The Foundations for Learning Campaign is a call to schools, teachers, communities and learners to focus on reading, writing and numeracy.

Foundations for Learning

A campaign for YOU!

Dear Grade 2 Teacher

On 29 March and 5 April, the Grade R and Grade 1 teacher support inserts went out through the Sunday Times magazine. Feedback from teachers in these grades has been very positive. This week we focus on Grade 2.

Grade 2 extends and consolidates the skills begun in Grade 1.

I hope that this supplement will provide you with more exciting ideas to try out in your classroom. We look forward to hearing from you on how you are using the ideas contained in this insert and any exciting ideas you are trying out in your classroom. You can email your comments to Joshua.j@doe.gov.za or post them to: Department of Education, Sol Plaatjie House, 123 Schoeman street, Pretoria.

Palesa Tyobeka
Deputy Director-General: General Education and Training
Department of Education

What are the minimum expectations for the Foundations for Learning?

All teachers in Grades 1-6 must teach reading and numeracy skills everyday to improve the quality of literacy and numeracy teaching. Every teacher in the Foundation Phase must:

- Spend at least 30 minutes everyday on reading for enjoyment and at least 1 hour on extended writing every week.
- Teach numeracy for at least 1 hour and 30 minutes everyday. This includes 10 minutes of stimulating mental mathematics at the appropriate level in all grades.

Every teacher must have the necessary resources to ensure effective teaching and learning of literacy and numeracy. This should include wall charts, number and phonic friezes, writing materials, suitable apparatus for teaching concepts, textbooks, reading series, workbooks and writing materials.

All primary school learners will complete annual national assessments in literacy and numeracy using standardised tests.

Every school must assess, track and record learner progress and achievement in the key areas of reading, writing and numeracy. This must be done monthly for class records, and quarterly for submission to the District Office. Districts will report on these to the Head Office.

Learner progress in literacy and numeracy will be reflected in the individual records of each learner from Grades R-6.

Contents

Inside this Grade 2 focused supplement, you will find:

Pages 2 and 7
A **Calendar and Weather Chart** for your classroom.

Page 3
Daily teacher activities during **literacy** time – with a focus on Grade 2 content.

Pages 4 and 5
A **100 Chart** to use in your classroom.

Page 6
Daily teacher activities during **numeracy** time – with a focus on Grade 2 content.

Page 8
Labels for the **Calendar** and **Weather Chart**.

Remember that the future lies in your hands! Help to lay a solid foundation for learning for a bright, South African future.

Grade 2 teaching and learning time
The minimum contact teaching time for Grade 2 is 22 hours and 30 minutes a week. This works out to 4 hours and 30 minutes per day.

The formal teaching allocation for **literacy** and **numeracy** in the Grade 2 classroom is:

	Time allocation per day	Total per week
Literacy	1 hour and 50 minutes	9 hours and 10 minutes
Numeracy	1 hour and 30 minutes	7 hours and 30 minutes

Look out for our two free posters – a Calendar and Weather Chart and a 100 Chart – as outlined in the Gazette

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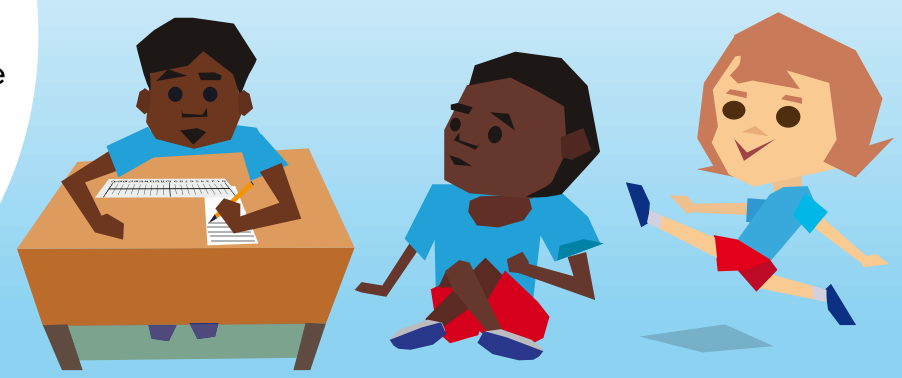
Pull-out poster

Calendar and Weather Chart

This poster needs to be used together with the labels on page 8. Once you have cut out and covered the cards, you can attach them to the poster. It is advisable to laminate the chart as then it can be used for many years. Each morning discuss the date and the weather. Learners can take turns to change the weather card and they can then draw the weather each day on a piece of paper and add it to the chart.

