Foundations For Learning

Intermediate Phase Language Lesson plans

Second term

Grade 6

Kindly send any response that you may have to:
Dr Jennifer J Joshua
E-mail: joshua.j@doe.gov.za

Department of Education
Sol Plaatje House
123 Schoeman Street
Pretoria
South Africa

Private Bag X895
Pretoria
0001

Tel: +27 12 312 6220
Fax: +27 12 312 6222
www.education.gov.za

© Department of Education
Design and layout: Shereno (012) 344 2817

Table of Contents

1 Grade 6: Languages: Second term overview 5
2 Assessment: Second term overview.....12
3 Lesson plans:
Week 1: Overview 15
Week 1: Lesson plans 17
Week 2: Overview 27
Week 2: Lesson plans 29
Week 3: Overview 39
Week 3: Lesson plans 41
Week 4: Overview 49
Week 4: Lesson plans 51
Week 5: Overview 61
Week 5: Lesson plans 63
Assessment Task 1 Overview.....71
Week 6: Overview 73
Week 6: Lesson plans 75
Week 7: Overview 85
Week 7: Lesson plans 87
Week 8: Overview 97
Week 8: Lesson plans 99
Week 9: Overview 109
Week 9: Lesson plans 111
Week 10: Overview 121
Week 10: Lesson plans 123
Assessment Task 2 Overview.....131

SECOND TERM: OVERVIEW

	Focus on and prepare learners for assessment task 1					Focus on and prepare learners for assessment task 2				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Oral	• Enjoys listening to stories, radio and television programmes and responds critically by asking questions and relating to own life experience. • Expresses ideas coherently on challenging topics, e.g. reports using appropriate language.					• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons • Identifies how stereotypes are created and how this affects the listener • Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion				
	Views television programme. Takes part in class discussion.	Listens to a radio/audio programme. Takes part in class /group discussions.	Listens to a short story. Takes part in class /group discussions.	Listens to and discusses a short article. Conducts interviews and presents findings from the Investigation	Listens to a short article. Takes part in class /group discussions.	Listens to a legend. Takes part in class / group discussions	Makes an oral presentation based on a legend	Listens to a story. Takes part in class / group discussions.	Views a television feature. Takes part in class discussion.	Views a television feature. Takes part in class discussion.

<table>
<tr><td rowspan="3">Reading</td><td colspan="5">• Reads South African and international fiction and non-fiction texts, e.g. short stories, newspapers and textbooks for a variety of purposes, discussing how techniques used by the writer influences perceptions and understanding.
• Selects relevant information from a text using various reading strategies for comprehension e.g. contextual clues, predictions, etc., and records it in different ways.</td><td colspan="5">• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
• Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.
• Understands and uses information in information texts and summarises main and supporting ideas
• Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available)
• Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)</td></tr>
<tr><td colspan="10">Group, guided and independent reading weekly</td></tr>
<tr><td>Shared text – a short story.

Answers questions orally and in writing.

Discusses emotions expressed and roused by the writer</td><td>Shared text – a poem and short story.

Answers questions orally and in writing.

Discusses writer’s point of view</td><td>Shared text – a short story

Selects relevant information from a text.

Answers questions orally.</td><td>Introduced to a shared text – a short story.

Selects relevant information from a text.

Answers questions orally.</td><td>Shared text – an article.

Selects relevant information from a text.

Compares different texts</td><td>Shared text – a newspaper article.

Selects relevant information from a text.

Answers questions orally.</td><td>Shared text – a newspaper article.

Selects relevant information from a text.

Writes a short summary of a simplified article.</td><td>Shared texts – a newspaper article and a textbook

Selects relevant information from a text and accesses information from the community</td><td>Introduced to a visual text – a television feature.

Selects relevant information from this text.

Answers questions orally.</td><td>Introduced to a visual text – a television feature.

Selects relevant information from this text.

Answers questions orally.</td></tr>
</table>

Writing	• Writes for imaginative and creative purposes, e.g. poetry, experimenting with words. • Plans, drafts and uses feedback from peers to refine writing, producing a neatly presented final version with correctly spelled words.					• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes • Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert • Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics				
	Pre-writing, drafting, editing and publishing a poem.	Pre-writing and drafting a story told by a narrator	Edits, refines and publishes a story told by a narrator	Plans, drafts and draws up questionnaire. Tabulates findings from a questionnaire.	Plans, drafts, edits and publishes a paragraph.	Plans, and drafts a letter to the editor of a newspaper.	Refines and publishes a letter to the editor of a newspaper.	Plans, drafts and edits an article for a community newspaper.	Completes a dialogue Writes a caption to a picture.	Designs a poster for a film
Writing in personal journal weekly										

<table>
<tr><td rowspan="2">Spelling and grammar</td><td colspan="5">• Uses phonics and spelling rules to spell words used in personal texts e.g. letters, recording words in a personal dictionary.
• Identifies and uses parts of speech e.g. nouns, pronouns, articles and conjunctions.</td><td colspan="5">• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews
• Uses prefixes, stems and suffixes/extensions to form words
• Uses complex tenses correctly eg He will have finished by now
• Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary</td></tr>
<tr><td>Phonics and spelling.

Identifies and uses four noun classes.</td><td>Phonics and spelling.

Identifies and uses pronoun classes.</td><td>Phonics and spelling.

Identifies and uses articles.</td><td>Phonics and spelling.

Identifies and uses a range of conjunctions.</td><td>Phonics and spelling.

Identifies and uses a range of conjunction.</td><td>Phonics and spelling.

Identifies and uses prefixes.</td><td>Phonics and spelling.

Identifies and uses suffixes.</td><td>Phonics and spelling.

Uses complex tenses correctly

Uses topic and supporting sentences to write a paragraph.</td><td>Phonics and spelling.

Uses complex tenses correctly.</td><td>Phonics and spelling.

Uses complex tenses correctly.</td></tr>
<tr><td>Investigation</td><td colspan="5">• Locates information from relevant sources using key words or concepts, e.g. dictionaries, thesauruses, textbooks etc.
• Conducts an investigation, interviews peers, tabulates information and presents oral findings.</td><td colspan="5"></td></tr>
</table>

SUGGESTED ASSESSMENT TASK:

ASSESSMENT TASK 1: WEEKS 1 - 5

	MILESTONES	WEEK	TASK
ORAL **LO 1**: AS 1, 3, 6. **LO 2**: AS 1, 2, 3, 4.	• Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details	2	Class discussion of radio show.
	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences	3	Class / group discussions
	• Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion. • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Asks and responds to thought provoking questions using appropriate language	4, 5	Class / group discussions.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 2, 3, 7, 9. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.	2 – 5	Guided reading; shared reading; class discussions.
	• Explains themes, plots, setting and characterization in a fiction text, giving an overall response	1	Shared reading discussions and the written task: questions on a short story
	• Identifies and discusses the author's point of view • Discusses how techniques used by the writer influences understanding	3	
	• Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	5	Class discussion on the language and structure of different text + observations during shared reading discussions in weeks 1 - 4

WRITING **LO 4**: AS 1, 2, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Writes for playful and creative purposes e.g. different types of poetry, jokes, etc, experimenting with words and using figurative language • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Uses topic and supporting sentences to develop coherent paragraphs	1 3 5	Poem. Story told by a narrator. Paragraph on role models
SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews • Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation	1-5 2 4 5	Paragraph + ongoing observations throughout the 5 weeks.. Task on parts of speech. Cloze procedure. Paragraph on role models.
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 2, 3.	• Conducts an interview or research to obtain information • Asks follow-up questions to get deeper answers • Categorises, classifies and organises the information under relevant headings on a chart • Draws conclusions • Prepares and makes an oral presentation.	4	Interviews on historical characters, collating and presenting the information.

