**LESSON PLANS**

**SOCIAL SCIENCES (GEOGRAPHY): TERM 2**

**GRADE: 4 DURATION: 15 hours DATE/ WEEKS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **TOPIC** | **UNDERSTANDING AND APPLYING MAPSKILLS** |
| **SPECIFIC AIMS** | * To develop learners who are curious about the world they live in * Understand the interaction between society and the natural environment * Understand and work with a range of sources –including maps, data and photographs |
| **PRIOR KNOWLEDGE** | * Learners were able to describe and draw a short journey such as the way to school, explain how to get from one place to another, from one landmark to another using words like left, right, straight etc * Knowledge about places, names of places, picture of World map |

**LESSON 1**

**SUB – TOPIC: INTRODUCTION TO SIDE VIEWS AND PLAN VIEWS**

**SCHOOL : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GRADE: 4 DATE/WEEK \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Duration** | **TEACHER ACTIVITIES** | **LEARNER ACTIVITIES** |
| 2 hours | **LESSON OBJECTIVES**  **Learners must be able to:**   * Define concepts Side view and plan view * Match a plan view pictures to side view pictures. * Draw and label the plan view   **Suggested teaching strategies**   * Teach learners the following concepts: **Plan view** (A plan view of an object shows the shape and size of an object and what it looks like from the top (or bird’s eye view). S**ide view** (A side view of an object is what the object looks like from the side. Whatever you see by standing beside an object or structure is called the ‘side view’. * Demonstrates to learners how to draw a plan view from a side view. * Provide a simple plan view with objects inside. * Identify simple symbols and letters and explain how they give a lot of information same as the written words. | * Learners define side view and a plan view * Learners match side-view pictures to plan view pictures * Learners draw a plan view of the inside of the classroom with each learner labelling his or her seat with a mark. * Learners convert a simple side view drawing into a plan view or vice versa   **Resources**  Atlases, textbooks, magazines, maps, videos, Internet, pictures  **Assessment**  See attached activity  [WORKSHEET 1 GRADE 4.docx](file:///C:\Users\School%20EC\Downloads\WORKSHEET%201%20GRADE%204.docx) |
| **Reflections** | | |

**LESSON PLAN 2**

**SUB –TOPIC: SYMBOLS AND KEYS**

**SCHOOL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GRADE: 4 DATE /WEEK\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Duration** | **TEACHER ACTIVITIES** | **LEARNER ACTIVITIES** |
| 3 hours | **LESSON OBJECTIVES**  **Learners must be able to:**   * Define concepts * Draw a map key * Use a map key to give meaning to the map   **Suggested teaching strategies**   * Introduce a map by explaining what it is. * Explain the few critical features of map (Title, Compass, Map Key and Scale) * Introduce learners to mapping vocabulary by reinforcing the following concepts: * map symbols - map symbols are drawings that stand for something real. They can also be colours or patterns * Map key –tells what each symbol stands for | * Learners provide a n explanation of a concepts maps symbols and map keys. * Learners draw a map key to interpreting what each symbol stands for on a map/picture. * Learners will read a map of a farm, village or a part of a town and give it meaning by using the map key * Learners make their own symbols for the items listed to interpret the map of a farm.   **Resources**  Atlas  Textbook  Exercise books  Worksheet  Internet  **Assessment**  [WORKSHEET 2 GRADE 4.docx](file:///C:\Users\School%20EC\Downloads\WORKSHEET%202%20GRADE%204.docx) |
| **Reflections** | | |

**LESSON 3**

**SUB –TOPIC: GRID REFERENCES**

**SCHOOL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Duration** | **TEACHER ACTIVITIES** | **LEARNER ACTIVITIES** |
| 2 hours | **LESSON OBJECTIVES:**  **Learners will be able to: Alpha**   * Define concepts * Understand that they can give their position by using a grid reference. * Explain some tasks or jobs that require a grid reference to be used. * Combine grid references and direction to give a location on a map   **Suggested teaching strategies**   * The teacher can use the classroom floor as a source to introduce a Grid reference (If the floor is tiled that would be advantageous, if not, the teacher can be innovative and draw on the floor a square metre with cells/blocks inside. * Explain the concept Alpha –Numeric grid reference (Alpha –Alphabets, Numeric –Numbers) The grid on a map consists of two sets of lines, one set running north-south and one set running east- west. Map grids are made when we divide a picture or a map into squares. Each square has a letter and a number that we use for a reference, to find places on a map of a big area. * Give the learners various grid references and ask them to complete a task on their own by locating where objects are * Provide a simple large scale map and ask learners to give grid references of various sites on the map. | * Learners draw their own grids using the knowledge gained in class. * Learners will draw a map key to interpret their grids * Learners will use a large scale map to read and provide grid references on it.   **Resources**  Atlases, textbooks, magazines, maps, videos, Internet, pictures, etc.  **Assessment** |
| **Reflection** | | |