Month

Season



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Daily teacher activities during Literacy Time

The core elements of the literacy learning programme are:

- Oral/Listening and Speaking
- Reading
- Writing
- Handwriting
- First additional languages (FAL).

Together these core elements will help teachers to plan an effective literacy programme.

Total time: 1 hour and 50 minutes

Reading for enjoyment

Everyone, including the teacher, reads a book of their choice for 30 minutes a day. Books can be brought from home or selected from the classroom reading corner or school library for this time. It is a good idea to have this as a set time each day. After break works well, as it helps learners to settle down and re-focus.

Oral work and Listening and Speaking

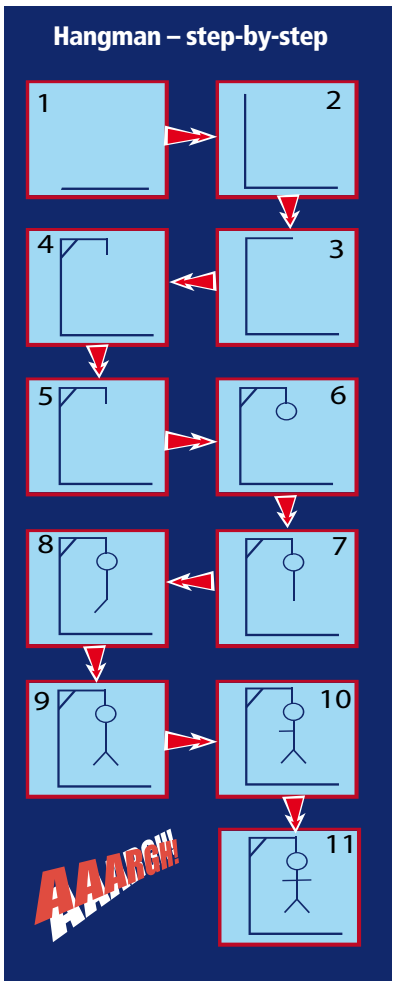
Oral language is the foundation for success in reading and writing, so it is important for learners to participate in listening and speaking activities everyday.

By the end of Grade 2, learners should be able to do the following:

- Listen to a complex sequence of instructions and respond appropriately.
- Listen without interrupting, show respect for the speaker, ask questions for clarification and comment on what was heard.
- Express feelings about the text and give reasons for those feelings.
- Listen for the detail in stories and answer questions leading to the development of critical reading.
- Talk about personal experiences, for example, talk about personal news using descriptive language.
- Participate in discussions, asking questions for information.
- Answer questions and justify answers.
- Participate in playing word games, for example, I spy…
- Tell jokes and riddles using appropriate volume and intonation.

Literacy fun games and activities

- **Hangman**: This game can be played in pairs or with the whole class. To start, choose a word. Write the first and last letters, and then dashes for every other letter. If a letter is repeated in the word, include it as well. For example, if the word is "elephant", you write: "e _ e_ _ _ _ t ". Learners then guess which letters are missing to spell the word in full. For every wrong letter called out, you make one stroke towards drawing the hangman! The point of the game is to get the word spelt out in full before the hangman drawing is complete.



- **Word Chains**: Decide on a category, for example, animals, car brands or fruit. Learners sit in a group and the first learner calls out a word, for example, dinosau**r**. The next learner then calls out a word starting with the last letter of the previous word, for example, **r**abbi**t**. Then the next learner can call out **t**ige**r**, then **r**hinocero**s** and so on. The game ends when the next learner cannot add a word.

Reading and writing focus time

The reading and writing focus time will help teachers to ensure that they are teaching basic literacy skills and reinforcing these skills regularly. During the reading and writing focus time, you teach: shared reading and writing activities; word-level and sentence-level work (phonics and vocabulary and grammar activities); guided reading and writing activities; and independent reading and writing activities.

