

# Lesson Plan

## Grade 2 Term 3

These Lesson Plans are CAPS-aligned with learning opportunities presented in: *Life Skills Beginning Knowledge and Personal and Social Well-being*

### TOPIC: Soil

- Creatures that live in the soil — such as earthworms, moles
- Soil for the growth of plants
- The value of growing vegetables

### TOPIC: Transport

NOTE TO TEACHER: Refer to *The Precious Gift* [HERE](#)

### TOPIC: Road Safety

### TOPIC: **People who help us in the community**

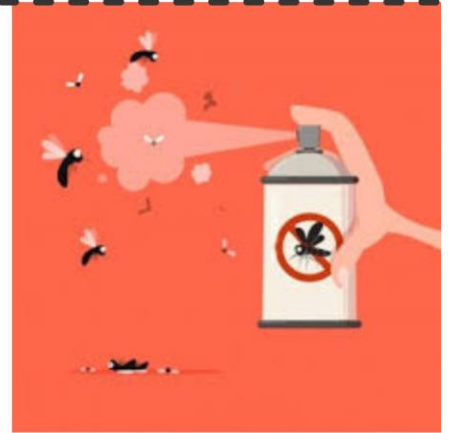
- How different people help me
- How I ask for information and assistance (including good manners)

NOTE TO TEACHER Refer to *Molo, king of the dump* [HERE](#)

Have you ever visited a hardware store and seen shelves that are packed with **insecticides** and other **poisons** ?



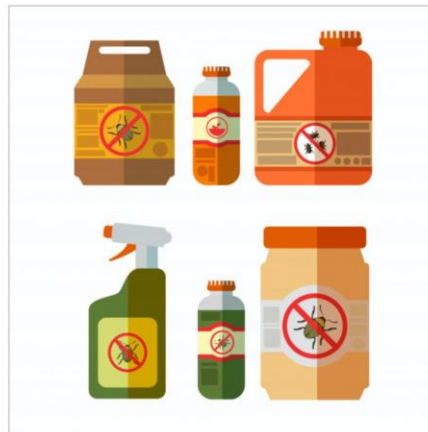
**Lots of people use poisons without thinking**



## **insecticides**



## **poisons**



NOTE  
TO  
TEACHER

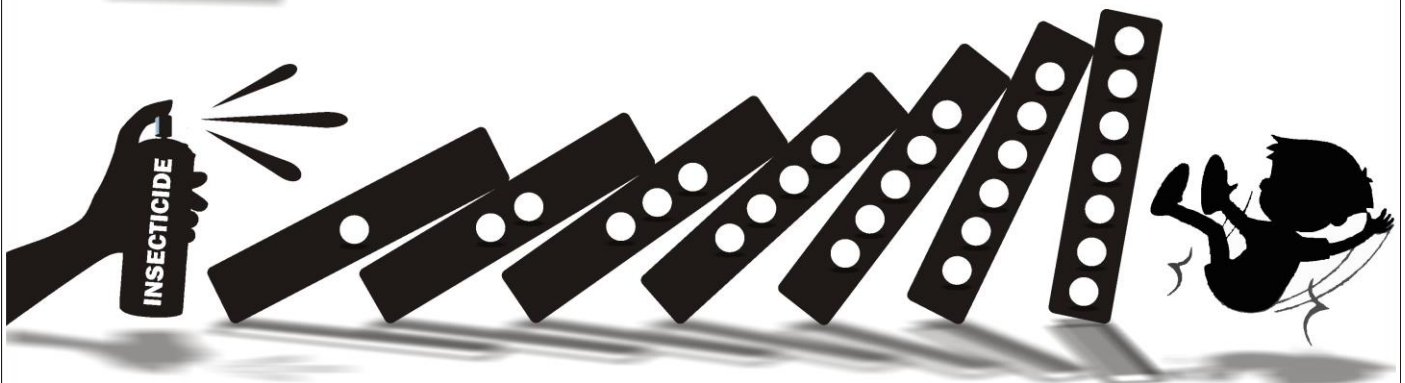
## Every single life form has a role to play in the great interconnectedness of life.

