

Book Title: Growing in English: Grade 2 Home Language

Introduction (Moodle Book Front Page)

Welcome to Grade 2 English Home Language!

This book is designed to help you grow in your understanding and use of the English language this year. We will explore stories, learn new words, practise reading and writing, and learn to listen and speak clearly.

Remember that God has given you the ability to learn and communicate. Let us use this gift thankfully and diligently, doing our best in all our work. This book is divided into four terms, following the South African school year. Each term has chapters focusing on different skills. You will find activities to help you practise what you learn.

Let's begin our learning journey for Term 1!

(Image Suggestion: A friendly, diverse group of South African children reading or working together happily, perhaps in a homely or natural setting.)

Term 1

(Term 1 Introduction - Moodle Chapter)

In Term 1, we will start by refreshing our listening and speaking skills. We will dive into the exciting world of sounds and letters (phonics) to help us read. We will read stories together, learn important sight words, practise our handwriting, and start writing simple sentences. We will also learn about naming words (nouns) and action words (verbs). Let's work hard and enjoy learning together!

Chapter 1: Listening and Speaking Kindly

(Moodle Chapter)

Focus: Listening skills, following instructions, polite speaking, sharing news.

(Image Suggestion: Children sitting attentively listening to a parent or teacher reading a story.)

1.1 Welcome Back! Greetings and Manners

- **Information:** When we meet people, it is good to greet them kindly. Using words like "Good morning," "Hello," "Please," and "Thank you" shows respect and care for others, reflecting God's love. Listening carefully when someone speaks to you is also very important.

- **Activity:** Practise greeting your parent/teacher and siblings politely. Role-play asking for something using "please" and remembering to say "thank you."
- **H5P Suggestion:** Simple multiple-choice quiz: "What should you say when someone gives you something?" (Options: Thank you, Please, Excuse me).

1.2 Listening Detectives: Following Instructions

- **Information:** God gave us ears to hear! Listening carefully helps us understand what we need to do. We need to pay attention to understand instructions correctly at home and in our learning.
- **Activity 1:** Play "Simon Says." Listen carefully to whether the instruction starts with "Simon says..."
- **Activity 2:** Follow 2-step instructions given by your parent/teacher (e.g., "Fetch your blue crayon and draw a circle.").
- **H5P Suggestion:** Audio-based ordering activity. Listen to 3 simple instructions and drag pictures or text into the correct order they should be done.

1.3 Sharing Our News

- **Information:** We can share interesting things that happen to us. It's important to take turns speaking and to listen patiently while others share their news. We can thank God for the good things we experience and share.
- **Activity:** Take turns sharing one thing you enjoyed doing yesterday or over the weekend. Remember to listen quietly while the other person is speaking. Ask one simple question about what they shared (e.g., "Was it fun?").

Chapter 2: The Building Blocks: Phonics Fun

(Moodle Chapter)

Focus: Revising Grade 1 phonics (initial sounds), introducing consonant digraphs (sh, ch, th), short vowel sounds.

(Image Suggestion: Colourful magnetic letters or wooden letter blocks.)

2.1 Sounds All Around

- **Information:** Our world is full of sounds! Letters represent sounds we use to make words. Learning these sounds helps us read and write words, including those in the Bible and other good books. Let's revise some sounds we learned in Grade 1.
- **Activity:** Say the sound for these letters: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l. Find objects around your home that start with some of these sounds.
- **H5P Suggestion:** Matching game: Match pictures to their beginning letter sound (e.g., picture of sun to 's').

2.2 Special Sounds Together: sh, ch, th

- **Information:** Sometimes, two letters come together to make one new sound. We call these digraphs.
 - 'sh' makes the sound in **ship**, **shell**, **shop**. (Like being quiet: "Shhh!")
 - 'ch' makes the sound in **chair**, **chin**, **church**.
 - 'th' makes two sounds! A soft sound as in **think**, **thank**, **thumb**, and a slightly buzzing sound as in **this**, **that**, **the**. We will practise both.
- **Activity 1:** Practise saying the 'sh', 'ch', and 'th' sounds.
- **Activity 2:** Look at pictures (ship, chair, thumb, fish, chick, bath). Say the word and listen for the 'sh', 'ch', or 'th' sound. Sort the pictures into three groups based on their sound.
- **H5P Suggestion:** Drag and Drop: Drag words (ship, chip, thin, shop, chin, that) under the correct digraph heading (sh, ch, th).

2.3 Short Vowel Sounds: a, e, i, o, u

- **Information:** Vowels (a, e, i, o, u) are special letters. They can make different sounds. We will start by revising their short sounds:
 - 'a' as in **cat**, **map**, **apple**
 - 'e' as in **pen**, **hen**, **egg**
 - 'i' as in **pin**, **sit**, **igloo**
 - 'o' as in **dog**, **hop**, **octopus**
 - 'u' as in **sun**, **cup**, **umbrella**
 - **Activity:** Read these simple words aloud: cat, map, pen, hen, pin, sit, dog, hop, sun, cup. Draw a picture for three of these words.
 - **H5P Suggestion:** Select the Word: Display a picture (e.g., a cat) and three CVC words (cat, cot, cup). The learner selects the correct word.
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Chapter 3: Let's Read Together

(Moodle Chapter)

Focus: Shared reading, sight words, simple comprehension.

3.1 Our Story: "The Little Red Hen" (Example)

- **Information:** Reading stories together is a wonderful way to learn. We will read a story called "The Little Red Hen." This story reminds us about the importance of helping and working diligently. Before we read, let's look at the cover. What do you think the story is about?
- **(Image Suggestion: Cover illustration of a classic version of "The Little Red Hen")**
- **Activity:** Parent/teacher reads the story aloud with expression, pointing to the words. The learner follows along. Pause occasionally to ask predictive questions ("What do you think will happen next?").
- **(Note:** Choose any simple, morally sound story appropriate for Grade 2 level if preferred.)

3.2 Thinking About the Story

- **Information:** Good readers think about what they read. Let's talk about "The Little Red Hen."
- **Activity 1:** Answer these questions verbally:
 - Who are the characters in the story? (The Little Red Hen, the cat, the dog, the mouse)
 - What did the Little Red Hen want help with? (Planting wheat, cutting wheat, taking it to the mill, baking bread)
 - Did the other animals help her? (No)
 - What lesson can we learn from this story? (Importance of helping, consequences of laziness, diligence is rewarded).
- **Activity 2:** Draw your favourite part of the story. Write one simple sentence about your drawing with help (e.g., "The hen baked bread.").
- **H5P Suggestion:** Sequencing: Provide 4-5 pictures depicting main events from the story. Learners drag them into the correct order.

3.3 Words to Know by Sight

- **Information:** Some words appear very often in reading. We need to learn to recognise them quickly, by sight. These are called sight words or high-frequency words. Knowing them helps us read more smoothly. Let's learn these: **the, a, is, was, my, I**
 - **Activity 1:** Use flashcards to practise reading the sight words quickly.
 - **Activity 2:** Find these sight words in the "Little Red Hen" story or another simple reader. Count how many times you see the word "the".
 - **H5P Suggestion:** Flashcards activity type for drilling sight words. Or Find the Word: Display a short sentence with one sight word highlighted, and learners have to type or select the highlighted word.
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Chapter 4: Writing Practice

(Moodle Chapter)

Focus: Correct letter formation (lowercase and uppercase), writing simple CVC words, copying sentences.

4.1 Forming Our Letters Neatly

- **Information:** God gave us hands to do good work, including writing clearly. Practising forming letters correctly helps others read our writing easily. We should always try to do our neatest work. Let's practise lowercase letters first. Remember where to start each letter and which way to go. Pay attention to letters that sit on the line, go tall, or hang below the line.
- **(Image Suggestion: A clear chart showing correct formation for lowercase letters with starting dots and arrows.)**

- **Activity:** Practise writing the lowercase letters learned in phonics (s, a, t, p, i, n, etc.) on handwriting lines. Focus on correct formation, size, and spacing. Your parent/teacher can guide you.
- **H5P Suggestion:** (Difficult for handwriting) Perhaps a labelling H5P activity where learners drag letter labels (a, b, d, p, q) to descriptions like "starts like 'c', goes up tall" (d) or "hangs below the line" (p, q).

4.2 Writing Simple Words

- **Information:** Now that we know letter sounds and how to write letters, we can write simple words. Listen to the sounds in the word carefully.
- **Activity:** Look at pictures of simple CVC (consonant-vowel-consonant) words like: cat, pin, sun, map, hen, dog. Say the word slowly, stretching out the sounds. Write the word neatly next to the picture.
- **(Image Suggestion: Simple line drawings of CVC words like cat, pin, sun.)**

4.3 Capital Letters and Full Stops

- **Information:** Sentences start with a capital letter and end with a full stop (.). Capital letters are also used for names of people (Sarah, Peter) and places (South Africa, Durban), and the special name for God. The word "I" when used alone is always a capital letter. The full stop tells us the sentence has finished.
- **(Image Suggestion: A clear chart showing uppercase letter formation.)**
- **Activity 1:** Practise writing the capital letters for the sounds learned so far (S, A, T, P, I, N, etc.).
- **Activity 2:** Copy these sentences neatly, remembering the capital letter at the start and the full stop at the end:
 - The cat sat.
 - I can hop.
 - My pen is red.
- **H5P Suggestion:** Drag and Drop text: Provide sentences with missing capital letters or full stops, and learners drag the correct punctuation/capitalised letter into place.

Chapter 5: Naming Words and Action Words

(Moodle Chapter)

Focus: Introduction to common nouns (people, places, things) and simple verbs (present tense actions).

5.1 Naming Words: Nouns

- **Information:** Everything God created has a name. Words that name people, places, animals, or things are called nouns. Examples:
 - People: mother, boy, teacher, baby
 - Places: house, park, shop, church
 - Animals: dog, cat, bird, fish

- Things: book, chair, tree, ball
- **Activity 1:** Look around your room or garden. Name 5 nouns (things you can see).
- **Activity 2:** Sort a list of words (given by parent/teacher, e.g., girl, school, table, lion, pencil, father) into categories: Person, Place, Animal, Thing.
- **(Image Suggestion: Four boxes labelled People, Places, Animals, Things with simple drawings in each - e.g., girl, house, cat, book.)**
- **H5P Suggestion:** Drag and Drop classification: Drag word labels (e.g., 'doctor', 'beach', 'desk', 'frog') into the correct noun category boxes (Person, Place, Thing, Animal).