By the end of Grade 2, learners should be able to do the following in phonics:

- Recognise these vowel digraphs: *ar* as in far, *er* as in her, *ir* as in bird, *or* as in short, *ur* as in church.
- Recognise rhyming words, for example, fly, sky, dry.
- Recognise single consonants spelt with two letters, for example, *wh* in what, *th* in that, *ph* in phonics, *ll* in pull, *ss* as in loss, *zz* as in buzz.
- Recognise two and three letter consonant blends at the beginning and end of words, for example, *bl* as in block, *str* as in street, *lp* as in help, *nd* as in sand.
- Recognise the first sound (onset) and the last syllable (rime) in more complex patterns, for example, dr-eam, cr-eam, scr-eam, str-eam.
- Classify complex word families, for example, dream, scream.
- Recognise and use suffixes, for example, –ly, -ies.
- Build and sound out words at level of phonetic knowledge.
- Spell familiar words using phonic knowledge and some spelling rules.

By the end of Grade 2, learners should be able to do the following in reading:

- Express a personal response to print and media images.
- Recognise commonly used sight words (high-frequency words).
- Read aloud from a book at own level in a guided reading group with teacher – whole group reads the same story.
- Identify key details such as the main idea, characters, events and setting.
- Reads with increasing fluency, speed and expression.
- Use decoding and comprehension skills to make meaning.
- Use self-correcting strategies when reading.
- Answer higher order questions based on the passage read.
- Express whether a story was liked and is able to justify answer.
- Read aloud to a peer.
- Read book as a whole class with the teacher and discusses cultural values in the story.
- Read own and others' writing.
- Read independently at a more complex level for enjoyment or information from a variety of available texts, for example, magazines and comics.

Writing and handwriting

Handwriting means the legible formation of letters, words and numerals. Writing is the more expressive, creative activity.

By the end of Grade 2, learners should be able to do the following in handwriting:

- Use handwriting tools effectively, for example, pencil, rubber, ruler.
- Form upper and lower case letters correctly.
- Copy written text from the board, writing strips, work-cards or charts correctly, and pay attention to correct letter formation, spacing and punctuation.

By the end of Grade 2, learners should be able to do the following in writing:

- Write at least two paragraphs (10 sentences) on their personal experiences, for example, daily news, a story or a newspaper article.
- Experiment with words.
- Participate in a discussion and contribute ideas.
- Use correct grammatical structures so that others can understand what has been written.
- Join two short sentences with a conjunction to make a longer sentence.
- Draft, write and publish own story of at least two paragraphs.
- Sequence text by using words like "first", "next" and "finally".
- Use informational structures when writing, for example, writing a recipe.
- Build own word bank and personal dictionary.