Explain to the learners that when we use **poisons**, there are **consequences** down the line that usually land up **in the soil and rivers**.



NOTE  
TO  
TEACHER

Explain to the learners the “domino” effect of using **insecticides and poisons without caution**



- 1 spraying a caterpillar on a veggie leaf
- 2 watering the plant
- 3 water washes **poison** into the soil
- 4 **earthworms** and other insects die
- 5 roots of the **plant** suck up the **poison**
- 6 humans **eat** the **vegetables**
- 7 vegetables contain **poison residue**

Ask the learners to pick a number from 1 - 7 from a hat and mime the action that is taking place in the corresponding domino.



**P**  **ISON**

One of the most important creatures in the health of our planet, is the **earthworm**



We seldom see earthworms, but in a healthy soil, they are there, doing their valuable work!

# What is the **work** of the earthworm?

Earthworms burrow through the soil, **creating spaces for air and water** to get through.

They **feed on rotting plant material** like fallen leaves, vegetable peels and grass cuttings.

They **enrich the soil** with their manure called castings.

Castings often appear as small squiggly piles of soil on top of the ground.

**When we see a casting, we know earthworms are at work beneath.**

## Activity

Watch this video :  YouTube | Wiggly worms at work



## New Words!

**casting**

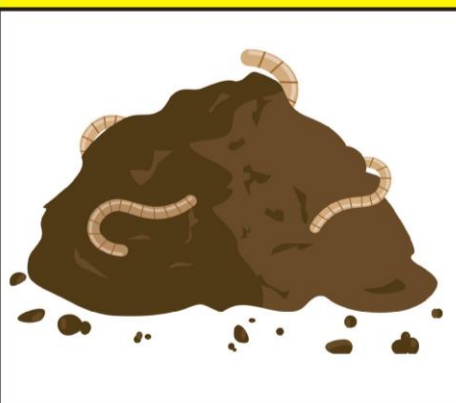
the **manure** of  
an earthworm

**insecticide**

a **chemical that**  
**kills insects**

**poison**

a **substance that can**  
**cause illness or death**



# What earthworms like to eat in a compost heap



- Fruit peelings (not citrus)
- Melon rinds
- Carrots
- Coffee grounds
- Teabags
- Bread



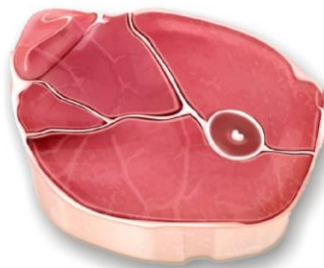
- Cereal (unsweetened)
- Pasta (plain)
- Cucumbers
- Lettuce
- Cornmeal
- Squash



# Worst food for earthworms



- Meat
- Fats or fatty foods
- Dairy foods

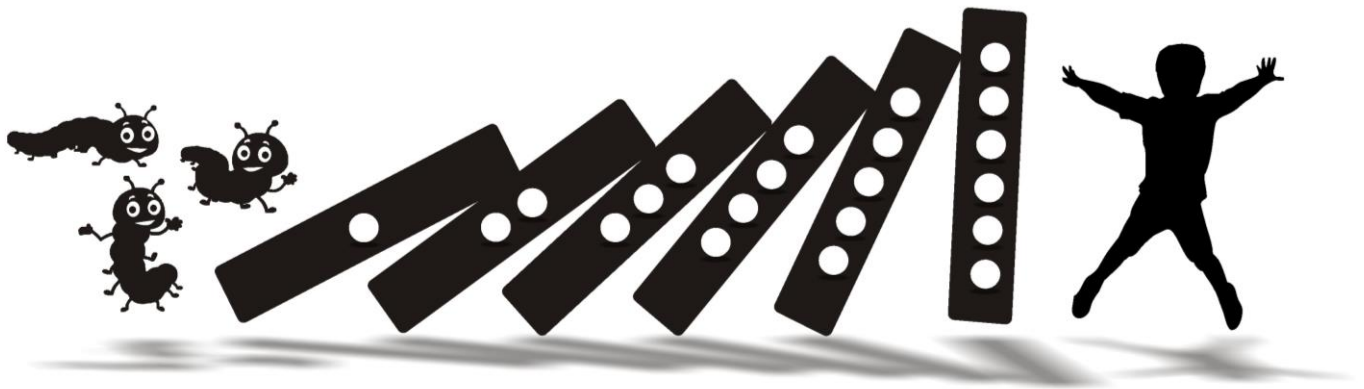


- Onions and onion skins
- Potatoes and potato peels
- Citrus fruits and their rinds
- Animal faeces



