

LESSON PLAN: LITERACY – HOME LANGUAGE YEAR: 2005 – TERM 1
GRADE: 2 DURATION: WEEKS 1 – 4
EXEMPLAR 1: INDICATING DIFFERENTIATION

LEARNING OUTCOMES & ASSESSMENT STANDARDS LO 1 AS 2.1.1, 2.1.2, 2.1.4 LO 2 AS 2.2.1, 2.2.4, 2.2.11 LO 3 AS 2.3.1, 2.3.3, 2.35 LO 4 AS 2.4.3, 2.4.7, 2.4.8 LO 5 AS 2.5.1 LO 6 AS 2.6.1		INTEGRATION LO 1 NS LO 1 MATHS LO 4 A & C LO 1, 2 Technology (Simple City, 2Type, 2Create a story, 2Investigate)
LINKING WITH PREVIOUS LESSON Learners personal experiences of being ill or having a sick relative.		LINKING WITH NEXT LESSON People needing operations.
CONTEXT / CORE KNOWLEDGE / CONCEPTS ALL ABOUT MYSELF: HEALTHY LIVING ORAL DISCUSSION: LISTENING TO STORIES, POEMS, RHYMES, SONGS AND OTHER ORAL TEXTS WORD BUILDING WITH VOWEL DIAGRAPHS, WRITING WORDS AND SENTENCES: READING DIFFERENT TEXTS: READING PRESCRIBED READERS AND STORYBOOKS		
LEARNING AND ASSESSMENT ACTIVITIES: 1. Listening and speaking: Shared reading with whole class. Picture walk before reading the text. (Prediction). <ul style="list-style-type: none"> Teacher shows learners the cover of the storybook. Learners predict what the story is about. The story, Little Red Riding Hood, is read to the class. Learners are asked to identify key details and main characters of the story. [Grandmother was ill and Red Riding Hood went to visit her.] They retell the story in the proper sequence. Ask questions. 		
Group 1 (Support) <ul style="list-style-type: none"> Ask easier direct questions. Guide learners with leading questions E.g. Who went to visit her grandmother?, Who's name appear most in the story? 	Group 2 (Developmental) <ul style="list-style-type: none"> Teacher asks prepared questions between the lines. Ask other learners for support when learner does not know. E.g. Why did Red Riding Hood take a basket of food to her grandmother?, Which characters did she meet on her way to her granny? 	Group 3 (Enrichment/ independent) <ul style="list-style-type: none"> Ask prepared question beyond the line. Teacher asks learners if they have questions. Learners generate new questions. E.g. Will your mother allow you to walk to your granny on your own?, Why are some people called wolves?
2. Speaking: Learners share personal experiences in sequence. <ul style="list-style-type: none"> Oral: Learners are asked to share their personal experiences. [E.g. of family members who are ill. What do they do, eat and drink?] 		
Group 1 (Support) <ul style="list-style-type: none"> Learners tell about a time when they were ill. (In sequence) They can draw it before talking about it. 	Group 2 (Developmental) <ul style="list-style-type: none"> Learners talk about: "My experience going to the doctor." 	Group 3 (Enrichment/ independent) <ul style="list-style-type: none"> Learners talk about: "How do you care for a sick person?"
Reading and viewing, writing: Thinking and reasoning. Learners look for pictures and make charts of healthy things to do and healthy food. Make a list of activities and healthy food. Use 2 Create a story to re-tell the story of Little Red Riding Hood. Make a booklet of healthy food using 2 Create a story. Another group can make a story of their experience of going to the doctor. Sequence story book about a time when they were ill. Lower ability learners or English additional language learners can use Simple City and visit the Doctors' surgery. .		

<p>Group 1 (Support)</p> <ul style="list-style-type: none"> Sort pictures of foods and activities. Sort pictures of healthy/unhealthy foods and activities. Copy words under pictures. Use 2 Investigate to make a database of healthy food that the class likes. 	<p>Group 2 (Developmental)</p> <ul style="list-style-type: none"> Sort pictures of healthy a/unhealthy foods and activities. Match relevant words o pictures. Add own pictures and words. 	<p>Group 3 (Enrichment/independent)</p> <ul style="list-style-type: none"> Make a list of healthy/unhealthy activities. Make a list of unhealthy/ healthy activities. Write why they are healthy or not. Add drawing. Cuttings. Use 2 Paint a picture to draw different food using different techniques.
<p>4. Listening and speaking: Thinking and reasoning. Teacher and learners discuss the safety precautions, which should be adhered to with regard to the use of medication. Learners name illness to types of medicine.</p>		
<p>Group 1 (Support) Role play: Mother reads the instructions on the Panado bottle and gives one teaspoon Panado syrup to child.</p>	<p>Group 2 (Developmental) Role play: Doctor diagnose overdose of medication. The doctor tells patient how to prevent overdose.</p>	<p>Group 3 (Enrichment/independent) Role play: Go to the doctor who prescribes medicine. Buy medicine at the pharmacy, read the instructions and administer it to the patient.</p>
<p>5. Listening, reading and viewing: Teacher consolidates the single sounds by playing a game – I spy. Make a booklet using 2 Create a story about healthy and unhealthy food. Use Simple City to visit the Doctor.</p>		
<p>Group 1 (Support) Teacher identifies single sounds the group has not yet mastered.</p>	<p>Group 2 (Developmental) Teacher identifies single sounds the group has not yet mastered.</p>	<p>Group 3 (Enrichment/independent) Teacher identifies single sounds the group has not yet mastered.</p>
<p>6. Listening, Reading and viewing, Writing: Learners look I books / magazines or build words with the vowel diagraphs: ea – clean, neat, treat, meat, treatment ee – feet, teeth, feel, see ay – stay, pay, play, tray ai – chain, nail, train, brain, tail NB Be careful not to teach sound which are easily confused (Auditory e.g. ee/ay and visually e.g. b/d; ea/ee) at the same time. Use 2 Type to reinforce these sounds (vowel diagraphs.)</p>		
<p>Group 1 (Support)</p> <ul style="list-style-type: none"> Auditory discrimination to hear the difference between ee and ay in the middle of words. Visual discrimination/memory to see difference between ee and ea. The learners use letter cards to copy a few examples from black board and match it with pictures. Use letter cards to build words. 	<p>Group 2 (Developmental)</p> <ul style="list-style-type: none"> Learners use letter cards to copy words from the black board and draw a picture to show meaning. Learners build own words and draw pictures to show meaning of the words. Learners make sentences orally with the words. Learners write two sentences. 	<p>Group 3 (Enrichment/independent)</p> <ul style="list-style-type: none"> Learners build own words with letter cards and write the words down. Draw pictures next to word to show the meaning. Learners make and write sentences using the words they build.
<p>Reading and viewing: Learners read prescribed readers and story books</p>		