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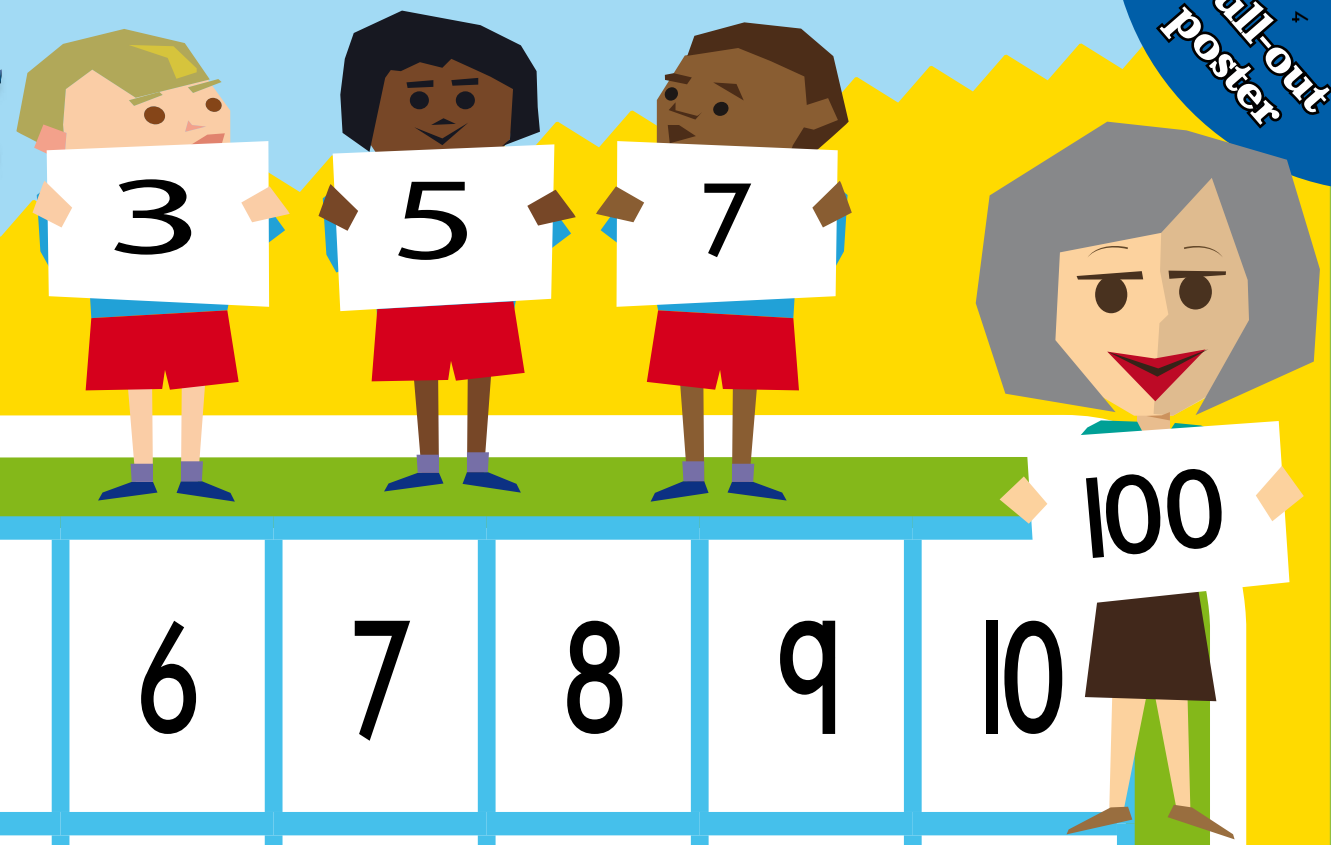
100 Chart

Pull-out poster



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81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Pull out poster

Daily teacher activities during Numeracy Time

During the allotted time of 1 hour and 30 minutes that is spent on numeracy each day, the following activities are covered:

- Counting
- Oral mental maths and number sense
- Concept development
- Problem solving and investigation.

Counting

Daily counting is an important part of any numeracy lesson. Providing fun and age-appropriate hands-on activities will develop counting and other numeracy skills.

By the end of Grade 2, learners should be able to do the following:

- Count out objects to 100.
- Count forwards and backwards from any number in 1s, 2s, 5s and 10s up to 200.

Oral mental maths and number sense

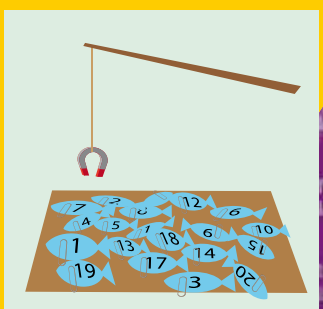
Mental maths is an excellent way to stimulate our minds and it also helps to improve "number sense". Regular mental maths problems will help learners to become more familiar with how numbers interact, this is very important because maths is something that builds on itself. If you don't understand how numbers interact, then more complicated maths will seem too challenging.

Oral mental maths and number sense activities for you to do:

- Write numbers from 1 to 20 on the board and think of a number. Learners have to guess what your number is by adding two numbers together or taking one number away from another.
- Choose two learners to stand in front of the board facing the class. Write a number between 1 and 100 on the board (neither learners should be able to see it). Then they take turns to guess the number, after each guess the class responds with either "higher" or "lower". The game continues until one learner guesses the correct number.