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	Outstanding/excellent achievement	70 – 100
3	Satisfactory achievement	50 – 69
2	Partial achievement	35 – 49
1	Not achieved	1 – 34

SUGGESTED ASSESSMENT TASK:

ASSESSMENT TASK 2: WEEKS 6 - 10

	MILESTONES	WEEK	TASK
ORAL **LO 1**: AS 1, 3, 6. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion • Identifies how stereotypes are created and how this affects the listener	6 8	Legend Story
	• Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis	7	Telling a legend
	• Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons	9, 10	Animated feature
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 2, 3, 7, 9. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.	6 - 10	Group reading and shared reading discussions.
	• Understands and uses information in information texts and summarises main and supporting ideas	7	Newspaper article
	• Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available)	8	Learners writing of a community newspaper article.
	• Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	8	Discussions comparing a Community newspaper and an excerpt from a textbook

WRITING **LO 4**: AS 1, 2, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers	7 8	Letter to editor. Article for a community paper
	• Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes		
	• Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs		
	• Reflects on and evaluates own and others' writing		
	• Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph	9	Dialogue
	• Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert	10	Poster advertising a feature film
	• Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics	8	Article for community newspaper.
SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3. **LO 6**: AS 1, 2, 3, 6.	• Uses prefixes, stems and suffixes/extensions to form words.	6, 7	Written tasks on prefixes and suffixes
	• Uses complex tenses correctly eg He will have finished by now	8, 9	Written task on tenses.
	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews	6 8	Newspaper article. Spelling test
	• Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary	6	Newspaper article.

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	**Outstanding/excellent achievement**	**70 – 100**
3	**Satisfactory achievement**	**50 – 69**
2	**Partial achievement**	**35 – 49**
1	**Not achieved**	**1 – 34**

SECOND TERM: WEEK 1 OVERVIEW

COMPONENT	MILESTONES	WEEK 1
ORAL **LO 1**: AS 1, 2., 4. **LO 2**: AS 1, 2.. **LO 3**: AS 2, 3.	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details • Asks and responds to thought provoking questions using appropriate language • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion	<u>Speaking and listening activities</u> • Views a television programme (or listens to a radio show). • Identifies main idea/message. • Takes part in class discussion.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1,2, 3, 7, 9. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc. • Explains themes, plots, setting and characterization in a fiction text, giving an overall response • Identifies and discusses the author's point of view • Discusses how techniques used by the writer influences understanding • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	<u>Shared reading and writing</u> • Introduced to a shared text – a short story. • Answers questions orally and in writing. • Discusses emotions expressed and roused by the writer and his/her point of view <u>Word and sentence level work</u> • Explores vocabulary related to the text. • Explores emotive writing. <u>Group, guided and independent reading and writing</u> • Personal dictionaries/vocabulary words/sentences. <u>Reading for enjoyment</u>

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO6**: AS 1, 2, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language • Uses topic and supporting sentences to develop coherent paragraphs	<u>Writing</u> • Pre-writing discussion: a poem. • Drafting, editing and publishing a poem.
SPELLING AND GRAMMAR **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews • Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Identifies and uses four noun classes.
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 1, 2, 3.	• Conducts an interview or research to obtain information • Asks follow-up questions to get deeper answers • Categorises, classifies and organises the information under relevant headings on a chart • Draws conclusions • Prepares and makes an oral presentation.	

Week 1 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 4. **LO 2**: AS 1, 2. **LO 3**: AS 2, 3.

MILESTONES

Oral

- Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences
- Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details
- Asks and responds to thought provoking questions using appropriate language
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion

NOTES TO TEACHER

- Choose a television feature or radio show (drama or documentary based on human interest story) with an obvious message (one to which your learners can easily relate). Be sure to watch the entire feature before playing it to your class.

DAILY ACTIVITIES

Television Feature (or radio show)

- Introduce the feature you have chosen to the class.
  - Share with them the title.
  - With careful questioning, draw on the prior knowledge of the learners (their worlds) to elicit what they think the feature might be about. (prediction).
  - Discuss any new words vital to the understanding of the feature.
- Show the feature to the class.
- Ask the learners to respond to what they have viewed.
  - What is the main idea or message of the feature?
  - Where is it set?
  - Who is the main character?
  - What does this character feel?
  - What does the director want the viewer to feel about what they have viewed?
  - How can the message of the feature be applied to the daily life of the learners?
- Encourage learners to use a dictionary to look up words they do not understand and to copy them into their personal dictionaries.

ASSESSMENT:

- Informal assessment of learners' responses to the television feature

Week 1 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS 1, 3, 4, 5, 6, 7. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 3, 4, 6.

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.
- Explains themes, plots, setting and characterization in a fiction text, giving an overall response
- Identifies and discusses the author's point of view
- Discusses how techniques used by the writer influences understanding
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews
- Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles)
- Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences
- Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation

Investigation

- Conducts an interview or research to obtain information
- Asks follow-up questions to get deeper answers
- Categorises, classifies and organises the information under relevant headings on a chart
- Draws conclusions
- Prepares and makes an oral presentation.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph
- Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language
- Uses topic and supporting sentences to develop coherent paragraphs

NOTES TO TEACHER

- Choose a short story with a moral or message for shared reading. It could be in a textbook or class reader, or from any other source.
- Ensure that you have sufficient copies for the whole class.
- Each learner should have his/her personal dictionaries at hand. (These will have been made earlier in the year, but should be used for all activities, as a constantly-growing personal reference book.)

DAILY ACTIVITIES:

Shared reading: short story

1. **Before reading**
   - Prepare learners for the story.
   - Introduce the text by reading the title and looking at any illustrations. Ask 2 or 3 learners to predict what they think the story will be about.
   - Draw on learners' prior knowledge. Explore any new vocabulary in the story.
2. **While reading**
   - Read the story aloud while learners follow.
   - Model using punctuation marks to aid meaning, using the correct pronunciation and intonation as well as reading for meaning and to create atmosphere and tension.
   - Stop at one point and ask the learners what they think will happen next.
3. **After reading**
   - Check the learners' understanding of the story. Ask questions such as:
     - Where did the story take place? (setting)
     - What was the story about? (main idea)
     - Who is the main character?
     - What does this character feel at the beginning of the story?
     - What does this character feel at the end of the story?
     - What do we, the readers, feel at the end of the story? How does the writer achieve this?
     - What does the writer want us, the readers, to learn from this story?
     - What are the underlying messages in the story?
   - Ask questions aimed at guiding learners to explore their emotional response to the text and understand the writer's point of view.
   - In their groups, ask learners to discuss the answers to these questions and make notes of their group's responses. Learners can use these in the class discussion during the next lesson.

Spelling and grammar/word and sentence level work

Vocabulary

- Focus on the vocabulary under discussion - feelings etc. (abstract nouns).
- Make a list, with the learners. They can add the new words with definitions to their dictionaries.
- Encourage them to make up sentences with the new words to demonstrate how it is used in context.
- Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week. The learners should be getting at least 5 words a day (excluding their personal additions to their personal dictionaries) to add to a spelling list (i.e. 15 words a week). Not all of these words will be new to the learners, but it is important to use part of this period, at least twice a month, to give them short spelling tests.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 1.
- Hand out class readers to each learner for group and guided reading tasks.
- Allow the learners to look at the titles and cover of the books and to write down their expectation of the story. These are to be collected, and handed out again after each group completes reading their book. Learners may then have the fun of comparing their expectations to the reality of the actual story.