NOTE  
TO  
TEACHER

Explain to the learners the positive “domino” effect and the importance of earthworms in the ecosystem



- 1 happy worms eating peels
- 2 creates healthy soil
- 3 creates good nutrition for seedlings
- 4 creates healthy vegetables
- 5 creates good food
- 6 healthy kids



Another underground creature is the **mole**



**But...** what is the **work** of a mole?

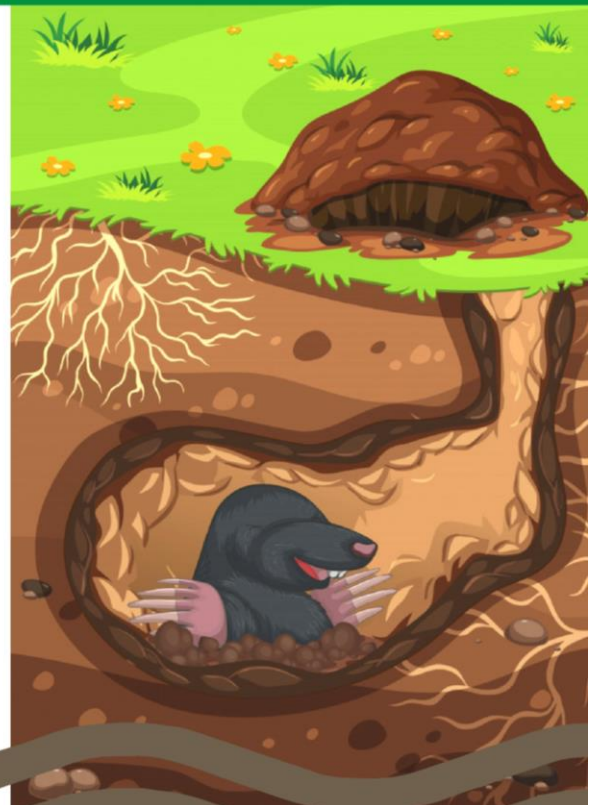
A mole **aerates and fertilizes the soil.**

With their strong front feet and claws, **moles tunnel through the soil** in search of worms, grubs, snails, spiders, beetle larvae and other insects underground.

**Activity**

Watch this video :  
*How fast can a mole dig?*

 YouTube | How fast can a mole dig?



# We know we have a mole in our garden when we see a **molehill!**

A molehill is a small mound of **earth** thrown up by a **mole** as it burrows through the ground.

Many **gardeners** don't like **moles** because they disturb the roots of plants.

They put horrible **traps** into their tunnels and also use **poisons** to kill them.