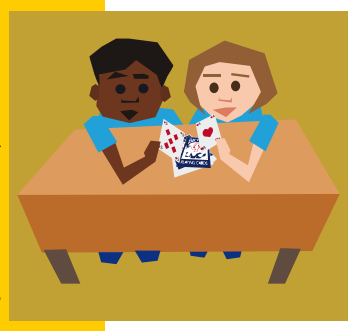
Numeracy fun games and activities

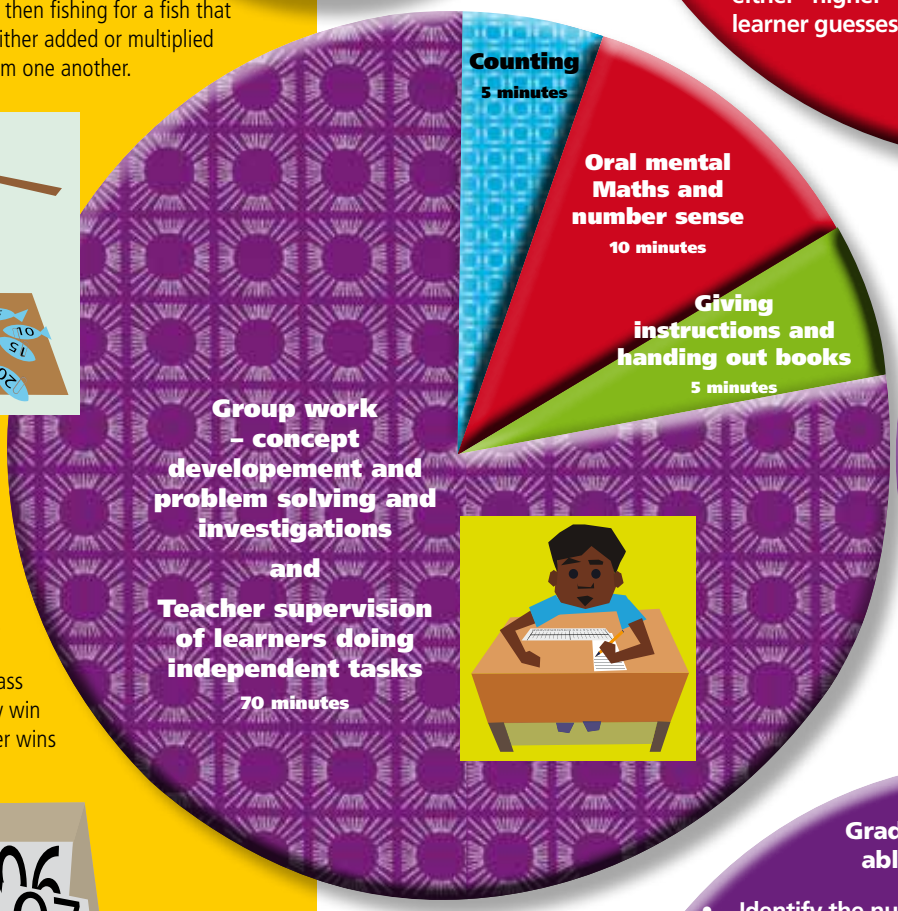
- **The Fishing Game:** For this game you need to draw and cut out 20 fish. On each fish write a number between 1 and 20. Place a paperclip over the mouth of each fish and tie a magnet to a piece of string for a fishing rod. Learners take turns rolling two dice and then fishing for a fish that matches those numbers either added or multiplied together or subtracted from one another.



- **The Mystery Number:** In a shoebox, place a set of flashcards numbered 1-100. The teacher pulls out a card and then answers 10 yes or no questions on the mystery number. If the class guesses the number, they win a point, if not, the teacher wins a point.

- **Deck of Cards:** You need a deck of cards to play this game. It is played by two learners with a deck of cards. Remove the jokers and face cards. Shuffle the deck and deal the cards face down. Each player flips over a card from their pile, and multiplies, adds or subtracts them. The first player to call out the correct answer gets to collect the flipped over cards. If a player calls out the wrong answer, the other player gets the cards. Players continue until all the cards have been flipped over. The winner is the player with the most cards at the end.





Total time: 1 hour and 30 minutes

Group work

Work with two ability groups every day. While working with one group, the rest of the class works independently at their desks. See each group for about 25 minutes.

- **Concept developement:** This activity should take about 10 minutes. New concepts are taught and developed when working with a small ability group.
- **Problem solving and investigations:** This part of the group teaching should take about 15 minutes. Concepts are introduced and developed through word problems.
- **Independent tasks:** While a small group is busy with the teacher, the other groups work at their desks. The teacher takes time in between the group work to supervise the tasks learners are working on independently.

By the end of Grade 2, learners should be able to do the following:

- Identify the numerosity (profile) of numbers 1 to 100.
- Add and subtract two two-digit numbers, for example, 26 + 37 = ? and 54 – 25 = ?
- Double and halve both odd and even numbers to 100.
- Calculate the multiplication of one-digit numbers with one-digit numbers, for example, 6 x 5 = ? and 9 x 5 = ?
- Copy and extend number sequences to 500.
- Order ½ and ¼ on a number line.
- Solve problems using grouping and sharing where the remainder is a fraction.
- Use flard cards to decompose three-digit numbers as expanded notation, for example, 241 = 200 + 40 + 1
- Use flard cards to add and subtract one-digit numbers to and from three-digit numbers.
- Use hours and minutes to calculate time.
- Analyse data to draw a conclusion.
- Recognise 3-D objects from various positions.
- Solve problems and explain solutions, using number charts and counters if needed with numbers up to 200.

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Today's weather is ...

Glue an envelope here to hold all your weather symbols and labels

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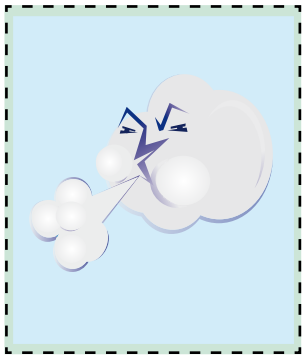
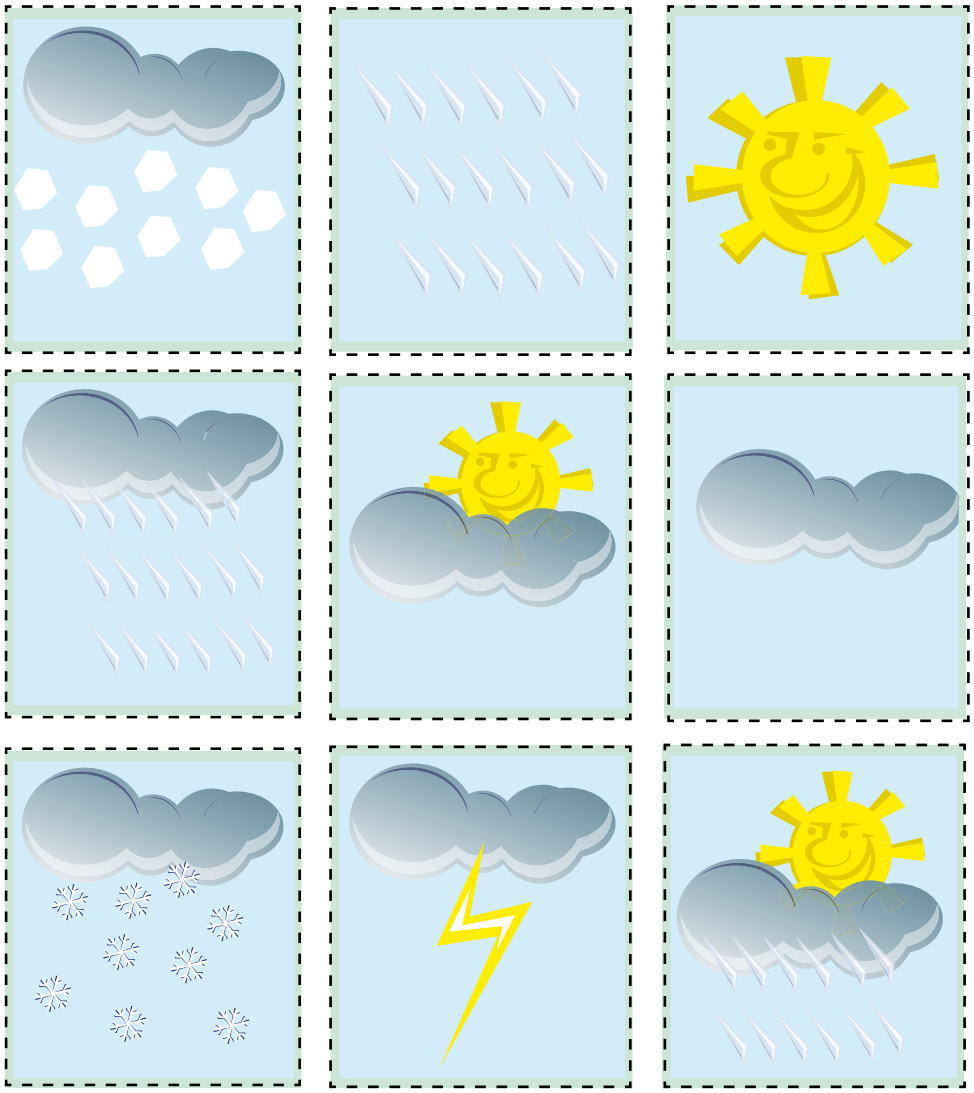
Labels for your Calendar and Weather Chart