ASSESSMENT:

- For day 1, **Reading, Spelling and Grammar,** and **Writing a**ssessment will be informal, unless you notice any specific problems. Focus on assessing learners' reading skills, noting any specific concerns in your Assessment Notebook.

Week 1 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Make sure you have sufficient copies of the story you used on day one for each learner to have a copy.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES:

Shared reading: short story

- Reread part of Day 1's story with the learners.
- Ask some of the learners to read the final few paragraphs of the story out loud to the class.
- Recap the gist of the story by asking two or three questions to check the learners' understanding and memory of the story. They can use their notes from the previous lesson to help them during the following discussion.
- Ask the learners to identify the message of the story.
- Through questioning explore possible reasons the author may have had for writing the story. *(The aim is to encourage the learners to discover the purpose of a piece of writing).*
- Use the questions you gave learners the previous day to guide the discussion. Identify and discuss the author's point of view.
- Remind the learners of the feelings that arise out of the story.
- In their groups, have the learners identify the words in the story that led to these feelings. e.g. words that describe darkness might lead to fear, etc.
  (The aim of this exercise is to make the learners aware that the writer's choice of words influences the reader's reaction to and understanding of a piece of writing.)

Spelling and grammar/word and sentence level work

Grammar work: nouns

- Write the names of three feelings on the board and ask the class to identify the part of speech they represent (*abstract nouns)***.**
- Remind learners of work done on **NOUNS** in earlier grades. Ask the class to suggest other examples of abstract nouns, words that do not express feelings *(e.g. history, finance etc.)*.
- In their groups, ask learners to lists the four basic noun classes, giving an example of each. *viz.:* ***common, proper, abstract and collective*** *nouns.*
- Let each group give feedback to the class, at the same time making sentences with their examples.

Group, guided and independent reading/writing

Written task based on the short story

- Ask 3 - 5 questions based on the story. The questions should focus on (a) the writer's point of view and (b) his/her choice of words to create the atmosphere in the story and our perception of the different characters. Keep the questions simple and straightforward.
- Make sure the questions are answered in full sentences. **Use for Assessment Task 1.**

Guided reading

- Do guided reading with Group 2.

Reading for enjoyment

- In addition to Reading and Writing Focus Time, remember that there should be time each day or week for reading for enjoyment. During this time learners choose what they want to read and they read independently. Each learner needs to record what he/she reads on a reading record card. This time can also be used to read aloud to the class.

LANGUAGE DEVELOPMENT: WRITING

Pre-writing discussion and planning - a poem

(The following writing task is aimed not only at encouraging learners to explore a new poetic form, but also to give learners practice in the use of abstract nouns, and more importantly to explore the possibility of describing their feelings in terms of all their senses.)

- Model the writing of a 'senses poem' on the board.
  - Together with the learners choose a feeling. (Abstract noun). This becomes the title of the poem e.g. Happiness.
  - Each line in the poem relates the feeling to one of the senses, before a final line describing the feeling in terms of a metaphor or a simile.

    e.g. <u>Happiness</u>

    Happiness looks like_____

    Happiness sounds like_____

    Happiness tastes like_____

    Happiness smells like_____

    Happiness feels like_____

    Happiness is_____
- As a class the learners fill in the blanks. Encourage them to use phrases rather than single words, e.g. Happiness looks like *a kitten playing with a ball of wool.*

  Happiness sounds like *a baby's first laugh,* etc.
- In pairs, learners use the above model to write a draft of their own 'feelings' poem. By the end of this lesson each learner should have written a first draft.

ASSESSMENT:

Formal: Assessment Task 1

Use written task to rate the learners, recording any problems you have noticed against the following READING milestones:

- Explains themes, plots, setting and characterization in a fiction text, giving an overall response
- Identifies and discusses the author's point of view
- Discusses how techniques used by the writer influences understanding

Week 1 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose a different short story with a moral or message for shared reading. It could be in a textbook or class reader or from any other source. The story should be short enough to read in five minutes.
- Ensure that you have sufficient copies for the whole class.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared reading and writing: short story

- Prepare the class as usual for the reading of the story. Discuss the title, any illustrations and new words.
- In their groups:
  - ask the learners decide on the moral or message of the story.
  - ask the learners to decide how the writer has conveyed this message.
  - ask them why they think the writer wrote the story:
    - to entertain them?
    - to complain about something?
    - to teach them a lesson?
    - to pass on information?, etc.

  (Write these prompt questions to guide the learners on the board. As the learners are moving on to the next level of critical appreciation, it is very important that you move around the class and help groups where they seem to be struggling.)
- Each group should write down the answers to these questions and share them in class feedback.
- **Use towards Assessment Task 1.**

Group, guided and independent reading/writing

Grammar task: nouns

- Prepare a straightforward task on nouns for your class, or use one in a Learner's Book, in order to consolidate the work that has been done so far. E.g. Choose a humorous piece of prose and ask the learners, in their groups, to pick out all the nouns, describing each one according to its class.

Guided reading

- Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Editing and publishing a poem

- In pairs learners read their draft poems to each other, checking for grammar and spelling errors.
- Once they are satisfied with the editing of their poem, they make their final neat copy.
- Use this for task for **Assessment Task 1.**

ASSESSMENT:

Formal: Assessment Task 1

Use the discussions on the short story to rate your learners against the following READING milestones:

- Explains themes, plots, setting and characterization in a fiction text, giving an overall response
- Identifies and discusses the author's point of view
- Discusses how techniques used by the writer influences understanding

Use the poem that your learners have written to rate them against the following WRITING milestones:

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language
- Reflects on and evaluates own and others' writing

SECOND TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL **LO 1**: AS 1, 2, 4. **LO 2**: AS 1, 2. **LO 3**: AS 2, 3.	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details • Asks and responds to thought provoking questions using appropriate language • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion	<u>Speaking and listening activities</u> • Listens to a radio/audio programme. • Identifies main idea/message. • Takes part in class / group discussions
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1,2, 3, 7, 9. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc. • Explains themes, plots, setting and characterization in a fiction text, giving an overall response • Identifies and discusses the author's point of view • Discusses how techniques used by the writer influences understanding • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	<u>Shared reading and writing</u> • Introduced to a shared text – a poem and a story (narrated by one of the characters). • Answers questions in writing. • Discusses emotions expressed and roused by the writer. <u>Word and sentence level work</u> • Explores vocabulary related to the text. • Explores emotive writing. <u>Group, guided and independent reading and writing</u> • Personal dictionaries/vocabulary words/sentences. <u>Reading for enjoyment</u>

WRITING **LO 4**: AS 1, 2, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language • Uses topic and supporting sentences to develop coherent paragraphs	Writing • Pre-writing discussion: a story. • Drafting a story.
SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews • Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation	Phonics & Spelling • Learns selected words from shared reading text. Grammar • Identifies and uses pronoun classes.
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 1, 2, 3.	• Conducts an interview or research to obtain information • Asks follow-up questions to get deeper answers • Categorises, classifies and organises the information under relevant headings on a chart • Draws conclusions • Prepares and makes an oral presentation.	

Week 2 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 4. **LO 2**: AS 1, 2. **LO 3**: AS 2, 3.

MILESTONES

Oral

- Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences
- Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details
- Asks and responds to thought provoking questions using appropriate language
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion

NOTES TO TEACHER

- Choose a short radio (or any other audio) programme, to which the learners may easily relate.
- Choose a narrative programme with a definite moral or message. Be sure to listen to the entire audio text before sharing it with your class.

DAILY ACTIVITIES

An Audio Presentation

- Introduce the recording/programme you have chosen to the learners.
  - Share the title with them.
  - With careful questioning, draw on the prior knowledge of the learners (their worlds) to elicit what they think it might be about. (prediction).
- Discuss any new words vital to the understanding of the recording.
- Play the recording to the class.
- Ask the learners to respond to what they have heard.
  - What is the plot of the narrative? *i.e. the course of events.*
- Divide the class into groups.