5.2 Action Words: Verbs

- **Information:** Words that show action – what someone or something *does* – are called verbs. God made us to be active and use our bodies. Examples: run, jump, sit, read, write, pray, help, sing.
 - **Activity 1:** Act out these verbs: hop, clap, wave, sleep, eat.
 - **Activity 2:** Look at pictures showing actions (e.g., a boy running, a girl reading, a bird flying). Say a sentence about the picture using a verb (e.g., "The boy runs." "The girl reads." "The bird flies.").
 - **(Image Suggestion: Simple illustrations showing clear actions - running, reading, flying, eating.)**
 - **H5P Suggestion:** Image multiple choice: Show an image (e.g., someone sleeping). Ask "What is the person doing?" Provide verb options (sleeping, eating, running).
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Chapter 6: Term 1 Checkpoint

(Moodle Chapter)

Focus: Revision of Term 1 concepts.

6.1 Sounds and Words Review

- **Activity:** Read a list of CVC words and words with 'sh', 'ch', 'th' (e.g., hat, pet, bin, log, mud, ship, chop, thin, fish, much, bath). Read the Term 1 sight words quickly (the, a, is, was, my, I).

6.2 Reading Check

- **Activity:** Read a few simple sentences aloud (provided by parent/teacher) using known phonics and sight words (e.g., "I see a big ship." "My cat was on the mat."). Answer one simple question about the sentences.

6.3 Writing Check

- **Activity 1:** Write 3 simple CVC words dictated by your parent/teacher (e.g., 'sad', 'ten', 'lip').
- **Activity 2:** Copy a simple sentence correctly, remembering the capital letter and full stop (e.g., "God is good.").

6.4 Nouns and Verbs Check

- **Activity:** Parent/teacher says a word (e.g., 'jump', 'table', 'sing', 'flower'). Learner says if it is a naming word (noun) or an action word (verb).

(Term 1 Conclusion Message): Well done! You have worked diligently through Term 1. You have practised listening, speaking, reading, and writing. Keep practising these skills every day. Thank God for the ability He has given you to learn! We look forward to learning more with you in Term 2.

Term 2

(Term 2 Introduction - Moodle Chapter)

Welcome to Term 2! We pray you had a restful break.

This term, we will continue building our English skills. We will learn words that describe things (adjectives) and discover more special letter combinations that make new sounds (vowel digraphs). We will read longer stories and learn how to retell them in the right order. We will also learn how to write about things that happened yesterday using past tense words. We will explore God's amazing creation, learn how to join ideas in sentences, and look at different kinds of writing like poems and instructions.

Let's continue to work with cheerful hearts and do our best!

(Image Suggestion: A picture depicting a South African season relevant to Term 2 - perhaps autumn leaves or early winter sunshine - with children engaged in learning activities.)

Chapter 7: Wonderful Words: Adjectives

(Moodle Chapter)

Focus: Identifying and using adjectives (describing words: colour, size, shape, feel, characteristics).

(Image Suggestion: A collection of different objects showing contrasts - e.g., a big red apple next to a small green apple, a soft teddy bear next to a hard block.)

7.1 What are Describing Words?

- **Information:** God made a world full of variety! Adjectives are special words that help us describe this variety. They tell us *more* about nouns (people, places, animals, things). They answer questions like: What colour? What size? What does it feel like? What kind?

- **Examples:** a **red** car, a **tall** tree, **soft** fur, a **happy** child. The words in **bold** are adjectives.
- **Activity:** Look at a fruit bowl. Find the nouns (apple, banana, orange). Now describe them using adjectives (a **red** apple, a **long yellow** banana, a **round orange** fruit).

7.2 Describing Colours and Sizes

- **Information:** We can use adjectives to tell about the colour and size of things. This helps paint a picture in the listener's mind.
- **Examples:** **blue** sky, **green** grass, **big** elephant, **small** mouse, **tall** giraffe, **short** pencil.
- **Activity:** Find things around your home or outside. Describe them using one colour and one size adjective. Say the sentence aloud: "I see a **small white** flower." "This is a **big brown** door."
- **H5P Suggestion:** Simple multiple choice. Show a picture (e.g., a large green frog). Ask: "Which words best describe the frog?" Options: (a) big, green (b) small, blue (c) red, tall.

7.3 Describing How Things Feel, Look, or Sound

- **Information:** Adjectives can also describe texture (how something feels), appearance (how it looks), or even sound. They can also describe how someone feels (a character trait).
- **Examples:** **soft** blanket, **hard** rock, **smooth** table, **bumpy** road, **loud** music, **quiet** mouse, **kind** friend, **bright** sun.
- **Activity:** Your parent/teacher gives you items to feel with eyes closed (e.g., cotton wool, sandpaper, a smooth stone, playdough). Use adjectives to describe how they feel. Look at pictures of faces - describe them (e.g., **happy** boy, **sad** girl, **surprised** child).
- **Image Suggestion:** Pictures showing different textures (wood grain, fluffy cloud, rough bark) and facial expressions.

7.4 Using Adjectives in Sentences

- **Information:** Usually, we put the adjective *before* the noun it describes.
 - **Example:** Instead of "The dog is big," we often say, "The **big** dog."
 - **Activity 1:** Complete these sentences with a suitable adjective from the list: (red, tall, soft, happy, cold)
 - The ____ boy smiled.
 - I wore a ____ jersey because it was ____.
 - The giraffe is very ____.
 - She has a ____ teddy bear.
 - **Activity 2:** Write two sentences describing your favourite toy or animal. Use at least one adjective in each sentence. Example: "I have a **soft, brown** teddy." "He has **small black** eyes."
 - **H5P Suggestion:** Drag and Drop sentence builder. Drag adjectives into the correct place in sentences (e.g., "The [] sun is []." Drag 'yellow' and 'bright').
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Chapter 8: Exploring More Sounds (Vowel Digraphs: ee, ea, oo)

(Moodle Chapter)

Focus: Phonics - introducing vowel digraphs 'ee', 'ea' (long /ee/ sound), 'oo' (long /oo/ sound as in moon, short /oo/ sound as in book).

(Image Suggestion: A picture combining images like a bee on a green leaf near a pool under the moon.)

8.1 The Long 'ee' Sound: ee and ea

- **Information:** Sometimes two vowels work together to make one long vowel sound. The letters 'ee' together often make a long /ee/ sound, like the name of the letter E.
- **Examples (ee):** see, tree, bee, feet, green, sleep, sheep.
- **Information:** The letters 'ea' together *also* often make the same long /ee/ sound!
- **Examples (ea):** read, sea, tea, meat, leaf, clean, easy.
- **Activity 1:** Read lists of 'ee' and 'ea' words aloud.
- **Activity 2:** Sort pictures or word cards under two headings: 'ee' sound with 'ee' spelling, 'ee' sound with 'ea' spelling.
- **Activity 3:** Find the 'ee' or 'ea' words in these sentences: "A green leaf fell from the tree." "Please read the words on the clean sheet."
- **H5P Suggestion:** Mark the Words. Display a paragraph of simple text. Learners click on all the words containing 'ee' or 'ea'.

8.2 The 'oo' Sound Like in Moon (Long /oo/)

- **Information:** The letters 'oo' together can make a long /oo/ sound, like in the word moon. It sounds like "oooo".
- **Examples:** moon, food, pool, zoo, room, spoon, tooth.
- **Activity:** Read the 'oo' (long sound) words. Draw pictures for 'moon', 'food', and 'pool'. Write the word next to your picture.

8.3 The 'oo' Sound Like in Book (Short /oo/)

- **Information:** Be careful! The letters 'oo' together can also make a shorter sound, like in the word book. It sounds like "uh". We need to remember which words have which sound. God made language interesting!
- **Examples:** book, look, foot, good, wood, hook, cook.
- **Activity 1:** Read the 'oo' (short sound) words.
- **Activity 2:** Listen as your parent/teacher says pairs of words (e.g., food/foot, pool/pull - *note pull is not 'oo'*, moon/book, zoo/wood). Raise one hand for the long /oo/ sound (like moon) and two hands for the short /oo/ sound (like book).
- **Activity 3:** Complete these sentences with a word from the lists: (book, moon, good, food, feet, read)
 - Look at the bright ____ in the sky.
 - I like to ____ my favourite ____.
 - Wash your ____ before you eat ____.
 - It is ____ to help others.

- **H5P Suggestion:** Audio-based Multiple Choice. Play an audio clip of a word (e.g., "spoon"). Ask: "Which 'oo' sound did you hear?" Options: (a) like in moon (b) like in book.
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Chapter 9: Reading Adventures (Longer Stories & Sequencing)

(Moodle Chapter)

Focus: Shared reading of longer texts, comprehension (key details, main idea), sequencing events.

9.1 Our New Story: "The Honest Woodcutter" (Example)

- **Information:** Reading helps us learn important lessons. Today's story teaches us about honesty, which is very pleasing to God. Let's read "The Honest Woodcutter" (or a similar story about honesty or another virtue). Look at the pictures. What might happen?
- **(Image Suggestion: Illustration depicting a key scene from "The Honest Woodcutter" - e.g., the woodcutter sadly looking at his lost axe, or the appearance of Mercury/an angel figure.)**
- **Activity:** Shared reading. Parent/teacher reads the story (a slightly longer version than Term 1 stories), pausing to discuss vocabulary and check understanding. The learner reads some simple sentences aloud when comfortable.
- **(Note:** Adapt or choose a story that fits the length and complexity for Grade 2 Term 2).

9.2 Understanding the Story

- **Information:** When we read, we should think about what is happening and why.
- **Activity:** Discuss the story using questions:
 - Who is the main character? (The woodcutter)
 - What problem did he have? (He lost his axe in the river)
 - Who appeared to help him? (Mercury / an angel / a magical being - depending on version)
 - What did this helper offer him first? (A golden axe) Was it his? (No)
 - What happened next? (Offered a silver axe) Was it his? (No)
 - What did the woodcutter say about his own axe? (It was plain and made of iron)
 - Why was the helper pleased? (Because the woodcutter was honest)
 - What was the reward for his honesty? (He got all three axes / his own axe back plus the others)
 - What is the main message or lesson of this story? (Honesty is important and often rewarded.)

