



SCHOOL	THULISA PRIMARY SCHOOL	GRADE	4																					
TEACHER	MONDLANE J	PERIOD NO.	4																					
DATE	18-20 July 2016	GEOGRAPHY																						
TOPIC	Food and farming in South Africa	RESOURCES: Pictures of different crops, animals and the types of food that people eat.																						
SPECIFIC AIMS	Are curious about the world they live in																							
CONTENT TO BE TAUGHT		ASSESSMENT (FORMAL OR INFORMAL)																						
Food people eat – from plants and animals (classifying) Ways people get their food – buying; growing; collecting, fishing, hunting Food, 'fresh', 'processed', 'plants', 'animals' and 'source'.	<u>Class-Activity</u> Food people eat – from plants and animals (classifying) 1. Draw a table with two columns and sort food according to their source into correct column. Cabbage, beetroot, bread, lattice, banana, apple, eggs, spinach, milk, corn flakes, tomato and chicken legs. <table><tr><th>Food from plants</th><th>Food from animals</th></tr><tr><td>Tomatoes</td><td>Chicken legs</td></tr><tr><td>Cabbage</td><td>Milk</td></tr><tr><td>Beetroot</td><td>Eggs</td></tr><tr><td>Bread</td><td></td></tr><tr><td>Lattice</td><td></td></tr><tr><td>Banana</td><td></td></tr><tr><td>Apple</td><td></td></tr><tr><td>Spinach</td><td></td></tr><tr><td>Corn flakes</td><td></td></tr></table>	Food from plants	Food from animals	Tomatoes	Chicken legs	Cabbage	Milk	Beetroot	Eggs	Bread		Lattice		Banana		Apple		Spinach		Corn flakes		FORM	METHOD	TOOL
		Food from plants	Food from animals																					
Tomatoes	Chicken legs																							
Cabbage	Milk																							
Beetroot	Eggs																							
Bread																								
Lattice																								
Banana																								
Apple																								
Spinach																								
Corn flakes																								
		Informal	Written	Memo																				
	<u>Class-Activity</u> Ways people get their food – buying; growing; collecting, fishing, hunting 1. List down the ways in which people get their food Picture 1- buying for food Picture 2- growing for food Picture 3- collecting for food Picture 4- fishing Picture 5- growing Picture 6- buying Picture 7- hunting Picture 8- growing Picture 9- growing picture 10- collecting picture 11- selling picture 12- growing																							
HOME-WORK	<u>Inclusivity</u> Assist learners with barriers to learning. Ensure that learners with visual or audio problems are accommodated. Make sure that learners understand the idea that the only sources of food are plants and animals. Help learners to trace each food back to its original source.																							

Gauteng Lesson Plans Life Sciences Term

Patrick Vollmar



Gauteng Lesson Plans Life Sciences Term:

Drum ,2006 *Promoting sustainable local economic development initiatives* Marius Venter,2022 This book endeavours to outline case studies that promote sustainable Local Economic Development LED initiatives It is generally believed that local governments are the foot soldiers of LED However this seems to be a myth as local governments in South Africa and elsewhere have not yet fulfilled this mandate and have been struggling for several years to implement LED initiatives The distinctive merit of this book lies in the way it combines the South African context with the wider international development context in ways that there is a flow of information and ideas both ways The book is an essential part of this sequence of ideas development and action at a critical time for strategic action directed at a sustainable future It showcases case studies and responses to the impacts of globalisation as a bridge between urban rural and institutional action and reveals avenues for local government leadership in communities research student engagement and wider interactions Portfolio of South Africa ,1999 **Life Science Lesson Plans** ,2014 **Life Science: Origins & Scientific Theory Parent Lesson Plan** ,2013-08-01 How to use this lesson planner This course is intended to help a student assess information about evolution and creation and based on the information provided for each form his or her own understanding of this issue The author spent 30 years in a challenge to prove evolution yet the more he learned the more the truth of God s Word became apparent in the evidence and interviews he found while travelling the world speaking to scholars museum officials and viewing artifacts While originally designed for classroom use this course represents substantial value and flexibility for those who choose to home educate The content and organization of the teacher manual means that this course can be used by more than one student at a time or even multiple times for a single student without reusing course testing materials Chapter Objectives These are presented in a way that is perfect for students to answer in a notebook having students copy the question and then answer in the notebook is even more helpful by putting the question and answer in proximity and context These notes in combination with the chapter tests are excellent resources for preparing for sectional tests if given or a final exam at the end Chapter objective can be shared with a student or students and then kept in a binder for future use if needed Students are also encouraged to keep these questions and answers for pre test studying Chapter Exams For each chapter an A B and C test is provided in the teacher s manual Here is how you can extend your use of this material Option 1 You can follow the instructions in the book which are designed for one student Or you can modify one of the following options for your student and still have enough course materials to use the course multiple times Option 2 You could have up to three students taking the course at the same time with each student having different tests if you assign each Test A to one student Test B to another and Test C to a third This insures each student has a different test and educators can better assess each student s individual understanding of the material at each point Alternate sectional and final exams are included in this manual for your convenience Option 3 Adjust the testing and materials to your educational program For example each chapter test could

be used as additional worksheet material for one or more students with only the included sectional exams to be administered Or even just use a final exam for testing comprehension of material if you wish to assign several essays project or a term paper based on individual questions of your choice from the exams and objectives or based on a chapter topic This option would allow for additional writing and research opportunities and for some students while engaging them more fully in comprehension and application of knowledge for this educational material Sectional Exams If used for a single student a combination of B tests from the teacher s manual form the basis of a sectional exam Alternate sectional exams are included in this package to give you added flexibility in using this course per your own educational program needs whether are teaching one or multiple students at one time or for future use Final Exam C tests form a 190 page final exam if you are using the book per its instructions If you are choosing one of the alternate options discussed you will find an alternate final exam in this packet for your convenience Biology Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2006-01-01

Biology Living Systems Glencoe/McGraw-Hill,1994 Biology Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2003-08-01 **Biology** Kenneth Raymond Miller,Joseph S. Levine,2006 Concepts of Medicine & Biology Parent Lesson Plan ,2013-08-01 Concepts of Medicine and Biology Course Description This is the suggested course sequence that allows one core area of science to be studied per semester You can change the sequence of the semesters per the needs or interests of your student materials for each semester are independent of one another to allow flexibility Semester 1 Medicine From surgery to vaccines man has made great strides in the field of medicine Quality of life has improved dramatically in the last few decades alone and the future is bright But students must not forget that God provided humans with minds and resources to bring about these advances A biblical perspective of healing and the use of medicine provides the best foundation for treating diseases and injury In Exploring the History of Medicine author John Hudson Tiner reveals the spectacular discoveries that started with men and women who used their abilities to better mankind and give glory to God The fascinating history of medicine comes alive in this book providing students with a healthy dose of facts mini biographies and vintage illustrations Semester 2 Biology The field of biology focuses on living things from the smallest microscopic protozoa to the largest mammal In this book you will read and explore the life of plants insects spiders and other arachnids life in water reptiles birds and mammals highlighting God s amazing creation You will learn about biological classification how seeds spread around the world long term storage of energy how biologists learned how the stomach digested food the plant that gave George de Mestral the idea of Velcro and so much more For most of history biologists used the visible appearance of plants or animals to classify them They grouped plants or animals with similar looking features into families Starting in the 1990 s biologists have extracted DNA and RNA from cells as a guide to how plants or animals should be grouped Like visual structures these reveal the underlying design of creation Exploring the World of Biology is a fascinating look at life from the smallest proteins and spores to the complex life systems of humans and animals Life Science (CHC

Edition) Daily Lesson Plans Theresa Johnson,2014-04-30 Teaching the Life Sciences Lance Michael John Kramer,1975
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