- Write the following questions on the board and have the learners discuss them in their groups.
  - Where is the narrative set?
  - What audio clues are there to reinforce the idea of place?
  - Who is the main character?
  - How does the listener identify different characters?
  - What is the underlying message?
  - How can we apply this message to our own lives?
- During the group discussion time, walk around your class and rate the learners against an **oral** milestone for **Assessment Task 1**

ASSESSMENT: Formal: Assessment Task 1

Use the group discussion to rate the learners against the following ORAL milestone:

- Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details

Week 2 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS 1, 3, 4, 5, 6, 7. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 3, 4, 6.

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.
- Explains themes, plots, setting and characterization in a fiction text, giving an overall response
- Identifies and discusses the author's point of view
- Discusses how techniques used by the writer influences understanding
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews
- Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles)
- Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences
- Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation

Investigation

- Conducts an interview or research to obtain information
- Asks follow-up questions to get deeper answers
- Categorises, classifies and organises the information under relevant headings on a chart
- Draws conclusions
- Prepares and makes an oral presentation.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph
- Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language
- Uses topic and supporting sentences to develop coherent paragraphs

NOTES TO TEACHER

- Choose a narrative poem to read to the learners. The poem must contain emotion as well as narrative and be written in free verse. Have sufficient copies for the learners to share in pairs.
- Each learner should have his/her personal dictionaries at hand for adding new words.

DAILY ACTIVITIES

Shared Reading: a poem.

1. **Before reading**
   - Orientate the learners to the poem.
   - Share the title and the name of the poet with them.
   - Explain any new words.
2. **Read the poem**
   - Follow the natural speech rhythms when reading the poem, without losing the poetic rhythm of the metre.
   - The learners follow while you read.
3. **After reading**
   - Ask four or five questions to check the learners' understanding of the poem.
   - Look particularly at the imagery and emotions expressed by the poem.
   - Ask the learners why this piece of writing is considered poetry even though it does not rhyme.
   - What is the story of the poem?
   - Is there a message in the poem?
   - After class discussion, re-read the poem right through for enjoyment.

Spelling and grammar/word and sentence level work

Personal dictionaries

- Learners add new words with definitions to their dictionaries.

Pronouns

- Recap the work done on nouns in the previous week.
- Create a sentence on the board which *should* contain pronouns, but substitute the relevant noun in their place e.g.

  Thami asked Vusi if *Vusi* would give the book back to *Thami.*
- Ask how this sentence could be improved. Obviously the answer is to replace the second lot of proper nouns with pronouns.

  Thami asked Vusi if **he** would give the book back to **him.**
- Together with the learners work out what the function of a pronoun is. (*It is a word that takes the place of a noun.)*
- Ask the learners to work out the difference between **he** and **him.** *(The pronoun has changed its form because it is no longer the subject of the verb [he] but is now the indirect object [him]. The important thing to remember is that the pronoun changes its shape depending on the work it does in the sentence.)*
- Write the following two sentences on the blackboard:

  The whistle was ***his***.

  John lost ***his*** whistle.
  - Ask the learners to identify the pronoun. *(**A possessive pronoun is NEVER followed by a noun**. The pronoun is therefore in the first sentence. 'His' in the second sentence is a **possessive adjective.**)*

Group, guided and independent reading/writing

Written task on personal and possessive pronouns

- Create a task or use one from a Learner's Book to give the class practice in using the correct form of the **personal** and **possessive** pronoun e.g.
  - (Her/she) bought the book. The book was_____.
  - I gave John's money back to _____
  - Come with me, let _____ go together. etc.
- Use this task to rate learners against a SPELLING AND GRAMMAR milestone for **Assessment Task 1.**

Guided reading

- Do guided reading with Group 1.

ASSESSMENT:

Formal: Assessment Task 1

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.

Use the task on pronouns to rate learners against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles)

Week 2 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose a new short story. Make sure you have sufficient copies of the story for each learner to share. Once more, choose a story that has a definite moral or message - one that is narrated by a character in the story (e.g. a grandmother, an animal character, etc).
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading: short story

- Should there be any new words that are necessary to the understanding of the story, which the learners cannot guess at from the context, explain these words. Otherwise, allow the learners to tackle the story on their own.
- In their groups let the learners take turns reading the short story out loud.
- Let each group answer the following questions in their groups, noting their answers so that they can give feedback to the class:
  - What is the main idea of the story? (plot).
  - Who is the main character?
  - Who is telling the story?
  - What message does the writer have for the reader?
- Once the groups have given feedback to the class, discuss the importance of the narrator (person telling the story) and how the character the writer chooses for the narrator influences the writer's message. (*A grandmother will represent wisdom, kindness; a fox will represent cunning, etc).*

Group, guided and independent reading/writing

Written comprehension

- Create a written comprehension task for the learners, based on the story you have chosen this week.
- Ask six to ten questions on a section of the text. Make sure the questions are answered in full sentences.

Group reading

- Do guided reading with group 2.

Reading for enjoyment

- In addition to Reading and Writing focus time, remember that there should be time each day or week for reading for enjoyment.
- During this time learners choose what they want to read and they read independently.
- Each learner needs to record what he/she reads on a reading record card.
- This time can also be used to read aloud to the class.

LANGUAGE DEVELOPMENT: WRITING

Individual writing activity: a story

- Let the learners write a story over the next two weeks. It should be one that is narrated by a character in the story. During this lesson, they can work in pairs to brainstorm and generate ideas. They can do it in any way you like, e.g. writing key words or doing a mind map.

They can follow these steps:

1. Choose a narrator for the story.
2. Choose a title for the story.
3. Decide on the storyline:
   - Beginning
   - Problem
   - Climax
   - Resolution or ending

Choose an opening sentence and a closing sentence.

- By the end of this lesson they should have planned their story and have written key words or made a mind map.

ASSESSMENT:

- Informal assessment of learners' responses to the comprehension task.

Week 2 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Use the same story that was used in the previous lesson. Make sure you have sufficient copies of the story for each learner to share.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared reading and writing: short story

- Re-read the story with the class.
- Check that there are no words that the learners don't understand.
- In their groups, let the learners discuss the character of the narrator.
- Guide the discussion with questions like the following:
  - What good qualities does the narrator have?
  - How do we know this?
  - Does the narrator show any weaknesses or bad qualities?
  - If so, what are they?
- Once they have completed their discussions, each group reports back to the class, and a list is made of the narrator's qualities or characteristics.
- The learners write a short description of the narrator as shared writing.

Spelling and grammar/word and sentence level work

Pronouns

(The focus of this week's grammar lessons is on the pronoun.)

- Recap the previous lesson on pronouns.
- Write a sentence on the board containing a **personal pronoun** and ask a learner to underline the pronoun on the board.

  e.g. **She** smacked the cat.
- Ask the learners why 'she' is called a personal pronoun. (*Because it takes the place of a noun.)*
- Do the same with a sentence containing a **possessive pronoun.**

  e.g. That book is **hers**.