9.3 First, Next, Then, Finally: Story Order

- **Information:** Stories happen in a certain order. Understanding the sequence of events helps us understand the story better. We use words like *First*, *Next*, *Then*, *After that*, *Finally* to show the order.
- **Activity 1:** With help, list the main things that happened in "The Honest Woodcutter" in order.
 1. The woodcutter lost his axe.
 2. A helper appeared.
 3. The helper offered a golden axe.
 4. The woodcutter said it wasn't his.
 5. The helper offered a silver axe.
 6. The woodcutter said it wasn't his.
 7. The helper showed him his own axe.
 8. The woodcutter was happy and said it was his.
 9. The helper rewarded his honesty.
- **Activity 2:** Draw 3-4 simple pictures showing the most important parts of the story in the correct order. Write a simple caption under each (e.g., "Lost axe," "Golden axe - No," "My axe!," "Reward").
- **H5P Suggestion:** Sequencing exercise. Provide 4-5 sentences describing the main events out of order. Learners drag and drop them into the correct sequence.

9.4 Retelling the Story

- **Information:** Being able to retell a story in your own words shows you understood it well. Try to include the main characters, the problem, the main events in order, and the ending or lesson.
- **Activity:** Retell "The Honest Woodcutter" story aloud to your parent/teacher or a sibling. Use your pictures from Activity 9.3 to help you remember the order.

Chapter 10: Writing About the Past (Simple Past Tense Verbs)

(Moodle Chapter)

Focus: Forming and using simple past tense of regular verbs (adding -ed, adding -d).

(Image Suggestion: A child looking at a calendar pointing to 'Yesterday', perhaps with a simple drawing of an activity they did, like playing ball or reading.)

10.1 Talking About Yesterday: Adding '-ed'

- **Information:** When we talk or write about actions that have already happened (like yesterday, last week, or earlier today), we often change the verb. For many verbs, we simply add **-ed** to the end. This is called the past tense.
- **Examples:**
 - Today I **walk**. Yesterday I **walked**.
 - Today I **play**. Yesterday I **played**.
 - Today I **look**. Yesterday I **looked**.
 - Today I **help**. Yesterday I **helped**.

- Today I **pray**. Yesterday I **prayed**.
- **Activity:** Read the present tense verb and say its past tense form: jump -> jumped, ask -> asked, clean -> cleaned, talk -> talked, pull -> pulled.

10.2 Verbs Ending in 'e': Just Add '-d'

- **Information:** If a verb already ends in the letter 'e', we don't add '-ed'. We just add '-d'.
- **Examples:**
 - Today I **bake**. Yesterday I **baked**.
 - Today I **smile**. Yesterday I **smiled**.
 - Today I **wave**. Yesterday I **waved**.
 - Today I **like**. Yesterday I **liked**.
 - Today I **use**. Yesterday I **used**.
- **Activity:** Change these verbs into the past tense: close -> closed, live -> lived, hope -> hoped, share -> shared.

10.3 Practising Past Tense in Sentences

- **Information:** Now let's use these past tense verbs in sentences to talk about what happened before now.
- **Activity 1:** Choose the correct verb form (present or past) to complete the sentences:
 - Yesterday, we ____ at the park. (play / played)
 - Every morning, I ____ my teeth. (brush / brushed)
 - Last night, Dad ____ a story. (read / read - *note irregular*) -> Let's use a regular one: Last night, Dad ____ supper. (cook / cooked)
 - Look! The baby _____. (smile / smiled)
 - On Saturday, I ____ my grandmother. (visit / visited)
- **Activity 2:** Write two sentences about something you did yesterday. Use a past tense verb ending in -ed or -d. Remember your capital letter and full stop. Examples: "I helped Mum." "I played with my ball." "I baked cookies."
- **H5P Suggestion:** Fill in the Blanks. Provide sentences with the verb in brackets in present tense. Learners need to type the correct past tense form. Example: "She (close) ____ the door quietly." -> closed.

10.4 Irregular Verbs (A Little Peek)

- **Information:** Some verbs don't follow the '-ed' rule! They change in a special way for the past tense. We saw 'read' stays the same spelling but sounds different ('reed'/'red'). Others change more, like *go -> went*, *see -> saw*, *eat -> ate*. We will learn more of these later, but it's good to know they exist. God made language full of patterns and some exceptions!
- **Activity:** Just read these pairs: go/went, see/saw, eat/ate, come/came, sit/sat. Don't worry about memorising them all yet.

(Moodle Chapter)

Focus: Phonics - introducing vowel digraphs 'ai', 'ay' (long /a/ sound), 'oa' (long /o/ sound).

(Image Suggestion: Pictures illustrating the words: rain, a child playing, a boat on water, a coat.)

11.1 The Long 'a' Sound: ai and ay

- **Information:** The long /a/ sound (like the name of the letter A) can be spelled in different ways. Two common ways are 'ai' (usually found in the middle of a word) and 'ay' (usually found at the end of a word). God gave us patterns in language to help us learn!
- **Examples (ai):** rain, pain, wait, train, sail, mail.
- **Examples (ay):** play, day, say, way, pray, May, stay.
- **Activity 1:** Read the 'ai' and 'ay' word lists aloud.
- **Activity 2:** Sort pictures or word cards under two headings: 'long a sound with ai spelling', 'long a sound with ay spelling'. (e.g., picture of train under 'ai', picture of child playing under 'ay').
- **Activity 3:** Fill in the missing letters ('ai' or 'ay') to complete the words:
 - It might r____ today.
 - Let's go out and pl____.
 - Send the letter in the m____l.
 - We pr____ to God every d____.
- **H5P Suggestion:** Drag and Drop: Provide words with blanks (e.g., tr____n, st____). Learners drag 'ai' or 'ay' into the correct blank.

11.2 The Long 'o' Sound: oa

- **Information:** The long /o/ sound (like the name of the letter O) can be spelled with the letters 'oa' together. Think of the word **boat**.
- **Examples:** boat, coat, road, toad, soap, goal, loaf (of bread).
- **Activity 1:** Read the 'oa' words aloud.
- **Activity 2:** Match pictures to the 'oa' words (e.g., picture of coat matches word 'coat').
- **Activity 3:** Write a simple sentence using one 'ai' word, one 'ay' word, and one 'oa' word you have learned. Example: "I wait for the train on a rainy day in my coat." (Parent/teacher can help).
- **H5P Suggestion:** Mark the Words: Display simple sentences. Learners click on all the words containing 'oa'. Example: "The toad sat on the road near the boat."

Chapter 12: Our Amazing World (Theme: Creation/Nature)

(Moodle Chapter)

Focus: Reading simple factual text, comprehension, descriptive writing using adjectives, appreciating God's creation, stewardship.

(Image Suggestion: A beautiful photo or realistic illustration of South Africa's national flower, the King Protea.)

12.1 God's Creation: The Protea

- **Information:** God created our amazing world, full of beautiful plants and animals. In South Africa, we have a special flower called the Protea. The King Protea is our national flower. It has a very large flower head with many stiff, pointed petals (called bracts) that can be pink, red or creamy white. It grows on a shrub with thick, leathery leaves. God designed it perfectly for its environment.
- **Activity 1:** Read the information about the Protea together. Talk about the describing words used (large, stiff, pointed, pink, red, creamy white, thick, leathery).
- **Activity 2:** Answer these questions:
 - Who created the world and the Protea flower? (God)
 - What is the name of South Africa's national flower? (King Protea)
 - What colours can the Protea flower be? (Pink, red, creamy white)
 - What are its leaves like? (Thick, leathery)

12.2 Describing Nature's Beauty

- **Information:** We can use the adjectives we learned (Chapter 7) to describe the wonderful things God has made. This helps us appreciate His creation more.
- **Activity:** Look at the picture of the Protea again (or a real one if possible!). Write three sentences describing it. Try to use different adjectives for colour, size, or shape/texture.
 - Example: "The King Protea is a **large** flower." "It has **stiff, pink** bracts." "The leaves look **thick** and **green**."
- **H5P Suggestion:** Image Hotspot: Use an image of a Protea. Create hotspots on the flower head, bracts, and leaves. When clicked, a label appears ("Flower head", "Pointed bract", "Leathery leaf") or a simple descriptive sentence.

12.3 Caring for God's World (Stewardship)

- **Information:** God asks us to be good stewards, which means taking care of the world He gave us. We should look after plants and animals, not waste water or electricity, and keep our environment clean (like here in Durban!). This shows our thankfulness to God.
- **Activity:** Discuss simple ways your family can care for creation. (e.g., Don't litter, save water when brushing teeth, be kind to pets, help water the garden). Draw a picture showing one way you can help care for God's world.

Chapter 13: Joining Ideas & Place Words

(Moodle Chapter)

Focus: Using the conjunction 'and' to join words or simple sentences; using prepositions of place (in, on, under, next to, behind, in front of).

(Image Suggestion: A picture of a room scene with objects clearly placed 'in' a box, 'on' a table, 'under' a chair, 'next to' a bed, etc.)

13.1 Joining with 'and'

- **Information:** The word **and** is a joining word (conjunction). It helps us connect words or simple ideas together so we don't have to repeat ourselves.
- **Examples:**
 - Instead of: "I like apples. I like bananas." -> "I like apples **and** bananas."
 - Instead of: "Tom can run. Tom can jump." -> "Tom can run **and** jump."
 - Instead of: "The dog is big. The dog is brown." -> "The dog is big **and** brown."
- **Activity 1:** Join these sentences using 'and':
 - The sun is bright. The sun is warm. -> The sun is bright ____ warm.
 - We read books. We write stories. -> We read books ____ write stories.
 - My coat is blue. My coat is new. -> My coat is blue ____ new.
- **Activity 2:** Write one sentence about two things you like to do, using 'and'. Example: "I like to draw and sing."