**But...** moles are **not pests!**

**We must remember that the mole's damage to the plant is only temporary.**

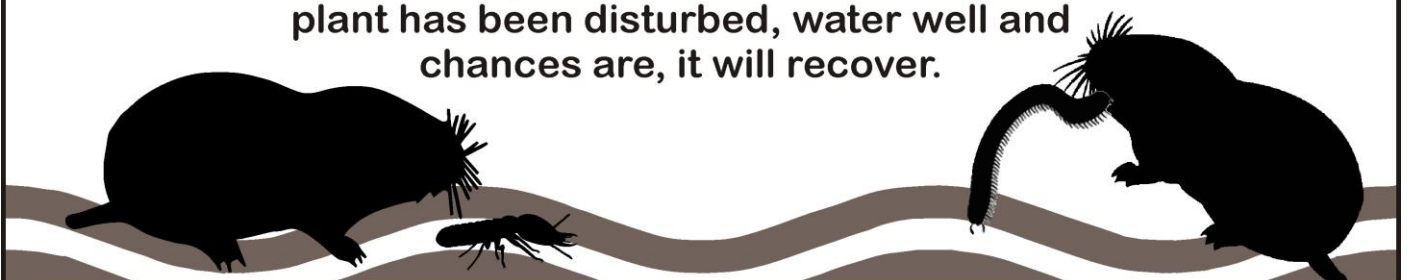
**Amazing Fact!**

**If placed on the soil surface, a mole can dig itself out of sight in 10 seconds!**

**Moles eat the insect larvae** and grubs that will one day eat the gardener's plants and cause the **gardener** to **buy an insecticide!**

**Once the mole has eaten the worms and larvae, it moves on.**

It is best to press back the soil where the plant has been disturbed, water well and chances are, it will recover.



**A mole builds two types of tunnels**

**Shallow runways** in search of food that are sometimes used only once

and **deeper tunnels** where their **nests** are found.



## Adaptations of the Five Senses for life underground

### Seeing

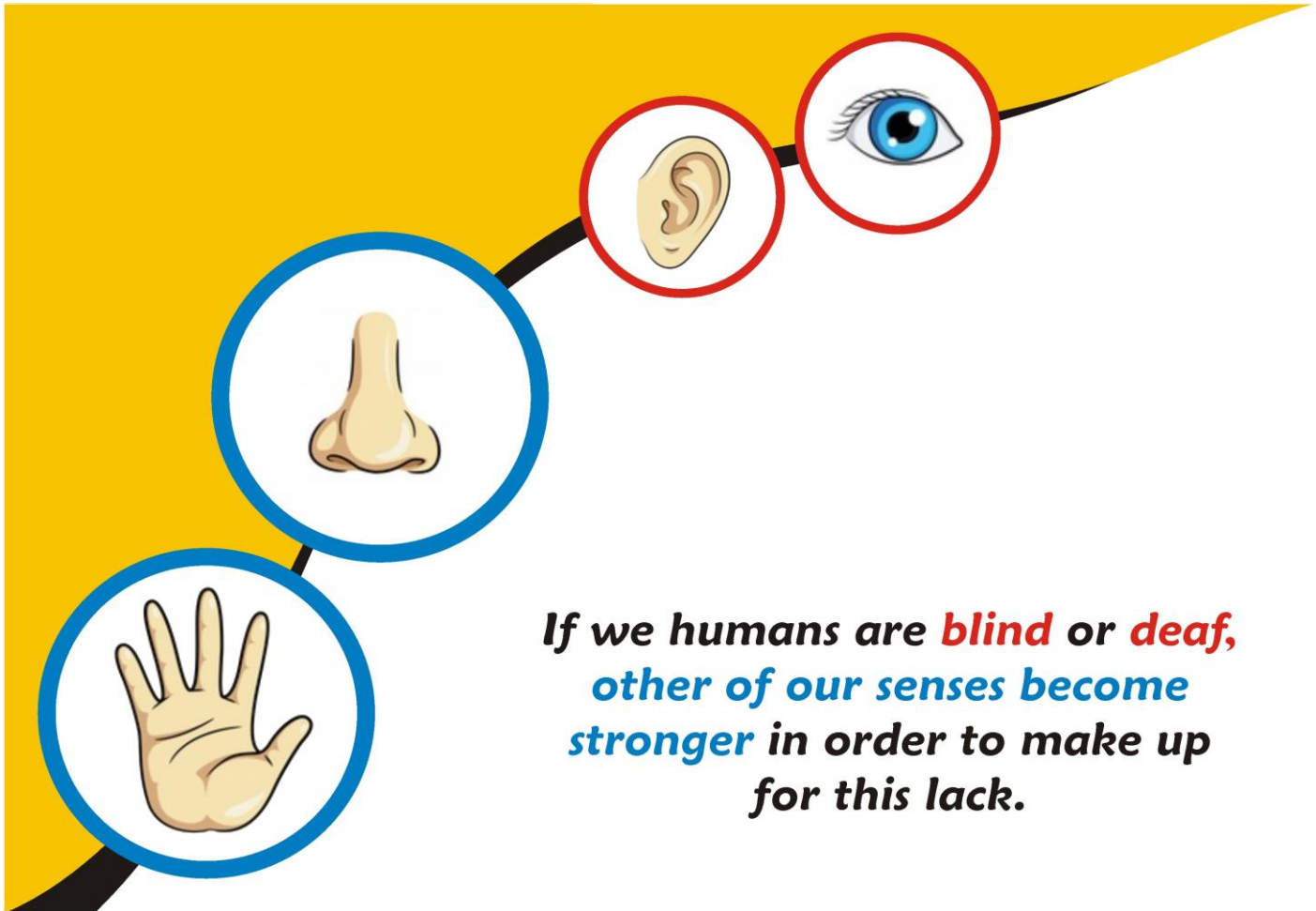
**Earthworms have no eyes,** but they do have light receptors and can tell when they are in the dark, or in the light.