  (*Point out to the learners once more that a possessive pronoun is never followed by a noun.)*

- Write another sentence on the board, this time without a pronoun.
  - John saw Mary riding a bicycle.
- Ask the learners to change the sentence into a question.
  - **Who** saw Mary riding a bicycle?
    Who has taken the place of the noun, and is therefore a pronoun. As it is asking a question, it is called an **interrogative pronoun.**
  - Another version of the question would be:
    - **What** did John see?
    What has now taken the place of the noun, so it is also an **interrogative pronoun.**

Group, guided and independent reading/writing

Language task

- Either create your own, or use a task from a Learner's Book to give the learners practice in recognising different types of pronoun.
- ***It is very important, right from the beginning, to teach learners that word classes/parts of speech are determined by the work the word does in the sentence and NOT by their meaning.***

Group reading

- Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Individual writing activity: a story

- Learners continue with the writing task. During this lesson they will focus on drafting the first version of the story. Say to them: "Before we write our first draft, let's use the ideas from our brainstorming session and organise them into an outline for our story.
  - Title:
  - Introduction and setting of the scene:
  - First event:
  - Second event:
  - Third event:
  - Conclusion:"
- They can use the outline to write a first draft by the end of the lesson. Give extra support to those learners who are struggling so that everyone produces a first draft.

ASSESSMENT:

- Informal assessment of learners' ability to plan and write a first draft of a story.

SECOND TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	WEEK 3
ORAL **LO 1**: AS 1, 2, 5, 7. **LO 2**: AS 1, 2., 3, 4.	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details • Asks and responds to thought provoking questions using appropriate language • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion	<u>Speaking and listening activities</u> • Listens to and discusses a short story.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 7, 8, 11. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc. • Explains themes, plots, setting and characterization in a fiction text, giving an overall response • Identifies and discusses the author's point of view • Discusses how techniques used by the writer influences understanding • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	<u>Shared reading and writing</u> • Introduced to a shared text – a short story and cartoons • Selects relevant information from a text. • Answers questions orally. <u>Word and sentence level work</u> • Explores vocabulary related to the text. • Explores comic techniques <u>Group, guided and independent reading and writing</u> • Personal dictionaries/vocabulary words/sentences. <u>Reading for enjoyment</u>

WRITING **LO 4**: AS 1, 2, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language • Uses topic and supporting sentences to develop coherent paragraphs	<u>Writing</u> • Edits, refines and publishes a story written by a narrator.
SPELLING AND GRAMMAR **LO 5**: AS 1, 3. **LO 6**: AS 1, 2, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews • Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. • Spelling assessment. <u>Grammar</u> • Identifies and uses articles
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 1, 2, 3.	• Conducts an interview or research to obtain information • Asks follow-up questions to get deeper answers • Categorises, classifies and organises the information under relevant headings on a chart • Draws conclusions • Prepares and makes an oral presentation.	• Ongoing use of dictionaries and thesauruses. • Asks and responds to questions. • Elicits and organises information obtained.

Week 3 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 5, 7. **LO 2**: AS 1, 2., 3, 4.

MILESTONES

Oral

- Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences
- Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details
- Asks and responds to thought provoking questions using appropriate language
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion.

NOTES TO TEACHER

- Choose a short story with cultural relevance to which the learners will relate.

DAILY ACTIVITIES

A Short Story

- Share the title and any illustrations with the learners.
- Prepare learners for the story. Explore any new vocabulary in the story.
- Read the story to the class.
- Check the learners understanding of the story so that learners are clear as to the key features (plot, setting, characters).
- Divide the class into their groups.
- Ask the learners to respond to the social, moral and cultural values expressed in the story.
  - What message or moral does it portray?
  - How we can apply this to our everyday lives?

During the class discussion that follows, guide learners to identify the underlying themes of the story and relating them to their own experience.

Use your observations of the group and class discussions for Assessment Task 1.

ASSESSMENT: Formal: Assessment Task 1

Use this lesson to rate the learners against the following ORAL milestone:

- Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences

Week 3 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 7, 8, 11 **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.
- Explains themes, plots, setting and characterization in a fiction text, giving an overall response
- Identifies and discusses the author's point of view
- Discusses how techniques used by the writer influences understanding
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews
- Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles)
- Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences
- Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation

Investigation

- Conducts an interview or research to obtain information
- Asks follow-up questions to get deeper answers
- Categorises, classifies and organises the information under relevant headings on a chart
- Draws conclusions
- Prepares and makes an oral presentation.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph
- Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language
- Uses topic and supporting sentences to develop coherent paragraphs

NOTES TO TEACHER

- Choose a humorous short story for shared reading. It could be in a textbook or class reader.
- Ensure that you have sufficient copies for the whole class.
- Remind the learners that they ought to bring a copy of a joke or cartoon to their next Literacy Focus lesson.
- Each learner should have his/her personal dictionaries at hand for adding new words.

DAILY ACTIVITIES

Shared reading: short story

1. **Before reading**

   Prepare learners for the story.

   - Introduce the text by reading the title and looking at any illustrations.
   - Ask 2 or 3 learners to predict what they think the story will be about.
   - Draw on learners' prior knowledge.
   - Discuss any new vocabulary in the story. The learners add this to their personal dictionaries.

2. **While reading**

   - Read the opening paragraph of the story and then let the learners take turns reading aloud.
   - Ensure that the learners use punctuation marks to aid meaning. Use correct pronunciation and intonation.

3. **After reading**

   - Ask four to five questions to check the learners' understanding of the story.
   - Divide the class into groups.
   - In their groups, ask learners to find the writer's purpose in writing the story.
     (The obvious answer to this question is that the writer wants to amuse the reader, but good comic writing always has an underlying meaning. Guide the learners to the surface comic techniques first, before looking at the underlying meaning.)
     - What is funny about / in the story?
     - Are there any 'word' jokes in the story?
     - What has the writer done to make us laugh?
   - Once the learners have answered the above, have the groups report back to the class and list the answers on the board.

- Guide the learners to the underlying message of the story by asking various questions.
  - What is the message of the story? ***NB This is not the plot line of the story***.
  - What can we learn from this story?

Use your observations of these discussions during the week for Assessment Task 1.

- Remind learners that they need bring copy of a joke or cartoon to their next **Literacy Focus** lesson.

Spelling and grammar/word and sentence level work

Vocabulary

- Focus on the vocabulary that has been used in the story.
- Make a list with the learners.
- Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week. Do an informal spelling test.

Group, guided and independent reading/writing

Group reading

- Do guided reading with group 1.
- Learners who have finished their work in time can continue with independent reading.

ASSESSMENT:

Formal: Assessment Task 1

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.

Use the shared reading and discussions this week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Explains themes, plots, setting and characterization in a fiction text, giving an overall response
- Identifies and discusses the author's point of view
- Discusses how techniques used by the writer influences understanding

Week 3 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose two or three cartoons to share with the class. Try to have different types of cartoon. Make sure you have sufficient copies of each for learners to share in pairs. Choose cartoons to which the learners may easily relate.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading: cartoons

- Should there be any new words that are necessary for the understanding of the cartoons, which the learners cannot guess at from the context, explain these words. Humour is always best appreciated with a minimum of explanation.
- In their groups let the learners take turns reading the cartoons out loud.
- Let each group answer the following questions in group discussion, making notes of their answers so that they can give feedback to the class:
  - What is funny about each cartoon?
  - What is the main idea behind each cartoon?
  - Does it have a message?
  - If so, what can we learn from it?
- Let each group present its answers to the class and discuss the responses.
- In their groups, the learners share their own jokes and cartoons with each other. *(Prepare for noise, but be sure to retain control of the class!)*
- Ask the groups to identify as many different types of humour as they can from their jokes and cartoons. (*You are aiming at identifying that jokes can be visual or verbal - e.g. puns etc.)*

Spelling and grammar/word and sentence level work

Nouns, adjectives and articles

- Recap the work done on **Nouns** and **Adjectives** (from earlier grades and the first term).
  - Write 2 - 4 simple sentences on the board containing different kinds of nouns.
  - Have learners come up to the board to underline the nouns and to name their classes e.g. The little <u>girl</u> picked a yellow <u>flower</u>. (common common) etc.
  - Ask a different learner to underline the verb in the sentence. e.g. The little girl <u>picked</u> a yellow flower.
  - Ask the learners to identify the words ‘little’ and ‘yellow’’ and what work they do in the sentence. (*They are adjectives and they tell us more about the nouns*).