13.2 Where Is It? Place Words (Prepositions)

- **Information:** Prepositions are words that tell us the position of something – where it is! God created an ordered world where things have their place.
 - **Common Place Words:** **in, on, under, next to, behind, in front of**
 - **Activity 1:** Look at the image suggestion or a real room scene. Answer questions using prepositions:
 - Where is the book? (It is **on** the table.)
 - Where is the ball? (It is **under** the chair.)
 - Where is the teddy? (It is **in** the box.)
 - Where is the lamp? (It is **next to** the bed.)
 - Where is the cat hiding? (It is **behind** the curtain.)
 - Where is the mat? (It is **in front of** the door.)
 - **Activity 2:** Follow instructions using prepositions: "Put the blue crayon **on** the book." "Put the red crayon **under** the chair." "Put the green crayon **next to** the box."
 - **H5P Suggestion:** Drag and Drop: Show a picture scene. Provide sentences with a blank preposition (e.g., "The cat is ____ the table.") Learners drag the correct preposition (in, on, under, etc.) into the blank.
-

Chapter 14: Special Names: Proper Nouns

(Moodle Chapter)

Focus: Identifying and correctly capitalising proper nouns (specific names of people, pets, places, days, months, holidays).

(Image Suggestion: A calendar page showing the current month and day - April 2025 - perhaps with Durban, South Africa noted at the bottom.)

14.1 Common Nouns vs. Proper Nouns

- **Information:** We know nouns are naming words. *Common nouns* name general people, places, or things (e.g., boy, city, dog, month). *Proper nouns* name specific people, places, pets, days, months, or special holidays. Proper nouns **always** start with a capital letter. This shows they are special names. Even God's name and titles like Lord or Jesus start with a capital letter out of reverence.
- **Examples:**
 - Common: boy -> Proper: **Peter**
 - Common: dog -> Proper: **Fido**
 - Common: city -> Proper: **Durban**
 - Common: country -> Proper: **South Africa**
 - Common: day -> Proper: **Monday, Tuesday...**
 - Common: month -> Proper: **January, February, April...** (We are in April 2025 now!)
 - Common: holiday -> Proper: **Easter, Christmas**

14.2 Practice with Capital Letters

- **Activity 1:** Find the proper nouns in these sentences and say why they need a capital letter:
 - My friend **Sarah** lives in **Cape Town**. (Specific person, specific city)
 - We go to church on **Sunday**. (Specific day)
 - My birthday is in **July**. (Specific month)
 - **God** loves everyone. (Name for God)
 - Our dog, **Buster**, likes to play. (Specific pet)
 - **Activity 2:** Rewrite these sentences correctly, adding capital letters where needed:
 - we visited granny joan last tuesday. -> **We** visited **Granny Joan** last **Tuesday**.
 - my teacher is mrs pather. -> **My** teacher is **Mrs Pather**.
 - christmas is in december. -> **Christmas** is in **December**.
 - peter lives near the umgeni river. -> **Peter** lives near the **Umgeni River**. (Specific river name)
 - **H5P Suggestion:** Mark the Words/Highlight the Text: Provide sentences with common and proper nouns. Learners have to click on all the proper nouns that should be capitalised (or are already correctly capitalised).
-

Chapter 15: Fun with Words: Poetry and Instructions

(Moodle Chapter)

Focus: Reading and enjoying simple poems (rhythm, rhyme); reading and following simple written instructions.

(Image Suggestion: Left side: A child happily reading a poetry book perhaps with whimsical illustrations. Right side: Simple step-by-step diagrams for drawing a basic fish or following a simple recipe.)

15.1 Reading Poems and Rhymes

- **Information:** Poems use words in special ways, often with rhythm (a beat) and rhyme (words that end with the same sound). They can be fun to read aloud and can paint pictures in our minds. Many psalms in the Bible are like beautiful poems praising God.
- **Example Poem:** (Simple, positive theme) My Dog Ned (*Example - adapt or use a known simple rhyme*) I have a dog, His name is **Ned**. He likes to sleep Upon my **bed**.

He wags his tail When I come **near**. He's a good friend, So very **dear**.

- **Activity 1:** Read the poem aloud together. Clap the rhythm. Find the rhyming words (Ned/bed, near/dear).
- **Activity 2:** Read another simple poem or nursery rhyme provided by your parent/teacher. Talk about what it is about and what you like about it. Draw a picture about the poem.
- **H5P Suggestion:** Fill in the Blanks (Rhyme): Provide a simple four-line poem with the last word of the second and fourth lines blank. Offer multiple-choice options for the rhyming words.

15.2 Following Instructions Carefully

- **Information:** Instructions tell us how to do something step-by-step. It is important to read them carefully and follow them in the correct order to do the task well. This is part of being diligent in our work. Instructions often use action words (verbs).
- **Example Instructions: How to Draw a Simple Fish**
 1. Draw a shape like a sideways oval for the body.
 2. Add a triangle shape at one end for the tail.
 3. Draw a small circle near the front for the eye.
 4. Add a curved line for the mouth.
 5. Draw small fins on the top and bottom.
- **Activity 1:** Read the instructions for drawing a fish carefully.
- **Activity 2:** Follow the instructions step-by-step on a piece of paper to draw your fish.
- **Activity 3:** Read and follow another set of simple instructions (e.g., How to make a jam sandwich - 1. Take two slices of bread. 2. Spread butter on one slice. 3. Spread jam on the other slice. 4. Put the slices together.)
- **H5P Suggestion:** Ordering: Provide the steps for a simple task (like the fish drawing or sandwich making) out of order. Learners drag the steps into the correct sequence (1, 2, 3, 4...).

Chapter 16: Term 2 Review

(Moodle Chapter)

Focus: Revising and practising key skills learned in Term 2.

(Image Suggestion: A collage of small icons representing Term 2 topics: adjective symbols (colour swatch, ruler), phonics digraphs (ee, oa, ai), past tense '-ed' icon, sequencing arrows, capital 'A' for proper nouns, '+' sign for 'and', location pin for prepositions.)

16.1 Sounds Check

- **Activity:** Read these words aloud, paying attention to the vowel sounds: tree, leaf, food, book, rain, play, boat, coat.

16.2 Describing Words Check (Adjectives)

- **Activity:** Describe a simple object (e.g., your pencil) using at least two adjectives (colour, size, shape, feel). Write one descriptive sentence about it. Example: "My pencil is **long** and **yellow**."

16.3 Past Tense Check (-ed)

- **Activity:** Change these verbs to the past tense: help -> helped, look -> looked, bake -> baked, smile -> smiled. Use one of the past tense words in a sentence about yesterday. Example: "Yesterday I **helped** my dad."

16.4 Joining and Placing Words Check ('and', Prepositions)

- **Activity 1:** Join these ideas using 'and': I can sing. I can clap. -> I can sing ____ clap.
- **Activity 2:** Look at your learning space. Tell your parent/teacher where something is using 'in', 'on', 'under', 'next to', 'behind', or 'in front of'. Example: "My book is **on** the table."

16.5 Proper Nouns Check

- **Activity:** Which words in this sentence need capital letters? Rewrite it correctly: my cat, fluffy, sleeps on my bed every monday. -> **My** cat, **Fluffy**, sleeps on my bed every **Monday**.

16.6 Reading and Understanding Check

- **Activity:** Read a short paragraph provided by your parent/teacher (using Term 2 sounds and concepts). Answer two simple questions about it (e.g., "Who was in the story?" "What happened first?").

(Term 2 Conclusion Message - Moodle Chapter): Fantastic effort this term! You have learned about describing words, new vowel sounds, reading and retelling stories, writing about the past, exploring God's world through language, joining ideas, using place words, special names, poetry and instructions. Keep practising your reading every day! We thank God for the progress you have made. Enjoy your break, and we look forward to Term 3!

(Term 2 Conclusion Message - Moodle Chapter): Fantastic effort this term! You have learned about describing words, new vowel sounds, reading and retelling stories, writing about the past, and exploring God's world through language. Keep practising your reading every day! We thank God for the progress you have made. Enjoy your break, and we look forward to Term 3!

Term 3

(Term 3 Introduction - Moodle Chapter)

Welcome back for Term 3! We hope you had a blessed winter break. As we move towards spring here in South Africa, let's continue growing our English skills with energy and diligence.

This term, we will learn even more exciting sounds that letters make together! We will explore words that explain *why* (because) and words that show a change (but). We will learn about verbs that don't follow the usual past tense rules and how to talk about more than one thing (plurals). We will read interesting folk tales and discover the lessons they teach. We will also learn how to compare things and how to write our own short stories with a clear plan. Finally, we will learn how to talk about what *will* happen in the future.

Let's continue to do our best, working carefully and thankfully for the ability God has given us.

(Image Suggestion: A picture depicting early signs of Spring in South Africa - perhaps weavers building nests, or early blossoms, with children learning nearby.)

Chapter 17: Noisy Sounds! (Diphthongs: ow/ou, oi/oy)

(Moodle Chapter)

Focus: Phonics - introducing diphthongs (gliding vowel sounds) 'ow'/'ou' (as in cow/cloud) and 'oi'/'oy' (as in oil/boy).

(Image Suggestion: Pictures of a brown cow under a cloud, and a boy playing with a toy boat near a coin.)

17.1 The /ow/ Sound: ow and ou

- **Information:** Sometimes, two vowels glide together to make a new sound. The letters 'ow' and 'ou' often make the sound you hear in **cow**** or **clou****d. It sounds like you hurt yourself: "Ow!" 'Ow' is often at the end of words, and 'ou' is often in the middle.
- **Examples (ow):** cow, how, now, brown, town, flower, clown.

- **Examples (ou):** out, our, cloud, loud, sound, ground, house, mouse.
- **Activity 1:** Read the 'ow' and 'ou' word lists aloud. Make the /ow/ sound clearly.
- **Activity 2:** Sort pictures or word cards under 'ow' and 'ou' headings.
- **H5P Suggestion:** Mark the Words. Display simple sentences. Learners click on words with the /ow/ sound spelled 'ow' or 'ou'.