**Moles have tiny eyes** hidden in their fur that can detect light.

### Hearing

**Earthworms have no ears,** but their bodies can sense the vibrations of movement nearby.

**Moles have good hearing** and also sense the vibrations of movement nearby.



*If we humans are **blind** or **deaf**, other of our senses become stronger in order to make up for this lack.*

The five senses send information to the brain to help us understand and navigate the world around us.

## 5 SENSES



SMELL



SIGHT



TOUCH



HEARING

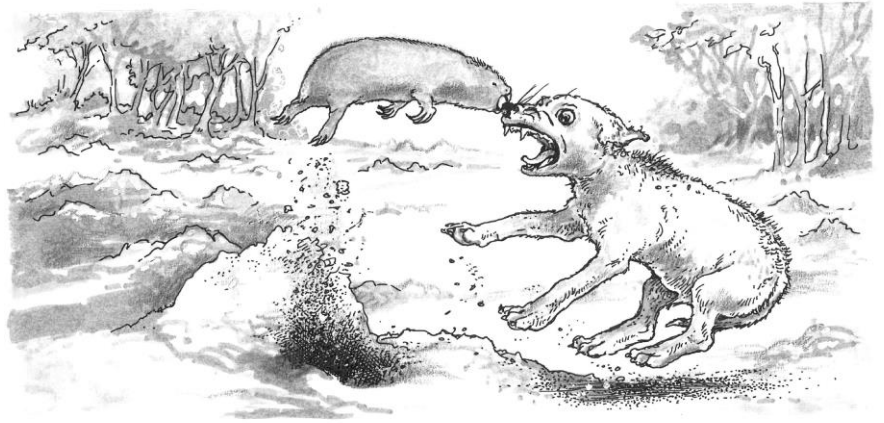


TASTE

## Note to Teacher

Read this extract from *Magnificent Boy and the Spirit of the Grey Hare* to the class.

A muffled scratching noise caught Boy's attention. He stood rigid. Tantalized. Yes, again he heard a muffled scraping noise. He inched forward sniffing the earth; ears cocked, listening intently. A vibration from beneath the ground tingled up his leg. Rasp, rasp, rasp. Just near his nose, a small pile of soft earth was forming. The heap grew bigger, heaving as though it was alive, pushing up from below.



Boy pounced on the heaving mount of soil, madly digging with his front paws, excitedly searching for its essence. But excitement turned to shock. An unbearable pain seared through his nose. He jerked his head back and heard his own terrible shrieks piercing the air. He shook his head violently. A mole, attached to his nose, lost its grip and flew off, landing on the soil nearby.

### Interesting Fact!

Dogs have been known to come off second best when they dig to find out what's scratching underground!

## Note to Teacher

Help the children to learn the **meaning** of all **the new words** in this extract.

A **muffled** scratching noise caught Boy's attention. He **stood rigid**. **Tantalized**. Yes, again he heard a muffled scraping noise. He **inched forward** sniffing the earth; **ears cocked**, **listening intently**. A **vibration** from beneath the ground **tingled** up his leg. **Rasp, rasp, rasp**. Just near his nose, a small pile of soft earth was forming. The heap grew bigger, **heaving** as though it was alive, pushing up from below.

Boy **pounced** on the heaving mount of soil, madly digging with his front paws, excitedly searching for its **essence**. But excitement turned to shock. An **unbearable** pain **seared** through his nose. He **jerked** his head back and heard his own terrible **shrieks** **piercing** the air. He shook his head **violently**. A mole, attached to his nose, lost its grip and flew off, landing on the soil nearby.

## DISCUSSION



Think of ways in which the story might end.



# TOPIC: Transport

- Getting to School
- Different kinds of transport
- Transport long ago



## Read the story below to the children

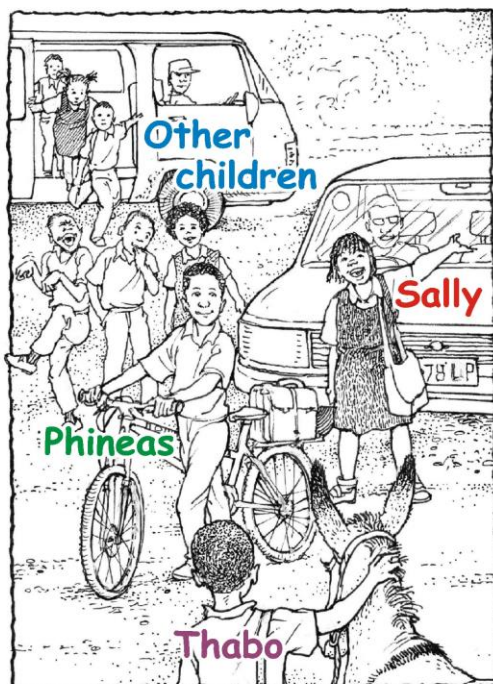
NOTE TO TEACHER: Refer to *The Precious Gift* [HERE](#)



Ask the learners to look at the picture of children arriving at school

NOTE  
TO  
TEACHER

**Read the sentences while the children point to who said them**



"My father brings me in a fast, smart car."

"We come in a taxi!"

"My bicycle is shiny and new and doesn't need to eat grass while I'm in class."

"Chipo carried me and my heavy books all the way to school. I love my donkey."

Ask the learners to connect these sentences with the children who said them

"There's no petrol for the car!"

Phineas

"My tyre is flat!"

Thabo

"Climb on."

Sally

Which method of transport would you choose, if you could?

Why?



smart car



donkey and cart



taxi



bicycle



### Activity

Discuss the **advantages** as well as the **disadvantages** of each mode of transport.

## Advantages



A car is **comfortable** and gets there as **quickly** as possible

A taxi is **cheaper** than a car

Riding a **bicycle** keeps you **fit**

A **donkey and cart** is still used by many communities as a means of transport and a donkey that is well cared for is a **reliable** means of transport and **doesn't need petrol**

## Disadvantages



Cars often get **stuck in traffic** jams  
Cars use petrol and contribute to **air pollution**

Taxis can be **overcrowded**, need petrol and contribute to **air pollution**

Bicycles sometimes get a **flat tyre**

Long ago, **horses and donkeys** were used for transport. These days, they have been **replaced by cars, buses, taxis, trains and airplanes**. However, many people still use horses and donkeys in rural areas.

## Rules of the Road



The **cyclist** is wearing a **helmet**

The man is **walking** his **dog** on the pavement and is using a **leash** so the dog can't go bounding into the road and cause an accident

Colour in the picture

Look at this picture and **point out all the things** that these good, law-abiding citizens are doing right!



## TOPIC: People who help us in the community

- How different people help me
- How I ask for information and assistance (including good manners)

### *Note to Teacher*

To fulfil this topic, read [HERE](#) Molo, King of the Dump to the children for class discussion.





## Comprehension Test

See if you can answer these questions

1. Who is Gogo Mieta?
2. What kind of food do the children eat in Gogo Mieta's shelter eat?
3. What kind of songs do they sing?
4. To accompany the singing, one of the older boys at the shelter plays a guitar. How does Vusi contribute to the songs?
5. Who is Molo?
6. Vusi knows Molo needs help urgently. Elvis helps load Molo into a trolley. Who is Elvis?
7. What makes Vusi feel red with rage as he desperately tries to get Molo to the veterinary clinic?
8. What is Dr Naidoo's diagnosis about Molo?
9. Dr Naidoo's concern is for Molo as well as for Vusi. He asks Sister Anna to come to the assistance of Vusi, Gogo Mieta and the other children in Gogo's shelter. What is the work of Sister Anna?
10. What are the many ways in which Sister Anna shows kindness to Vusi?
11. When Vusi feels like cramming all the food into his mouth at once, what does he suddenly remember?
12. Count the number of people who helped Vusi in the story.
13. Where does Molo find a loving home?

# 5 FREEDOMS for ANIMALS

Endorsed by the  
World Organisation for Animal Health (WOAH)

Freedom from hunger and thirst

Freedom from discomfort

Freedom from pain, injury or disease

Freedom to express normal behaviour

Freedom from fear and distress



The world is redefining its relationship with animals, moving away from domination and exploitation towards respect for their immense sentience.

Because **animals are sentient**, the World Organisation for Animal Health says **all animals** should **benefit** from the **Five Freedoms for Animals**

## DISCUSSION



Is Molo given the **Five Freedoms for Animals** at this new home?

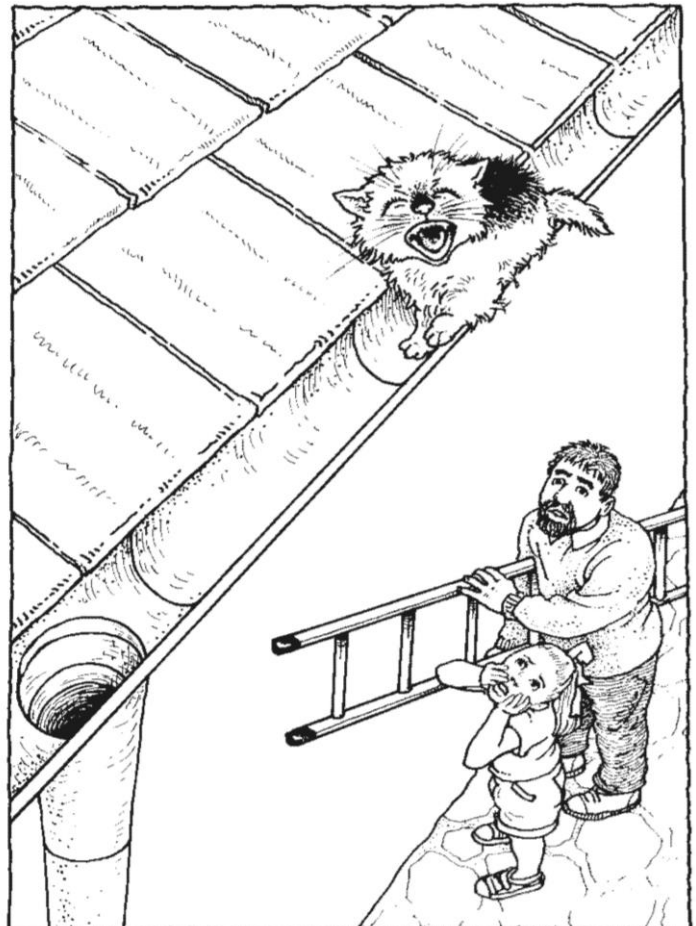
Note to Teacher

Ask the children to talk about a **special incident** in their lives where **someone helped them** in a meaningful way, or where **they helped someone else** in a meaningful way.

## DISCUSSION



Have any of the children helped an animal in distress or been helped by an animal?



**!** **Activity**

Write and illustrate a story, real or fictional, about helping one another including our companion animals



Handwriting practice area consisting of seven horizontal dashed lines.

illustrate

A large rectangular area with a blue border, intended for drawing an illustration.