- Point out the words that are left i.e. 'the' and 'a'.
    - Ask the learners to which words in the sentence these two little words are connected. (*The two little words tell us about 'girl' and 'flower'*).
    - Adjectives **describe** the noun, but 'the' and 'a' merely indicate which noun, and are therefore classed as **Articles.**
        - '**the**' refers to a specific person/thing and is therefore called a **Definite Article**, whereas **'a'** refers to one of many and is therefore called an **Indefinite Article.**
        - Note that the **Indefinite Article** changes its form when it is used before a word beginning with a vowel. **'a'** becomes **'an'**.

Group, guided and independent reading/writing

Cloze procedure

- Create a task or use one from a Learner's Book to give the class practice in using the correct form of the article. This could take the form of a Cloze procedure.
- Use the above task for rating learners against a SPELLING AND GRAMMAR milestone for **Assessment Task 1.**

Group reading

- Do guided reading with group 2.

LANGUAGE DEVELOPMENT: WRITING

Individual writing activity: a story

Continue with the individual writing activity from Week 2. During this lesson you will focus on revising the first draft. Discuss the following tips when revising your first draft (choose any of these applicable to the language level of your learners):

- consider the 5W's (who, what, when, where and why).
- think of where you can be more specific in your use of words.
- add details that create images for the reader, especially sensory images and descriptions.
- vary sentence length and structure.
- check for clarity and coherence.

ASSESSMENT:

Use the Cloze procedure to rate learners against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles)

Week 3 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose a short, humorous story. Make sure you have sufficient copies of each for learners to share in pairs.
- Copy a short cartoon strip (3 or 4 frames). Blot out the original speech in the speech bubbles. Have sufficient of these cartoon 'blanks' for each learner. Or copy the drawn blanks on the board in a simplified manner so that each learner can copy it easily.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared reading and writing: a humorous story

- Check that there are no words that the learners fail to understand.
- Hand learners copies of the story to be read aloud in turn by the members.
- In their groups, let the learners discuss the story.
- Guide the discussion with questions like the following:
  - What is funny about the story?
  - What is the main idea of the story?
  - Does it have a message?
  - If so, what can we learn from it?
- Once groups have completed their discussions, each reports back to the class and the different opinions are discussed.

(It is very important that the learners realise that there is seldom only one interpretation of literature. We all bring our own experience, knowledge and perceptions to the discussion.)

Group, guided and independent reading/writing

Paired writing of a cartoon

- Hand out the cartoon blanks to the learners.
- In pairs the learners discuss and write down a rough draft of what they think should be written in the blank speech bubbles in their cartoons.
- Once they have edited their rough drafts they fill in the speech bubbles of their cartoon blanks.
- The completed cartoons are placed on the classroom wall.
- Show the original cartoon to the learners so that they can compare their cartoons to the writer's original work.

Group reading

- Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Individual writing activity: a story

- Continue with the individual writing task. During this lesson you will focus on proofreading and publishing the story. Remind learners of:
- Proofreading tips
  - Read your story – make sure that there are no unfinished sentences or ones that are too long.
  - Check to make sure all the words are spelled correctly.
  - Correct any grammar mistakes.
  - Fix any errors in punctuation or capitalisation.

When you are happy with your story, have a friend read it. A fresh pair of eyes might catch mistakes you didn't see.

- Learners write a final version of their story. **Use for Assessment Task 1.**

ASSESSMENT:

Formal: Assessment Task 1

Use the writing of a story to rate the learners against the following WRITING milestones:

- Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Uses topic and supporting sentences to develop coherent paragraphs

SECOND TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	WEEK 4
ORAL **LO 1**: AS 1, 2, 7. **LO 2**: AS 1, 2., 3, 4.	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details • Asks and responds to thought provoking questions using appropriate language • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion	<u>Speaking and listening activities</u> • Listens to a short article. • Takes part in class / group discussions.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 7, 8, 11. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc. • Explains themes, plots, setting and characterization in a fiction text, giving an overall response • Identifies and discusses the author's point of view • Discusses how techniques used by the writer influences understanding • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	<u>Shared reading and writing</u> • Introduced to a shared text – a short story or article. • Selects relevant information from a text. • Answers questions orally. <u>Word and sentence level work</u> • Explores vocabulary related to the text. • Topic sentences and sequencing. <u>Group, guided and independent reading and writing</u> • Personal dictionaries/vocabulary words/sentences. <u>Reading for enjoyment</u>

WRITING **LO 4**: AS 1, 2, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language • Uses topic and supporting sentences to develop coherent paragraphs	<u>Writing</u> • Plans, drafts and draws up questionnaire • Tabulates findings from a questionnaire.
SPELLING AND GRAMMAR **LO 5**: AS 1, 3. **LO 6**: AS 1, 2, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews • Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. • Spelling assessment. <u>Grammar</u> • Identifies and uses a range of conjunctions.
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 1, 2, 3.	• Conducts an interview or research to obtain information • Asks follow-up questions to get deeper answers • Categorises, classifies and organises the information under relevant headings on a chart • Draws conclusions • Prepares and makes an oral presentation.	• Conducts an investigation (interviews other learners), • Compiles a table summarising the results and draws conclusions • Makes an oral presentation as part of a group

Week 4 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 7. **LO 2**: AS 1, 2., 3, 4.

MILESTONES

Oral

- Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences
- Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details
- Asks and responds to thought provoking questions using appropriate language
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion

Investigation

- Conducts an interview or research to obtain information
- Asks follow-up questions to get deeper answers
- Categorises, classifies and organises the information under relevant headings on a chart
- Draws conclusions
- Prepares and makes an oral presentation.

NOTES TO TEACHER

- Choose short article from a magazine or newspaper dealing with a social topic to which learners can easily relate e.g. poverty, HIV, education etc.

DAILY ACTIVITIES

Short Article.

- Introduce the topic of the article you have chosen to the class.
  - With careful questioning, draw on the prior knowledge of the learners (their worlds) to elicit what they think about this topic.
  - Discuss any new words vital to the understanding of the article.
- Read the article to the class.
- Ask the learners to respond to the article by answering general questions to test their understanding of the topic.
- Once you are sure that they relate to it and understand what has been read, divide the class into groups to discuss the following questions:
  - How does this topic relate to our community?
  - What human rights issues are related to this topic?
  - How can each learner make a difference? (Have each group draw up five suggestions as to how 'we' can make a difference).
- Once the learners have reached their conclusions, the groups report back to the class.
- **This report back will continue in the oral lesson of week 5. Use for Assessment Task 1.**

ASSESSMENT: Formal: Assessment Task 1

Use this lesson to begin assessing the learners against the following ORAL milestones:

- Asks and responds to thought provoking questions using appropriate language
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion

Week 4 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 7, 8, 11 **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.
- Explains themes, plots, setting and characterization in a fiction text, giving an overall response
- Identifies and discusses the author's point of view
- Discusses how techniques used by the writer influences understanding
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews
- Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles)
- Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences
- Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation

Investigation

- Conducts an interview or research to obtain information
- Asks follow-up questions to get deeper answers
- Categorises, classifies and organises the information under relevant headings on a chart
- Draws conclusions
- Prepares and makes an oral presentation.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph
- Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language
- Uses topic and supporting sentences to develop coherent paragraphs

NOTES TO TEACHER
• Choose a short story about an important historical character for shared reading. It could be from a textbook or class reader. • Ensure that you have sufficient copies for the whole class. • Each learner should have his/her personal dictionary at hand for adding new words.