**LESSON 4**

**SUB –TOPIC: COMPASS DIRECTIONS**

**SCHOOL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Duration** | **TEACHER ACTIVITIES** | **LEARNER ACTIVITIES** |
| 1 hour | **LESSON OBJECTIVES**  **Learners will be able to:**   * To draw a four cardinal point compass * give direction in a local area and on map using the four cardinal points.   **Suggested teaching strategies**   * Most learners will have done some work on basic directions. At the very least, learners should be able to follow directions using words like left, right, ahead, behind, in front of and next to. * Introduce the instrument, compass and show learners how it works. * Introduce the 4 main cardinal points compass * Explain to learners that directions can be indicated in terms of compass points. (north, south, east, west) and Cardinal directions are the most commonly used forms of direction. * Determine their understanding of the compass points by asking them to draw a four-point compass * Explain that we call those directions (East and west) * It is suggested that learners are taken outside the classroom at midday; asked them to point out where the sun rises, and where it sets, and where t is now. From that they can work out where north and south are * Clarify to the learners that it is not actually the sun that is moving, but the Earth “turning towards” the sun, meaning the earth rotates. | Learners draw a four cardinal point compass (N, S, E, and W) in their exercise books.  Write exercises and give direction to someone to finds his/her way  **Resources**  Atlases, textbooks, magazines, maps, videos, Internet, pictures  **Assessment**  [WORKSHEET 4 GRADE 4.docx](file:///C:\Users\School%20EC\Downloads\WORKSHEET%204%20GRADE%204.docx) |
| **Reflections** | | |

**LESSON 5**

**SUB –TOPIC: A MAP OF SOUTH AFRICA**

**SCHOOL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Duration** | **TEACHER ACTIVITIES** | **LEARNER ACTIVITIES** |
| 2 hours | **LESSON OBJECTIVES**  **Learners will be able to:**   * know the provinces that make up South Africa * understand that Provinces are separated by boundaries * know that specific colours depicts specific things on the map   **Suggested teaching strategies**   * Consolidate previous map work through revision. * Explain the features of various maps (e.g. Physical and Political maps) * Teach and illustrate how the following countries, provinces, capital cities and boundaries are depicted on a map * Explain that South Africa is divided into nine provinces. and each of these provinces has its own provincial boundary which can be seen on the map below. These boundaries are imaginary and cannot be seen as one leaves one province to another but there is always a sign informing one that he is then leaving or entering another province. * Explain how the sea and land on a map are shown * Identify oceans along South Africa’s coastline * Use the map of the Eastern Cape to identify capital cities and towns. * Ensure that learners learners show their understanding of map work by including the key parts of a map (title, map key, compass ) they learnt in the previous lessons. | * Learners cut out names and paste them on South Africa map * Learners identify the cities and towns in each province. * Learners locate their position of their settlement on the map   **Resources**  Atlases, textbooks, magazines, maps, videos, Internet, pictures  **Assessment**  [WORKSHEET 5.docx](file:///C:\Users\School%20EC\Downloads\WORKSHEET%20%205.docx) |
| **Reflections** | | |

**LESSON 6**

**SUB –TOPIC: A GLOBE AND A MAP OF THE WORLD**

**SCHOOL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Duration** | **TEACHER ACTIVITIES** | **LEARNER ACTIVITIES** |
| 2 hours | * **LESSON OBJECTIVES** * **Learners will be able to:** * Create a globe from common materials * Understand that the world is round like a ball (globe) and a map is only a representation of the world on a piece of paper. * Identify and locate continents, countries and oceans on the globe and on the world map. * Know that South Africa is a country found in continent Africa * **Suggested teaching strategies** * **Step 1: Create a Globe and label it** * Prepare the mixture in a large bowl by combining 1- part flour, 2 parts water, and 1-2 tablespoons of salt. * Mix the mixture well to a consistency of thick glue. * Cover the bowl to prevent the mixture from drying out. * Tell learners that they are going to work in small groups to create their own globes. * Have learners cover their desks with sheets of newspaper. * Distribute balloons, papier-mâché mixture in small bowls, and blue tissue paper. * Instruct learners to cover their balloons with the mixture and a tissue thereafter leave them to dry overnight * Explain the following concepts: Continents, Countries Oceans and the Sea * Identify the continents and locate them on the world map or globe. * When mixtures have dried up, distribute the construction paper, scissors, glue and markers to each group. * Step 2 * Explain the location of the country South Africa on a map and state that South Africa is country in continent, Africa continent where this country is located. | * Learners sit in groups * Learners cover their desks with sheets of newspaper * Learners blow up their balloons * Learners cover their balloons with the mixture and then put blue tissue paper over the mixture * Learners leave the globes in class so that they can dry overnight. * Learners cut out, color, and label the continents and oceans (Atlantic. Pacific and Indian) and glue them onto their globes. * Learners locate the country South Africa on their globes or world map by marking it in X   **Resources**  Large plastic bowl, Flour, Water, Salt, Spoon  Plastic wrap or another cover for bowl, A globe  Newspaper, One small bowl per group, Balloons (one per student), Tissue and construction paper  Scissors, Markers, World maps (optional), Glue  Atlas  **Assessment**   1. Evaluate students’ participation and ability to follow directions to complete the above Activity. 2. [WORKSHEET 6.docx](file:///C:\Users\School%20EC\Downloads\WORKSHEET%206.docx) |
| **Reflections** | | |