<p>Group 1 (Support)</p> <ul style="list-style-type: none"> • Learners put 3 pictures in sequence to make a story. • Learners read 3 sentences on sentence strips. • Learners add a sentence strip under each picture to tell the story. • Learners read the 3 sentences on a card. Simple text printed large. (3 sentences with a picture) 	<p>Group 2 (Developmental)</p> <ul style="list-style-type: none"> • Learners read sentences on sentence strips and put the strips in sequence. • Learners read a short text in a basal reader. 	<p>Group 3 (Enrichment)</p> <ul style="list-style-type: none"> • Learners read the basal reader. • Learners choose a book to read to teacher. • Learners write a story to read to teacher. (6 sentences)
<p>Writing: Learners practice the correct formation of patterns, letters and numbers Alphabet soup can be used for learners who has English as an additional language. 2 Paint a picture can be used to create patterns.</p>		
<p>Group 1 (Support)</p> <ul style="list-style-type: none"> • Copy patterns, letters and numbers that are still a problem according to assessment. • Letters: b, d, g, etc. • Numbers: 3, 5, 9, etc. 	<p>Group 2 (Developmental)</p> <ul style="list-style-type: none"> • Design own patterns. • Practice letters: From patterns • Numbers 1-10. 	<p>Group 3 (Enrichment/independent)</p> <ul style="list-style-type: none"> • Design own patterns. • Write own words with relevant letters. • Write own sentences with relevant letters and words. •
<p>Writing: Learners write sentences about Healthy food, I am an apple or A visit to the doctor.</p>		
<p>Group 1 (Support)</p>	<p>Group 2 (Developmental)</p> <ul style="list-style-type: none"> • Copy sentences. • Learners write own 2 sentences. 	<p>Group 3 (Enrichment/independent)</p> <ul style="list-style-type: none"> • Write own story: "I am an apple", "A visit to the doctor using 2 Create a story
<p>PLANNED ASSESSMENT TASK FOR RECORDING BASELINE ASSESSMENT FOR LITERACY IS CONDUCTED AND RECORDED. INFORMAL RECORDING – OBSERVATION: ORAL DISCUSSION ABOUT THEIR OWN EXPERIENCES WITH PEOPLE WHO ARE ILL AND READING THEIR READER OR STORYBOOK PERFORMANCE – BASED: LOOKING FOR PICTURES OR WORDS WITH THE VOWEL SOUNDS.</p> <p>Listening: Assess during activity 3 using a rubric. Speaking: Design a rubric to assess during activity 2. Reading: Assess during activity 7 with a rubric. Writing: Design a rubric to assess during activity 9.</p>		
<p>EXPANDED OPPORTUNITY Learners transcribe sentences / fill in missing words / writes a paragraph about a topic of their own choice. Learners compile word families with single sounds, which need consolidation. Learners play word games – SNAP, BINGO</p>	<p>RESOURCES Story books, readers, activity cards, magazines, newsprint paper, scissors, pritt, pencils, work books, flash cards and word games.</p>	
<p>TEACHER REFLECTION:</p>		

ASSESSMENT

ASSESSMENT		
FORMS OF ASSESSMENT:		
<input type="checkbox"/> Written Work <input type="checkbox"/> Presentations <input type="checkbox"/> Demonstrations <input type="checkbox"/> Performances: Dramatisation <input type="checkbox"/> Journals <input type="checkbox"/> Interviews <input type="checkbox"/> Creative Writing <input type="checkbox"/> Creative response <input type="checkbox"/> Reading and Interpretation <input type="checkbox"/> Debates <input type="checkbox"/> Response to Texts	<input type="checkbox"/> Language Structure <input type="checkbox"/> Vocabulary <input type="checkbox"/> OBE Tests <input type="checkbox"/> Compositions/Paragraphs <input type="checkbox"/> Debates <input type="checkbox"/> Oral <input type="checkbox"/> Listening <input type="checkbox"/> Thinking and Reasoning <input type="checkbox"/> Investigations <input type="checkbox"/> Exhibitions and Presentations <input type="checkbox"/> Role play	
WHAT ASSESSOR WILL DO	WHO WILL ASSESS	INSTRUMENT USED
<input type="checkbox"/> Observe <input type="checkbox"/> Listen <input type="checkbox"/> Read, e.g. learner's observation <input type="checkbox"/> Interpret <input type="checkbox"/> Review <input type="checkbox"/> Question <input type="checkbox"/> Confer <input type="checkbox"/> Interview <input type="checkbox"/>	<input type="checkbox"/> Teacher <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/> Another teacher <input type="checkbox"/> Outside expert <input type="checkbox"/> Class panel <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Checklist <input type="checkbox"/> Assessment scale <input type="checkbox"/> Analytical rubric <input type="checkbox"/> Holistic rubric <input type="checkbox"/> Memorandum <input type="checkbox"/> Computer <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>