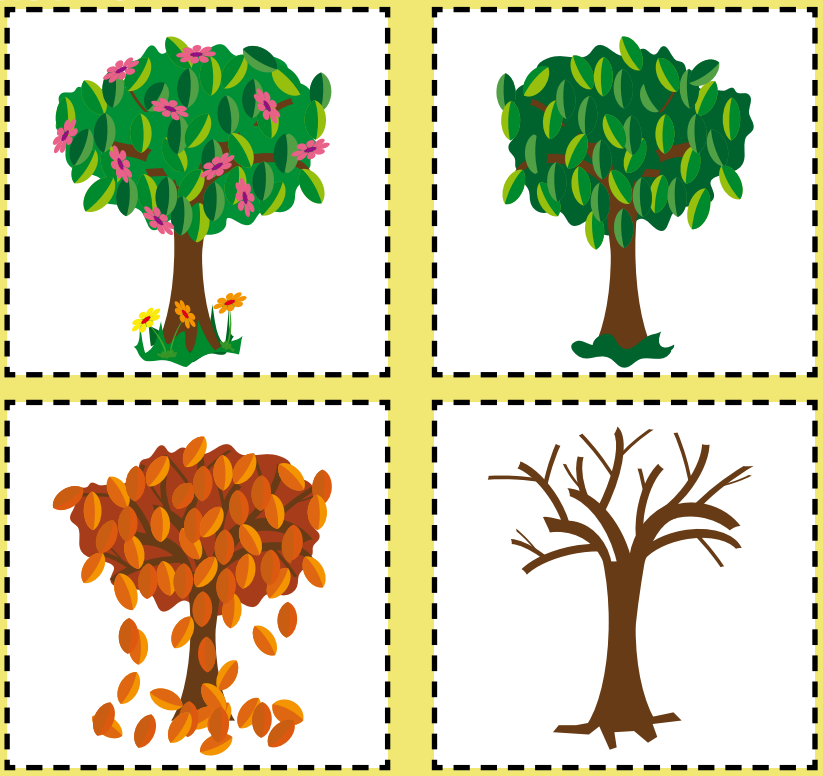
- Cut out all the cards and labels on this page. Place them in an envelope and paste the envelope onto the bottom of your Weather Chart.
- Now you are ready to add symbols and labels to the chart to make it a functional Calendar and Weather Chart.
  - o Place the month label at the top.
  - o Place the tree symbolising the season on the top right-hand corner.
  - o Place all the numbers on the calendar.
  - o Place the day indicator on the calendar to show the current date
  - o Place the correct weather symbol for today at the bottom of your chart.



Weather symbols



Seasons



Dates for the month

1	2	3	4	5	
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16	17	18	19	20	
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26	27	28	29	30	31

Months of the year

January	July
February	August
March	September
April	October
May	November
June	December

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