DAILY ACTIVITIES

Shared reading: short story about an important historical character

1. **Before reading**

   Prepare learners for the story.

   - Draw on learners' prior knowledge of the character that you have chosen.
   - Explore any new vocabulary in the story. The learners can add this to their personal dictionaries.

2. **While reading**

   - Read the opening paragraph of the story then let the learners take turns to read aloud.
   - Ensure that the learners use punctuation marks to aid meaning, and use correct pronunciation and intonation.

3. **After reading**

   - Ask four to five questions to check the learners' understanding of the story.
   - Divide the learners into their groups to discuss the following questions.
     - Why do you think the writer chose to write about this particular person?
     - What do you think the writer thinks about this character?
     - What can we learn from this character?

Spelling and grammar/word and sentence level work

Vocabulary

- Focus on the vocabulary that has been used in the story.
- Make a list of new words with the learners. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Investigation

- Divide the learners into their groups and explain to them that during the next two weeks they are going to do an investigation/research about an historical character. As a class first decide on the choice of historical characters (3 – 5).
- Each group then discusses and draws up a list of questions to discover:
  - Which of the five chosen is their peers' favourite historical character;
  - why this person is their favourite character.
- Once this task is completed, the learners may continue reading independently or write an entry into their journals.

Group, guided and independent reading/writing

Personal dictionaries

- Learners add new words with definitions to their dictionaries.
- Learners who have finished their work in time can continue with independent reading.

Group reading

- Do group reading as a class.

ASSESSMENT: Formal: Assessment Task 1

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.

Week 4 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
• Use the same story used for the previous reading lesson. Ensure you have sufficient copies of the story for each learner. • Have enough copies of dictionaries and thesauruses for learners to use and share easily.
DAILY ACTIVITIES
Shared reading: short story about an important historical character • Re-read the story about the historical character with the learners following the text. • Once you have completed the reading, ask the learners to pick out the most important sentence in each paragraph. • Ask the learners what they notice about these sentences. *(These will be the topic sentences in each paragraph; they will generally be found at the beginning of the paragraph; they will introduce the topic dealt with in that paragraph.)* **Spelling and grammar/word and sentence level work** **Conjunctions** • Through questioning revise what the learners have learnt in previous terms about **conjunctions.** • Prepare a paragraph for the learners containing several conjunctions. Either write your own or choose one from a Learner's Book. • Have the learners identify the conjunctions and write them in a list in their work books in order to consolidate their recognition. • Use this task to rate learners against a SPELLING AND GRAMMAR milestone for **Assessment Task 1.** **Group, guided and independent reading.** **Group reading** • Do group reading as a class.

LANGUAGE DEVELOPMENT: WRITING

Investigation: plans, drafts and draws up questionnaire

- Using the information gathered in their groups on the previous day, each learner draws up his/her own set of questions to discover their peers' favourite historical character and decides who he/she will interview (3 - 5 learners).Give learners guidance on the format of the questionnaire so that there is space for recording the different views of each person who is interviewed.
- Collect the questionnaires for assessment and for use during the next lesson. Give extra help to learners who are struggling so that everyone can draw up a questionnaire that he/she can use.

ASSESSMENT: Formal: Assessment Task 1

Use the task on conjunctions to rate learners against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles)

Week 4 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
• On this day learners interview other learners, compile a table of the results and take part in a group oral presentation. If you wish, you might prefer to spread these activities over two lessons.
DAILY ACTIVITIES
Investigation: interviewing, writing and making an oral presentation **Conducting and recording interviews** • The learners use the questionnaires they drew up in the previous lesson to interview 3 or 5 learners who are not members of their group. You will need to manage this process so that the learners are gainfully occupied during the lesson either interviewing or being interviewed. You might organise learners into groups of four or six so that either two or three pairs of learners can take turns to interview each other. Encourage them to ask follow up questions if the responses are not clear. • Learners record the answers. **Organises and collates information** • Back in their groups, the learners pool the answers to their questionnaires, deciding (a) who is the most popular and (b) for what reasons. • Each learner writes a report in the form of a table on the three most popular characters chosen by the learners they interviewed, giving the three most popular reasons for choosing these characters. (If necessary, give learners a framework to assist them to compile this table). **Makes a group oral presentation** • Each group prepares and makes a short presentation to the rest of the class. Every learner should take a turn to speak. **Use for the Investigation milestones for Assessment Task 1.**

ASSESSMENT:

Formal: Assessment Task 1

Use the questionnaires and charts, together with the learners' oral presentations, to rate them against the following INVESTIGATION milestones:

- Conducts an interview or research to obtain information
- Asks follow-up questions to get deeper answers
- Categorises, classifies and organises the information under relevant headings on a chart
- Draws conclusions
- Prepares and makes an oral presentation.

SECOND TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	WEEK 5
ORAL **LO 1**: AS 1, 2, 7. **LO 2**: AS 1, 2., 3, 4.	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details • Asks and responds to thought provoking questions using appropriate language • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion	<u>Speaking and listening activities</u> • Listens to a short article. • Takes part in class / group discussions.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 7, 8, 11. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc. • Explains themes, plots, setting and characterization in a fiction text, giving an overall response • Identifies and discusses the author's point of view • Discusses how techniques used by the writer influences understanding • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	<u>Shared reading and writing</u> • Introduced to a shared text – an article. • Selects relevant information from a text. • Discusses and compares different texts. • Answers questions orally. <u>Word and sentence level work</u> • Explores vocabulary related to the text. • Topic sentence. <u>Group, guided and independent reading and writing</u> • Personal dictionaries/vocabulary words/sentences. <u>Reading for enjoyment</u>

WRITING **LO 4**: AS 1, 2, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language • Uses topic and supporting sentences to develop coherent paragraphs	<u>Writing</u> • Plans, drafts, edits and publishes a paragraph.
SPELLING AND GRAMMAR **LO 5**: AS 1, 3. **LO 6**: AS 1, 2, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews • Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. • Spelling assessment. <u>Grammar</u> • Identifies and uses a range of conjunctions.
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 1, 2, 3.	• Conducts an interview or research to obtain information • Asks follow-up questions to get deeper answers • Categorises, classifies and organises the information under relevant headings on a chart • Draws conclusions • Prepares and makes an oral presentation.	

Week 5 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 7. **LO 2**: AS 1, 2, 3, 4.

MILESTONES

Oral

- Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences
- Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details
- Asks and responds to thought provoking questions using appropriate language
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion

NOTES TO TEACHER

- Use the same short article as week 4 from a magazine or newspaper dealing with a social topic to which learners can easily relate e.g. poverty, HIV, education etc.

DAILY ACTIVITIES

Short Article.

- Read only the opening paragraph of the article to the class in order to orientate the class.
- Ask the learners to respond to the article by answering general questions to test their memory of the topic and their understanding of the task at hand.
- Continue with the **formal assessment** started in **Week 4,** as the learners continue to give feedback to the class on their chosen topic and how we can make a difference.

ASSESSMENT: Formal: Assessment Task 1

Use this lesson to continue assessing the learners against the following ORAL milestones:

- Asks and responds to thought provoking questions using appropriate language
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion

Week 5 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 7, 8, 11 **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.
- Explains themes, plots, setting and characterization in a fiction text, giving an overall response
- Identifies and discusses the author's point of view
- Discusses how techniques used by the writer influences understanding
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews
- Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles)
- Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences
- Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation

Investigation

- Conducts an interview or research to obtain information
- Asks follow-up questions to get deeper answers
- Categorises, classifies and organises the information under relevant headings on a chart
- Draws conclusions
- Prepares and makes an oral presentation.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph
- Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language
- Uses topic and supporting sentences to develop coherent paragraphs

NOTES TO TEACHER

- Choose an article on a South African hero for shared reading. It could be from a textbook or class reader, newspaper or magazine.
- Choose two different articles on different people to hand out to each group.
- Each learner should have his/her personal dictionary at hand for adding new words.

DAILY ACTIVITIES

Shared reading: an article

1. **Before reading**

   Announce the name of the person dealt with in the article.

   - Draw on learners' prior knowledge of the person you have chosen.
   - Explore any new vocabulary in the article. The learners add this to their personal dictionaries.

2. **While reading**

   - Read the opening paragraph then let the learners take turns to read aloud.
   - Ensure that the learners use punctuation marks to aid meaning, and use correct pronunciation and intonation.

3. **After reading**

   - Ask four to five questions to check the learners' understanding of what has been read.
   - Divide the learners into their groups and give each group two articles on South African heroes.
   - In their groups the learners discuss the following questions:
     - What can be learnt from this character?
     - Why do you think the writer chose to write about this particular person?
     - What are the characteristics of a hero?

Spelling and grammar/word and sentence level work

Vocabulary

- Focus on the vocabulary that has been used in the article.
- Make a list of new words with the learners. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Written task in pairs

- Divide your class into pairs.
- Using the information discussed in the group work, each pair of learners draws up a list of the characteristics that identify a hero or role model.

Guided reading

- Do guided reading with group 1.

Homework

- Each learner needs to choose a South African hero who can be regarded as their role model. For homework, they need to research this hero. They need to collect 5 or 6 facts about this person to bring to their next lesson**.**

ASSESSMENT:

Formal: Assessment Task 1

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.

Week 5 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Use the same articles used for the previous reading lesson. Ensure you have sufficient copies for each learner.
- Have a newspaper / magazine ready to discuss different newspaper articles.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading: articles

- Ask 2 or 3 learners from different groups to read the short articles given to their groups out loud to the class.
- The rest of the class listens closely.
- In class discussion, explore the actions and words of these South African heroes.
- The learners then use this information to identify the characteristics that these South African heroes have in common.
- List these characteristics on the board.
- Remind learners of the different types of articles they have read so far this year in newspapers and magazines and discuss in what ways they differ/ are the same. Display different articles from newspapers and magazines eg news items, weather reports, sports reports, magazine articles, news reports. Ask questions such as:
  - What type of language is used in these articles and reports?
  - Is the purpose the same / different?
  - Who is the target group (the audience)?
  - How do these articles compare to the stories, poems and cartoons that have also been this term? **Use for Assessment Task 1.**

Group, guided and independent reading/writing

Group reading

- In their groups, the learners return to the articles from the previous day.
- In re-reading them, the learners must identify the topic sentence of each paragraph.

Guided reading

- Do guided reading with group 2.

LANGUAGE DEVELOPMENT: WRITING
Individual writing: Plans and drafts an information paragraph. • Using the information gathered in their groups on the previous day, and the personal research done for homework, each learner drafts a paragraph of his/her own on the person chosen for his/her role model. • The paragraphs should not only describe this character, but also include the reasons the learner has chosen them as a role model.
ASSESSMENT: Formal: Assessment Task 1 **Use the discussion on different texts as well as those during previous weeks to rate the learners against the following READING milestone:** • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)

Week 5 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose a poem that deals with an heroic deed or person to read to the class. Make sure you have sufficient copies for each group.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared reading and writing.

1 **Before reading**
   - Prepare learners for the poem.
   - Introduce the text by reading the title and looking at any illustrations.
   - Draw on learners' prior knowledge of the event / person.
   - Explore any new vocabulary in the poem.

2 **While reading**
   - Read the poem aloud while learners follow.
   - Model using punctuation marks to aid meaning.
   - Model reading in the rhythm of the poem without degenerating into sing-song.

3 **After reading**
   - Check the learners' understanding of the poem.
   - Ask questions such as:
     - What is the 'story' of the poem?
     - What is the message of the poem?

     It is important that learners begin to identify the difference between the plot (series of events) and the message (underlying meaning) of a text.

Spelling and grammar/word and sentence level work

Conjunctions

- Revise what the learners have learnt about **conjunctions.** Refer to examples in the shared reading article.
- Write a paragraph on the board containing several conjunctions.
- Ask the learners to identify these conjunctions.
- Create a paragraph using only 'and' and 'then' as conjunctions.
  e.g. Sally ran home and then she phoned her friend. Mary was her friend and she lived next door etc
- The learners rewrite the paragraph changing all the conjunctions.

LANGUAGE DEVELOPMENT: WRITING
Individual writing: Edits and publishes an information paragraph. • In pairs the learners check each other's paragraphs on their role models. Remind them to check that the sentences are linked to form a cohesive paragraph. • Once corrections and suggestions have been attended to, each learner prepares his /her paragraph for publication. **Use for Assessment Task 1.**
ASSESSMENT: Formal: Assessment Task 1 **Use the written paragraphs to rate the learners against the following WRITING / SPELLING AND GRAMMAR milestones:** • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Uses topic and supporting sentences to develop coherent paragraphs • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation

ASSESSMENT TASK 1: WEEKS 1 - 5

	MILESTONES	WEEK	TASK
ORAL **LO 1**: AS 1, 3, 6. **LO 2**: AS 1, 2, 3, 4.	• Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details	2	Class discussion of radio show.
	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences	3	Class / group discussions
	• Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion. • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Asks and responds to thought provoking questions using appropriate language	4, 5	Class / group discussions.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 2, 3, 7, 9. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.	2 – 5	Guided reading; shared reading; class discussions.
	• Explains themes, plots, setting and characterization in a fiction text, giving an overall response	1	Shared reading discussions and the written task: questions on a short story
	• Identifies and discusses the author's point of view • Discusses how techniques used by the writer influences understanding	3	
	• Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	5	Class discussion on the language and structure of different text + observations during shared reading discussions in weeks 1 - 4

WRITING **LO 4**: AS 1, 2, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Writes for playful and creative purposes e.g. different types of poetry, jokes, etc, experimenting with words and using figurative language • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Uses topic and supporting sentences to develop coherent paragraphs	1 3 5	Poem. Story told by a narrator. Paragraph on role models
SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews • Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation	1-5 2 4 5	Paragraph + ongoing observations throughout the 5 weeks.. Task on parts of speech. Cloze procedure. Paragraph on role models.
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 2, 3.	• Conducts an interview or research to obtain information • Asks follow-up questions to get deeper answers • Categorises, classifies and organises the information under relevant headings on a chart ☐ Draws conclusions ☐ Prepares and makes an oral presentation.	4	Interviews on historical characters, collating and presenting the information.

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	**Outstanding/excellent achievement**	**70 – 100**
3	**Satisfactory achievement**	**50 – 69**
2	**Partial achievement**	**35 – 49**
1	**Not achieved**	**1 – 34**

SECOND TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL **LO 1**: AS 1, 2, 7. **LO 2**: AS 1, 2., 3, 4.	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons • Identifies how stereotypes are created and how this affects the listener • Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion	<u>Speaking and listening activities</u> • Listens to a legend. • Takes part in class and group discussions.
READING **LO 2**: AS 1, 2, 4. **LO 3**: AS 1, 4, 7, 8, 9, 11. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc. • Understands and uses information in information texts and summarises main and supporting ideas • Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available) • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	<u>Shared reading and writing</u> • