, ship, shut

- Say the “s” sound.
- “s” as in shop
- Sound these words.

shopshipshut	shallshellshe	shoeshooksheep
--------------	---------------	----------------

Table 4.53

- Use the words in sentences.
- Draw the pictures.



Figure 4.60

a shop



Figure 4.61

a shell



Figure 4.62

a shoe



Figure 4.63

a ship

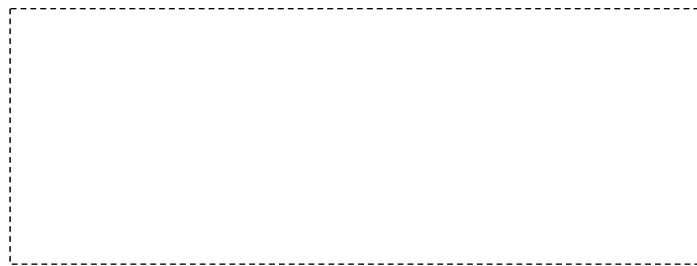


Figure 4.64

a sheep

LO 3.4.4		LO 3.4.7	
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Table 4.54

- Draw a circle around the words which can describe the following:

1. A hedge can be: long, thin, high, short A worm can be: long, thin, high, short
2. A butterfly has wings that are: thin, beautiful, high, short A frog has legs that are: long, thin, high, short
3. A chameleon's tongue is: long, short, thin, thick.
4. An earthworm's body is: long, short, thin, thick.
5. A spider has legs: two, four, six, eight.

LO 5.1.4		LO 6.4	
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Table 4.55

- Draw a circle around the correct words:

1. A snail moves: quickly, very quickly, slowly, very slowly A frog jumps: high, very high, far, very far

2. A bee flies: slowly, fast, very far, very slowly A chameleon walks: very quickly, very slowly, very high, very far

3. There are 4 caterpillars on each of the 5 leaves of a plant.

4. How many caterpillars are there altogether?

Answer: caterpillars.

LO 5.4.1		LO 6.5		LO 6.6	
----------	--	--------	--	--------	--

Table 4.56

4.8.6.2 Phonics

- Listen to the sound of “c” + “h” in these words:

chip, chop, chat

- Say the “ch” sound.
- “ch” as in chip
- Sound these words.

chipchopchat	chumchapchest	childrencatchmatch
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Table 4.57

- Use the words in sentences.
- Draw the pictures.

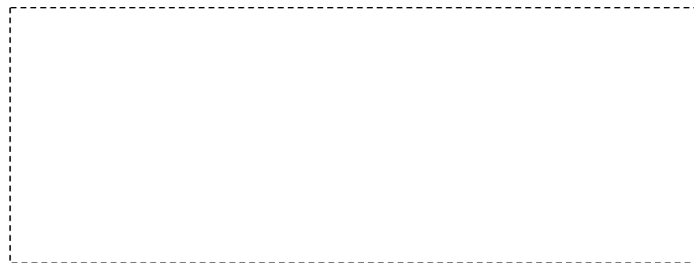


Figure 4.65

a chip



Figure 4.66

a chop



Figure 4.67

a chap



Figure 4.68

a match

**Figure 4.69**

children

LO 3.4.4		LO 3.4.7	
----------	--	----------	--

Table 4.58

4.8.6.3 My Dictionary Page

- Read these words.
- Keep this page in your file.

rays	shone	branches	damp	mealies
neighed	brayed	stables	hay	pig piglets
grunted	potato peels	cows calves	lowed	quacked
bread crumbs	creepy crawlies	dry	crept	bugs
beetles	lizards	rats	crawled	snails
scuttled	slowly	slimy	scorpions	stings
scurried	spiders	spin	web	grasshoppers
worms	hairy	wriggled	left right	stalks

Table 4.59

LO 3.6		LO 5.5		LO 6.7	
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Table 4.60

4.8.7 Assessment

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

Assessment Standard 3.4: We know this when the learner develops phonic awareness:

3.4.4 groups common words into word families;

3.4.7 recognises common consonant diagraphs;

3.4.8 reads high frequency words;

Assessment Standard 3.2: We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.4 answers short questions about the story;

3.2.5 retells the story;

Assessment Standard 3.6: We know this when the learner demonstrates a reading vocabulary of \pm 400 words;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concept and vocabulary relating to:

5.1.4 size;

Assessment Standard 5.2: We know this when the learner uses language for thinking:

5.2.1 identifies similarities and differences;

Assessment Standard 5.3: We know this when the learner work with charts:

5.3.2 classifies things by putting similar things together, and by identifying the odd one out;

Assessment Standard 5.5: We know this when the learner keeps a dictionary;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.4: We know this when the learner understands and uses some adjectives;

Assessment Standard 6.5: We know this when the learner modifies adjectives and adverbs;

Assessment Standard 6.6: We know this when the learner understands and uses some adjectives in the correct word order;

Assessment Standard 6.7: We know this when the learner understands between 1 000 and 1 500 common spoken words in context in grade 2.

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