17.2 The /oy/ Sound: oi and oy

- **Information:** The letters 'oi' (usually in the middle of a word) and 'oy' (usually at the end of a word) make the sound you hear in **oil** or **boy****.
- **Examples (oi):** oil, soil, coin, join, noise, voice, point.
- **Examples (oy):** boy, toy, joy, enjoy, annoy. (We should try not to annoy others!)
- **Activity 1:** Read the 'oi' and 'oy' word lists aloud.
- **Activity 2:** Fill in the missing letters ('oi' or 'oy') to complete the words:
 - A king wears a cr____n. (ow)
 - Do not make too much n____se. (oi)
 - Use your indoor v____ce. (oi)
 - My little brother plays with a t____. (oy)
 - Planting seeds in good s____l helps them grow. (oi)
- **H5P Suggestion:** Drag and Drop Spelling. Show a picture (e.g., coin). Provide letters c, n, and digraphs oi, oy, ou, ow. Learner drags correct letters/digraphs to spell 'coin'.

17.3 Reading with Diphthongs

- **Activity:** Read these sentences aloud together:
 - The brown cow made a loud sound.
 - How can we enjoy the clouds now?
 - The boy found a coin in the soil.
 - Join us and share the toy with joy.

Chapter 18: Telling Why: Because and But

(Moodle Chapter)

Focus: Using conjunctions 'because' (to give a reason) and 'but' (to show contrast or change).

(Image Suggestion: Left side: A child pointing to a rainy window, looking sad. Right side: The same child smiling, pointing to an umbrella. Arrow connecting them.)

18.1 Why? Because!

- **Information:** The word **because** is very useful! It helps us explain *why* something happens or *why* we do something. It connects an action or situation to its reason. Giving good reasons for our actions is important.
- **Examples:**
 - I wore my coat **because** it was cold. (Reason for wearing coat)

- He was happy **because** he shared his toy. (Reason for being happy)
- We must be kind **because** God asks us to love others. (Reason for being kind)
- **Activity:** Complete these sentences using 'because' and a reason:
 - I need to drink water **because** _____. (I am thirsty)
 - She tidied her room **because** _____. (it was messy / she wanted to be helpful)
 - We learn to read **because** _____. (it helps us learn many things / we can read the Bible)

18.2 Changing Direction: But

- **Information:** The word **but** shows a change or something different (a contrast). It connects two ideas that are different or opposite in some way. Sometimes things are difficult, *but* we can persevere with God's help.
- **Examples:**
 - I wanted to play outside, **but** it was raining. (Desire vs. Reality)
 - The work was hard, **but** he finished it. (Difficulty vs. Completion)
 - He fell down, **but** he did not cry. (Action vs. Reaction)
- **Activity:** Join these sentences using 'but':
 - The boy is small. He is strong. -> The boy is small, _____ he is strong.
 - I looked for my book. I could not find it. -> I looked for my book, _____ I could not find it.
 - She likes cats. She does not like dogs. -> She likes cats, _____ she does not like dogs.

18.3 Joining Sentences with 'because' and 'but'

- **Activity:** Choose 'because' or 'but' to correctly join the sentence halves.
 1. We went inside... (because/but) ...it started to rain.
 2. He is tired... (because/but) ...he stayed up late.
 3. She can run fast... (because/but) ...she cannot climb trees.
 4. We should pray... (because/but) ...God hears us.
- **H5P Suggestion:** Drag and Drop. Provide sentence beginnings and endings. Learners drag the correct ending to match the beginning and choose 'because' or 'but' to join them logically.

Chapter 19: Then and Now (Irregular Past Tense Verbs)

(Moodle Chapter)

Focus: Learning common irregular past tense verbs (verbs that don't just add -ed).

(Image Suggestion: Simple contrasting pictures: Left - child going to school today; Right - same child went to school yesterday. Left - child sees a bird; Right - child saw a bird.)

19.1 Verbs That Don't Follow the Rules

- **Information:** We learned that many verbs add '-ed' to show the past tense (like walked, played). However, some important verbs change in special ways! They don't follow the rule. These are called irregular verbs. We need to practise and remember these special forms.
- **Example:** Today I **go**. Yesterday I **went**. (NOT goed!)

19.2 Common Irregular Verbs

- **Information:** Let's learn some common irregular verbs:
 - go -> went
 - see -> saw
 - eat -> ate
 - come -> came
 - sit -> sat
 - run -> ran
 - give -> gave
 - take -> took
 - make -> made
 - say -> said
- **Activity 1:** Read the present and past tense pairs aloud.
- **Activity 2:** Play a matching game. Match the present tense verb card (go) with its irregular past tense card (went).

19.3 Practising Irregular Past Tense

- **Activity 1:** Choose the correct past tense verb to complete the sentence:
 - Yesterday, I ____ to the park. (go / went)
 - Last week, she ____ a beautiful bird. (see / saw)
 - For breakfast, he ____ porridge. (eat / ate)
 - My friend ____ to my house on Saturday. (come / came)
 - We ____ on the mat and read a book. (sit / sat)
 - **Activity 2:** Write two sentences about something you did yesterday or last week using an irregular past tense verb from the list. Example: "I **saw** my cousins." "We **ate** sandwiches for lunch."
 - **H5P Suggestion:** Fill in the Blanks. Provide sentences with the irregular verb in brackets in the present tense. Learners type the correct irregular past tense form. Example: "He (give) ____ his sister a flower." -> gave.
-

Chapter 20: More Than One: Plural Nouns (s, es)

(Moodle Chapter)

Focus: Forming plural nouns by adding '-s' or '-es'.

(Image Suggestion: Left: one flower. Right: three flowers. Left: one bus. Right: two buses. Left: one box. Right: several boxes.)

20.1 Making Nouns Plural (Adding -s)

- **Information:** When we talk about more than one person, place, animal or thing, we usually change the noun. For most nouns, we simply add an **-s** to the end to make it plural (meaning more than one). God has blessed us with many things!
- **Examples:**
 - one flower -> two flowers
 - one book -> many books
 - one boy -> three boys
 - one cat -> five cats
 - one table -> some tables
- **Activity:** Write the plural form of these nouns by adding -s: dog -> dogs, chair -> chairs, tree -> trees, friend -> friends, game -> games.

20.2 When to Add -es

- **Information:** If a noun ends with the sound /ch/, /sh/, /s/, /x/, or /z/, it's hard to just add '-s'. So, for nouns ending in the letters **ch, sh, s, ss, x, z**, we add **-es** to make them plural. The '-es' often adds an extra syllable or sound (/iz/ or /ez/).
- **Examples:**
 - one church -> two churches
 - one bush -> many bushes
 - one bus -> three buses
 - one glass -> two glasses
 - one box -> four boxes
 - one buzz -> loud buzzes (less common)
- **Activity:** Write the plural form of these nouns by adding -es: watch -> watches, dish -> dishes, kiss -> kisses, fox -> foxes, bench -> benches.

20.3 Practice with Plurals

- **Activity 1:** Look at the words below. Decide if you need to add '-s' or '-es' to make them plural. Write the plural form.
 - bird -> birds
 - wish -> wishes
 - car -> cars
 - box -> boxes
 - glass -> glasses
 - tree -> trees
 - match -> matches
- **Activity 2:** Complete the sentences with the correct plural form of the noun in brackets:
 - I have three ____ (sister). -> sisters
 - Please wash the ____ (dish). -> dishes
 - The cat chased the ____ (mouse - *irregular!* -> mice - maybe avoid or teach as special case). Let's use: The cat climbed the ____ (branch). -> branches

- Put the toys in the ____ (box). -> boxes
 - **H5P Suggestion:** Quiz (Multiple Choice). Show a singular noun (e.g., 'dress'). Ask: "What is the plural form?" Options: (a) dresss (b) dresses (c) dressses.
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Chapter 21: Bossy 'R' Sounds (ir, ur, er)

(Moodle Chapter)

Focus: Phonics - introducing r-controlled vowels 'ir', 'ur', 'er' which often make a similar /er/ sound.

(Image Suggestion: Pictures illustrating words like bird, girl, nurse, church, teacher, flower.)

21.1 The /er/ Sound with 'ir'

- **Information:** When the letter 'r' comes after the vowel 'i', it changes the sound! The 'ir' combination often makes the /er/ sound, like in **bird**.
- **Examples:** bird, girl, shirt, skirt, third, dirt, first.
- **Activity:** Read the 'ir' words aloud. Circle the 'ir' in each word.

21.2 The /er/ Sound with 'ur'

- **Information:** The letter 'r' also bosses the vowel 'u' around! The 'ur' combination also often makes the /er/ sound, like in **nurse**.
- **Examples:** nurse, church, burn, turn, hurt, purple, Saturday.
- **Activity:** Read the 'ur' words aloud. Underline the 'ur' in each word.

21.3 The /er/ Sound with 'er'

- **Information:** And guess what? The 'er' combination also makes the /er/ sound! This spelling is very common, especially at the end of words. Think of **teacher**** or **flower****.
- **Examples:** her, teacher, farmer, flower, water, after, under, mother, brother.
- **Activity:** Read the 'er' words aloud. Put a box around the 'er' in each word.

21.4 Sorting /er/ Words

- **Activity 1:** Look at this list of words: bird, her, turn, girl, teacher, hurt, first, flower, church, shirt. Sort them into three columns based on their spelling: 'ir', 'ur', 'er'.
 - **Activity 2:** Read these sentences:
 - The **girl** wore a purple **skirt**.
 - The **teacher** helped the **nurse** after **church**.
 - The **bird** sat on the **dirt**.
 - **H5P Suggestion:** Drag and Drop sorting. Provide words with ir/ur/er. Learners drag them into the correct spelling category ('ir', 'ur', 'er').
-

Chapter 22: Reading Folk Tales (Focus: Moral/Lesson)

(Moodle Chapter)

Focus: Reading a simple folk tale, identifying key elements (characters, setting, sequence), understanding the moral or lesson.

(Image Suggestion: A classic illustration for "The Ant and the Grasshopper" showing the hardworking ant and the lazy grasshopper in different seasons.)

22.1 What is a Folk Tale?

- **Information:** Folk tales are old stories passed down through time. They often have animal characters that act like people and teach a valuable lesson, called a moral. These stories help us understand wisdom, like the importance of hard work or honesty. The Bible also contains stories and wisdom to guide us.

22.2 Our Folk Tale: "The Ant and the Grasshopper"

- **Information:** Let's read the folk tale "The Ant and the Grasshopper." Pay attention to what each character does during the warm summer months and what happens when winter comes.
- **Activity:** Shared reading of a simplified version of "The Ant and the Grasshopper." Pause to discuss what is happening. (*Synopsis: Grasshopper sings all summer while Ant works hard storing food. Winter comes, Grasshopper is hungry and cold, asks Ant for help. Ant asks what Grasshopper did all summer, points out the consequences of laziness vs. hard work.*)

22.3 Understanding the Story

- **Activity:** Discuss the story:
 - Who are the main characters? (The Ant, the Grasshopper)
 - What was the setting? (A field or garden, during summer and winter)
 - What did the Ant do all summer? (Worked hard, collected food)
 - What did the Grasshopper do all summer? (Sang, played, relaxed)
 - What happened when winter came? (Grasshopper was cold and hungry, Ant had food)
 - Put these events in order: Winter arrived. Grasshopper sang. Ant worked. Grasshopper was hungry. Ant stored food. (Correct: Ant worked, Grasshopper sang, Ant stored food, Winter arrived, Grasshopper was hungry).

22.4 What is the Lesson? (Moral)

- **Information:** What important message does this story teach us? The moral is about the importance of working hard and preparing for the future. It shows that being lazy can lead to trouble. The Bible also tells us that diligence (working hard and carefully) is good (Proverbs 10:4 "Lazy hands make for poverty, but diligent hands bring wealth.").
- **Activity:** Talk about the moral of the story. Why is it wise to work hard? How did the Ant show diligence?

- **H5P Suggestion:** Quiz. Questions about characters, setting, sequence, and the moral of the story. Multiple choice or True/False.
-

Chapter 23: Bigger, Faster, Kinder! (Comparative Adjectives -er)

(Moodle Chapter)

Focus: Forming and using comparative adjectives ending in '-er' to compare two things.

(Image Suggestion: Two children standing back-to-back, one clearly taller than the other, labelled "Tall" and "Taller". Also, maybe two animals, one labelled "Fast" and the other "Faster".)

23.1 Comparing Two Things

- **Information:** We often want to compare two things. Adjectives help us do this! When we compare two nouns using an adjective, we often change the adjective slightly. For many short adjectives, we add **-er** to the end. We are comparing which one has *more* of that quality.
- **Examples:**
 - This tree is tall. That tree is **taller**. (Comparing two trees)
 - My pencil is short. Your pencil is **shorter**. (Comparing two pencils)
 - God asks us to be kind. Let's try to be **kinder** tomorrow. (Comparing kindness levels - focus on action/effort)

23.2 Adding '-er'

- **Information:** For most short adjectives (one syllable), we just add **-er**.
- **Examples:** fast -> faster, slow -> slower, high -> higher, low -> lower, loud -> louder, quiet -> quieter, long -> longer, short -> shorter, kind -> kinder, great -> greater.
- **Activity:** Change these adjectives to their comparative form by adding -er: soft -> softer, hard -> harder, bright -> brighter, dark -> darker, neat -> neater.

23.3 Spelling Changes Sometimes!

- **Information:** Watch out for spelling rules!
 - If the adjective ends in **-e**, just add **-r**. (e.g., large -> larger, wise -> wiser, nice -> nicer)
 - If the adjective ends in a **vowel + consonant**, sometimes we **double** the last consonant before adding -er. (e.g., big -> **bigger**, hot -> **hotter**, thin -> **thinner**, sad -> **sadder**)
- **Activity:** Change these adjectives to their comparative form, watching the spelling: late -> later, red -> redder, wide -> wider, fat -> fatter, wet -> wetter.

23.4 Using Comparatives in Sentences

- **Information:** When we use comparative adjectives, we often use the word **than** afterwards to show what we are comparing to.

- **Example:** "The giraffe is **taller than** the zebra."
 - **Activity 1:** Complete the sentences with the correct comparative form of the adjective in brackets:
 - An elephant is ____ (big) than a mouse. -> bigger
 - Summer days are ____ (long) than winter days. -> longer
 - This book is ____ (thin) than that one. -> thinner
 - My brother is ____ (old) than me. -> older
 - **Activity 2:** Write one sentence comparing two animals using a comparative adjective. Example: "A cheetah runs faster than a lion."
 - **H5P Suggestion:** Fill in the Blanks. Provide sentences comparing two things with the adjective in brackets. Learner types the correct comparative form. Example: "This apple is (red) ____ than that one." -> redder.
-

Chapter 24: Writing Our Stories (Planning & Sequence)

(Moodle Chapter)

Focus: Planning a short narrative using a simple map/web; writing 3-5 sentences in sequence (beginning, middle, end); simple editing.

(Image Suggestion: A simple story map template with boxes for 'Who/Where?', 'First', 'Next', 'Then', 'Finally/How it Ended'. A child happily writing or drawing.)

24.1 Planning Our Story

- **Information:** Before we write a story, it helps to plan our ideas. This helps us remember what to include and keeps our story organised, just like God created an organised world. We can use a simple drawing or a story map. Think about:
 - **Who** is the story about?
 - **Where** does it happen?
 - **What happens first?** (Beginning)
 - **What happens next/then?** (Middle)
 - **How does it end?** (Ending)
- **Activity:** Let's plan a short story together about "A Time I Was Helpful."
 - Who? (Me) Where? (At home)
 - First: Mum asked me to tidy my toys.
 - Next: I put all the blocks in the box.
 - Then: I put the books on the shelf.
 - End: Mum said thank you and I felt happy.

24.2 Writing the Beginning, Middle, and End

- **Information:** Now we use our plan to write the story. Start with the beginning (who, where, first event). Then write the middle part (what happened next). Finish with the ending. Try to write at least 3-5 sentences.
- **Activity:** Write the story planned above, or plan and write your own short story about a visit to the park, a fun game, or helping someone.

24.3 Using Time Words

- **Information:** Words like **First**, **Then**, **Next**, **After that**, **Finally** help show the order of events in our story and make it easier to follow. Try to use one or two of these words.
- **Example Story (using plan from 24.1):**
 - Mum asked me to tidy my toys at home. **First**, I put all the blocks in the box. **Next**, I put the books neatly on the shelf. **Finally**, Mum said thank you, and I felt happy because I was helpful.

24.4 Checking Our Work (Simple Editing)

- **Information:** Good writers always check their work! Read your story carefully. Check for:
 - **Capital letters:** At the beginning of sentences and for proper nouns (I, names).
 - **Full stops:** At the end of telling sentences (.). Question marks (?) if you asked a question. Exclamation marks (!) if needed.
 - **Finger spaces:** Between words.
 - **Does it make sense?** Do the sentences follow the plan?
 - **Activity:** Read the story you wrote. Check it using the list above. Ask your parent/teacher to help you check spelling if needed. Make corrections neatly. Doing our best includes checking our work.
-

Chapter 25: What Will Happen? (Future Tense - will)

(Moodle Chapter)

Focus: Forming and using the simple future tense with 'will' to talk about future intentions or events.

(Image Suggestion: A child looking thoughtfully towards a window showing sunshine, maybe with a thought bubble of playing outside. Arrow pointing forward labelled "Tomorrow".)

25.1 Talking About Tomorrow

- **Information:** We have learned to talk about now (present tense) and yesterday (past tense). Now let's talk about the future – like tomorrow, next week, or later today! We often use the special helping word **will** before the main verb. Only God knows exactly what the future holds, but we can make plans and talk about what we intend to do.
- **Example:** Today I **play**. Tomorrow I **will play**.

25.2 Using 'will'

- **Information:** To make the future tense, just put **will** before the base form of the verb (the simple verb like play, eat, go, help). It's the same for all subjects (I, you, he, she, it, we, they).
- **Examples:**

- I **will help** Mum tomorrow.
- He **will read** his book later.
- They **will go** to church on Sunday.
- We **will pray** before we eat.
- It **will rain** next week (prediction).
- **Activity 1:** Change these sentences to talk about the future using 'will':
 - I walk to the shop. -> Tomorrow, I **will walk** to the shop.
 - She eats her lunch. -> Later, she **will eat** her lunch.
 - We visit Grandma. -> Next week, we **will visit** Grandma.

25.3 Asking Questions with 'will'

- **Information:** To ask a question about the future using 'will', we usually put 'will' at the beginning of the sentence.
- **Examples:**
 - Statement: You **will** come to the party. -> Question: **Will** you come to the party?
 - Statement: He **will** finish his work. -> Question: **Will** he finish his work?
- **Activity:** Turn these future statements into questions:
 - They will play outside. -> Will they play outside?
 - She will bake a cake. -> Will she bake a cake?

25.4 Writing About Future Plans

- **Activity:** Write two sentences about something you plan or hope to do tomorrow or this weekend. Use the word 'will'. Remember your capitals and full stops.
 - Example: "Tomorrow I **will** draw a picture." "On Saturday, we **will** go to the park."
- **H5P Suggestion:** Sentence Scramble. Provide words for a simple future tense sentence out of order (e.g., "help / I / Dad / will / tomorrow"). Learner arranges them correctly.

Chapter 26: Term 3 Review

(Moodle Chapter)

Focus: Consolidating and practising key skills learned in Term 3.

(Image Suggestion: A cheerful, organised summary graphic or mind map showing icons for Term 3 topics: ow/oi sounds, because/but, irregular verbs (went/saw), plurals (+s/es), ir/ur/er sounds, folk tale book, comparative '-er', story map, future 'will'.)

26.1 Phonics Check (Diphthongs & R-Controlled Vowels)

- **Activity:** Read these words aloud: cloud, town, boy, coin, bird, church, teacher, hurt, flower.

26.2 Joining Ideas Check (because, but)

- **Activity:** Choose 'because' or 'but' to complete the sentence:
 - I brought my umbrella _____ it looked like rain. (because)
 - He likes reading _____ he doesn't like writing. (but)

26.3 Past Tense Check (Irregular)

- **Activity:** What is the past tense of these verbs? go -> went, see -> saw, eat -> ate, come -> came. Use one in a sentence about yesterday.

26.4 Plurals Check (-s, -es)

- **Activity:** Write the plural form of: cat -> cats, box -> boxes, wish -> wishes, friend -> friends.

26.5 Comparing Check (-er)

- **Activity:** Complete the sentence: A river is usually _____ (wide) than a stream. -> wider.

26.6 Future Tense Check (will)

- **Activity:** Write one sentence about something you **will** do after finishing your schoolwork today.

26.7 Story Writing Check

- **Activity:** Tell your parent/teacher the three main parts needed to plan a story (Beginning/Who/Where, Middle/What happened, End).

(Term 3 Conclusion Message - Moodle Chapter): Excellent work completing Term 3! You have learned so much about sounds, joining words, past and future verbs, plurals, comparing things, reading folk tales, and writing your own stories. Keep putting effort into your learning, knowing that God sees your diligence. We pray you have a wonderful Spring holiday and look forward to learning even more together in Term 4!

Term 4

(Term 4 Introduction - Moodle Chapter)

Welcome to Term 4, our final term in Grade 2! The summer sun is shining brightly here in Kempton Park, and soon it will be the end of the school year and Christmas time. This term, we will practise everything we have learned and add a few more interesting skills to prepare us for Grade 3.

We will look at words with silent letters, learn words to describe *how* actions are done (adverbs), and discover words with opposite or similar meanings. We will learn how to use a dictionary to find word meanings – a wonderful tool for exploring God's gift of language! We

will also learn how to compare more than two things and read texts to find information. Most importantly, we will focus on finishing our Grade 2 year well, doing our best work with thankful hearts for all God has helped us learn.

Let's work diligently together for this last part of our Grade 2 journey!

(Image Suggestion: A bright, sunny picture typical of Gauteng summer - perhaps children playing under a sprinkler, Jacaranda trees in bloom (though bloom time might be slightly earlier, it represents the region), or a simple festive graphic hinting at the approaching Christmas season.)

Chapter 27: Silent Letters, Sneaky Sounds (kn, wr, mb)

(Moodle Chapter)

Focus: Phonics - recognising common silent letter combinations: 'kn', 'wr', 'mb', 'bt'.

(Image Suggestion: Pictures illustrating words: a knight kneeling, someone writing, a fluffy lamb, a climbing plant, a comb.)

27.1 Silent 'k' (kn)

- **Information:** Sometimes, letters in a word are silent – we write them, but we don't say their sound! When you see 'kn' at the beginning of a word, the 'k' is usually silent. We only say the /n/ sound.
- **Examples:** know, knee, knife, knight, knit, knock. (We should **kn**ock before entering.)
- **Activity:** Read the 'kn' words. Circle the silent 'k'. Write one sentence using a 'kn' word. Example: "I **kn**ow Jesus loves me."

27.2 Silent 'w' (wr)

- **Information:** When you see 'wr' at the beginning of a word, the 'w' is usually silent. We only say the /r/ sound.
- **Examples:** write, wrong, wrap, wrist, wreck, wren. (It is **w**rong to tell lies.)
- **Activity:** Read the 'wr' words. Cross out the silent 'w'. Write one sentence using a 'wr' word. Example: "Please **w**rite your name neatly."

27.3 Silent 'b' (mb, bt)

- **Information:** When 'mb' comes at the end of a word, the 'b' is often silent. We only say the /m/ sound. Sometimes 'b' is also silent before 't'.
- **Examples (mb):** lamb, comb, thumb, climb, bomb, crumb. (Jesus is called the **L**amb of God.)
- **Examples (bt):** doubt, debt. (We should not **doub**t God's promises.)
- **Activity:** Read the 'mb' and 'bt' words. Underline the silent 'b'. Draw a picture of a lamb and a comb.

27.4 Reading Words with Silent Letters

- **Activity:** Read these sentences aloud, remembering the silent letters:
 - The **kn**ight **kn**elt down.
 - **W**rite the **w**rong answers down.
 - The **lamb** will **climb** the hill.
 - I use a **comb** on my hair.
 - I have no **doubt** you **know** the way.
 - **H5P Suggestion:** Mark the Word / Mark the Letters. Provide words with silent letters (know, write, lamb, doubt). Task 1: Click the word with a silent letter. Task 2: Click on the letter that is silent within the word.
-

Chapter 28: Telling How: Adverbs (-ly)

(Moodle Chapter)

Focus: Identifying and using adverbs of manner ending in '-ly' to describe verbs.

(Image Suggestion: Contrasting pictures: Left - child running fast/quickly. Right - child tiptoeing slowly/quietly. Centre: Child writing very neatly/carefully.)

28.1 How Did You Do It? (Adverbs)

- **Information:** We know verbs are action words (like run, walk, talk, write). Sometimes we want to describe *how* the action is done. Words that describe verbs are called adverbs. Many adverbs tell us the manner (how) and end in **-ly**.
- **Examples:** He runs **quickly**. (How does he run? Quickly.) She speaks **softly**. (How does she speak? Softly.) We should work **diligently**. (How should we work? Diligently.)

28.2 Making Adverbs with -ly

- **Information:** We can often make an adverb by adding **-ly** to an adjective.
 - quick (adjective) -> **quickly** (adverb)
 - soft (adjective) -> **softly** (adverb)
 - careful (adjective) -> **carefully** (adverb)
 - kind (adjective) -> **kindly** (adverb)
 - slow (adjective) -> **slowly** (adverb)
- **Spelling Note:** If the adjective ends in 'y', change 'y' to 'i' before adding -ly (e.g., happy -> **happily**, easy -> **easily**). If it ends in 'le', drop 'le' and add '-ly' (e.g., gentle -> **gently**).
- **Activity:** Change these adjectives into adverbs by adding -ly (watch spelling!): loud -> loudly, sad -> sadly, neat -> neatly, quiet -> quietly, gentle -> gently, happy -> happily.

28.3 Using Adverbs in Sentences

- **Activity 1:** Choose the best adverb to complete each sentence: (slowly, carefully, loudly, kindly)
 - Please speak ____; the baby is sleeping. (quietly - *add quietly to list*) -> Use: Please speak **quietly**; the baby is sleeping.
 - The old man walked ____ across the road. (slowly)
 - She carried the glass ____ so it wouldn't break. (carefully)
 - He shared his lunch ____ with his friend. (kindly)
 - The music played too _____. (loudly)
 - **Activity 2:** Write two sentences describing how someone did something. Use an adverb ending in -ly. Example: "My sister sang **happily**." "Dad drove the car **carefully**."
 - **H5P Suggestion:** Drag and Drop. Provide sentences with a blank where an adverb should go. Learners drag the correct adverb (-ly word) from a list into the blank. Example: "The children played ____ in the garden." (happily, sadly, quickly) -> happily.
-

Chapter 29: Opposite and Alike: Antonyms and Synonyms

(Moodle Chapter)

Focus: Understanding and identifying antonyms (opposites) and synonyms (similar meanings).

(Image Suggestion: Simple visual pairs: Black square vs White square (Antonyms). Big circle vs Large circle (Synonyms). Happy face vs Sad face (Antonyms). Small car vs Little car (Synonyms).)

29.1 Opposite Words (Antonyms)

- **Information:** Antonyms are words that have opposite meanings. Understanding opposites helps us describe things more clearly. Think about day and night, hot and cold. God's world is full of contrasts!
- **Examples:**
 - hot / cold
 - big / small
 - happy / sad
 - fast / slow
 - up / down
 - light / dark
 - good / bad (We should always choose what is good!)
- **Activity:** Match the words in Column A with their antonyms (opposites) in Column B.
 - Column A: open, wet, full, noisy
 - Column B: dry, quiet, closed, empty

29.2 Similar Words (Synonyms)

- **Information:** Synonyms are words that have the same or very similar meanings. Using synonyms can make our speaking and writing more interesting!
- **Examples:**
 - big / large
 - small / little
 - happy / glad / joyful
 - sad / unhappy
 - quick / fast
 - speak / talk
 - look / see / watch
- **Activity:** Choose a synonym from the box to replace the underlined word in each sentence. (Box: little, large, glad, quick)
 - I saw a **small** mouse. -> little
 - He was **happy** to win the prize. -> glad
 - That is a very **big** tree. -> large
 - The **fast** runner won the race. -> quick

29.3 Finding Antonyms and Synonyms

- **Activity 1:** For each word, write an antonym (opposite): start -> stop/finish, clean -> dirty, kind -> unkind/mean.
- **Activity 2:** For each word, write a synonym (similar meaning): neat -> tidy, present -> gift, scared -> afraid.
- **H5P Suggestion:** Matching Pairs. Create two columns of words. Learners draw lines or drag words to match antonyms (Set 1) or synonyms (Set 2).

Chapter 30: Using a Dictionary (Alphabetical Order)

(Moodle Chapter)

Focus: Revising alphabetical order; understanding how to find words and their meanings in a simple dictionary.

(Image Suggestion: A clear picture of an open children's dictionary page, highlighting the guide words at the top and an entry showing the word, simple definition, and maybe a picture.)

30.1 ABC Order (Revision)

- **Information:** We know the letters of the alphabet have a special order, from A to Z. Putting words in alphabetical order helps us find them easily in lists and dictionaries. We look at the *first* letter of each word.
- **Activity:** Put these words in ABC order: cat, apple, dog, ball -> apple, ball, cat, dog.

30.2 Ordering to the Second or Third Letter

- **Information:** What if words start with the same letter? Then we look at the *second* letter! If the second letters are also the same, we look at the *third* letter, and so on.

- **Examples:**
 1. cat, car, cup (Look at 2nd letter: a comes before u) -> car, cat, cup
 2. bake, ball, bat (Look at 3rd letter: k comes before l, l comes before t) -> bake, ball, bat
- **Activity:** Put these word lists in alphabetical order:
 1. sun, star, sit -> sit, star, sun
 2. make, map, mat -> make, map, mat
 3. play, plan, plug -> plan, play, plug

30.3 What's in a Dictionary?

- **Information:** A dictionary is a very helpful book! It lists words in alphabetical order and tells us what they mean (definition). It might also show how to say the word or use it in a sentence. Good dictionaries have **guide words** at the top of each page – these tell you the first and last word on that page, making it quicker to find your word. Exploring words helps us understand God's world and His Word better.
- **Activity:** Look at a children's dictionary page with your parent/teacher. Find the guide words. Find a word you know (e.g., 'dog') and read its definition.

30.4 Finding Words

- **Activity:** Use a simple children's dictionary.
 1. Would you find the word 'happy' *before* or *after* the word 'garden'? (After)
 2. Look at the page with guide words "make / man". Would the word 'map' be on this page? (Yes) Would 'milk' be on this page? (No)
 3. Find the word 'pray'. What does the dictionary say it means?
 4. Find the word 'summer'. What does it mean? (The warmest season, which we are enjoying now in Gauteng!)
- **H5P Suggestion:** Quiz. Question 1: Drag these words into alphabetical order [list]. Question 2: The guide words are 'cat / climb'. Which word is on this page? [chair, cup, car]. Question 3: Find 'brave'. What is a synonym? [courageous]. (Adapt difficulty for simple dictionary).

Chapter 31: Best Year Ever? Superlatives (-est)

(Moodle Chapter)

Focus: Forming and using superlative adjectives ending in '-est' to compare three or more things.

(Image Suggestion: Three trees of different heights labelled "Tall", "Taller", "Tallest". Three balls of different sizes labelled "Small", "Smaller", "Smallest".)

31.1 Comparing Three or More

- **Information:** We learned to use '-er' to compare *two* things (e.g., taller). When we compare *three or more* things and want to say which one has the *most* of a quality, we often add **-est** to the adjective. This is called the superlative form.

- **Examples:**

- This tree is tall. That one is taller. But the one over there is the **tallest** of the three.
- My book is thick. Your book is thicker. Her book is the **thickest**.
- We know God is great, greater than anything, the **greatest**!

31.2 Adding '-est'

- **Information:** For most short adjectives (one syllable), we just add **-est**.
- **Examples:** fast -> fastest, slow -> slowest, high -> highest, low -> lowest, kind -> kindest, great -> greatest.
- **Activity:** Change these adjectives to their superlative form by adding -est: soft -> softest, hard -> hardest, bright -> brightest, dark -> darkest, neat -> neatest.

31.3 Spelling Changes (like -er)

- **Information:** The spelling rules are similar to comparatives (-er):
 - If the adjective ends in **-e**, just add **-st**. (e.g., large -> **largest**, wise -> **wisest**, nice -> **nicest**)
 - If the adjective ends in a **vowel + consonant**, sometimes we **double** the last consonant before adding -est. (e.g., big -> **biggest**, hot -> **hottest**, thin -> **thinnest**, sad -> **saddest**)
- **Activity:** Change these adjectives to their superlative form, watching the spelling: late -> latest, red -> reddest, wide -> widest, fat -> fattest, wet -> wettest.

31.4 Using Superlatives in Sentences

- **Information:** When we use superlative adjectives, we often use the word **the** before them.
- **Example:** "Mount Everest is **the highest** mountain in the world."
- **Activity 1:** Complete the sentences with the correct superlative form of the adjective in brackets:
 - Tom is the ____ (tall) boy in our class. -> tallest
 - This is the ____ (big) apple in the bowl. -> biggest
 - That was the ____ (hot) day of the summer so far here in Kempton Park! -> hottest
 - Who is the ____ (fast) runner in the race? -> fastest
- **Activity 2:** Think about three friends or family members. Write one sentence saying who is the tallest or the oldest (or youngest). Example: "My grandpa is the oldest in our family." *Remember: Comparing people should always be done kindly. Focus on facts, not judgment.*
- **H5P Suggestion:** Fill in the Blanks. Provide sentences comparing 3+ things with the adjective in brackets. Learner types the correct superlative form. Example: "This is the (good - *irregular!* -> best) cake I've ever tasted!" --> Use regular: "This is the (sweet) ____ lollipop." -> sweetest.

(Moodle Chapter)

Focus: Reading simple non-fiction text to understand and locate specific facts; identifying the main idea.

(Image Suggestion: A picture of Meerkats standing alert, or a typical Gauteng Highveld scene in summer with grasses and perhaps distant storm clouds.)

32.1 Reading to Learn

- **Information:** Sometimes we read stories for fun, but other times we read to learn facts about God's world, science, history, or places like our province, Gauteng. This type of writing is called non-fiction or factual text. When we read factual texts, we look for important information.

32.2 Our Factual Text: Summer on the Highveld (Example)

- **Information:** Let's read about summer here on the Highveld in Gauteng. (*Simple Text Example - adapt as needed*): Summer in Gauteng, where Kempton Park is, lasts from about October to March. It is the warmest time of the year. The days are long and sunny, but we often have thunderstorms in the afternoon. These storms bring lots of rain, which makes the grass grow green and tall. Many birds are busy building nests and raising their chicks during summer. It's a good time for swimming, but always remember water safety and listen to grown-ups!
- **Activity:** Read the text about Summer on the Highveld together.

32.3 Finding Facts

- **Activity:** Answer these questions based on the text:
 1. When is summer in Gauteng? (About October to March)
 2. What is the weather often like in summer afternoons? (Thunderstorms)
 3. What does the rain make grow? (Green and tall grass)
 4. What are many birds doing in summer? (Building nests, raising chicks)
 5. What is a fun summer activity mentioned? (Swimming)

32.4 What is the Main Idea?

- **Information:** The main idea is the most important point the text is telling us. What is this text mostly about?
- **Activity:** Discuss: What is the main idea of the text we read? (Possible answer: It describes what summer is like in Gauteng – the weather, plants, and animals.)
- **H5P Suggestion:** Quiz (Multiple Choice / True-False). Ask questions based on the factual text read in 32.2. Example: "True or False: Gauteng summers are usually cold and dry." (False). "What often happens in the afternoons? (a) Snow (b) Thunderstorms (c) Fog".

Chapter 33: Finishing Well: Writing and Editing Practice

(Moodle Chapter)

Focus: Planning, drafting, editing, and presenting a short written piece (recount/description) neatly; applying year's learning.

(Image Suggestion: Left: A simple planning web or list. Centre: A child writing carefully. Right: A neat final piece of writing, maybe with a small drawing, being shown proudly.)

33.1 Planning Your Writing (Recount: My Grade 2 Year)

- **Information:** As we finish Grade 2, let's write about our year! Planning helps us remember important things. Let's plan a short recount (telling what happened) called "My Grade 2 Year." Think about:
 - Favourite subject or activity?
 - Something new you learned (e.g., reading harder words, past tense, multiplying)?
 - Something you enjoyed doing at home/in Kempton Park during the year?
 - Something you are thankful for about Grade 2?
- **Activity:** Use a simple web or list to jot down your ideas for the points above.

33.2 Drafting Your Sentences

- **Information:** Now use your plan to write your recount. Try to write at least 5 sentences. Use joining words (and, but, because) and describing words (adjectives, adverbs) you learned. Remember past tense for things that happened.
- **Activity:** Write a first draft of your recount "My Grade 2 Year." Don't worry about perfection yet, just get your ideas down.

33.3 Editing Checklist

- **Information:** Doing our best means checking our work carefully – this is good stewardship of the writing skills God has given us. Use this checklist:
 - Did I start each sentence with a capital letter?
 - Did I use capital letters for names, places (I, Kempton Park, God)?
 - Did I end each sentence with a full stop (.), question mark (?), or exclamation mark (!)?
 - Did I leave finger spaces between words?
 - Did I use past tense correctly for things that happened?
 - Does it make sense?
 - Did I check spelling for words I know? (Ask parent/teacher for help with new words).
- **Activity:** Read your draft carefully and use the checklist to edit it. Make corrections neatly.

33.4 Writing Neatly (Final Copy)

- **Information:** Now, write your final copy as neatly as you can in your best handwriting. Presenting work neatly shows respect for the task and the reader.

- **Activity:** Write out your edited recount neatly. You could perhaps add a small drawing at the end. Be ready to share it!
-

Chapter 34: Year-End Review and Looking Ahead

(Moodle Chapter)

Focus: Consolidating year's learning; reflecting thankfully; anticipating Grade 3.

(Image Suggestion: Children perhaps holding up completed work or simple 'certificates', smiling; maybe a subtle graphic pointing towards a door labelled 'Grade 3'.)

34.1 Term 4 Revision Game/Quiz

- **Activity:** Let's play a fun review game or do a quiz covering Term 4 topics:
 - Spell a word with silent 'kn' or 'wr'.
 - Give an adverb ending in -ly.
 - What is the opposite of 'happy'? (sad)
 - What is a synonym for 'big'? (large)
 - Put these words in ABC order: write, read, draw. (draw, read, write)
 - What do we add to 'tall' to compare three trees? (-est → tallest)
 - What tense uses the word 'will'? (Future)
- **H5P Suggestion:** Course Presentation or Quiz activity combining different question types (multiple choice, drag & drop, fill-in-blanks) covering key concepts from the whole year, focusing on Term 4 consolidation.

34.2 My Favourite Thing I Learned

- **Activity:** Think back over the whole of Grade 2. What was your favourite story we read? What was the most interesting thing you learned in English? What skill are you most pleased you improved in (reading, writing, speaking)? Draw a picture or write one sentence about it. Share it with your family.

34.3 Getting Ready for Grade 3

- **Information:** You have learned so much this year! Grade 3 will build on these skills. You will read longer books, write longer stories, and learn even more about how language works. Keep practising your reading over the holidays! Remember that God is with you as you continue to learn and grow.

34.4 Prayer of Thanks

- **Information:** Let's finish our Grade 2 English journey with thankful hearts.
- **Activity:** Let's pray together (Parent/teacher leads, or child repeats/adds own thanks):
 - "Dear God, Thank You for this year of learning in Grade 2. Thank You for helping us learn to read, write, listen, and speak better. Thank You for our

parents/teachers who helped us. Thank You for the ability to learn about Your wonderful world and Your Word through language. Please help us to remember what we learned and prepare us for Grade 3. Help us to always use our words kindly and truthfully. Amen."

(End of Year Message): Well done on completing Grade 2 English Home Language! You have worked diligently and learned so much. We pray you have a blessed Christmas and a wonderful summer holiday. May God continue to guide you as you grow and learn!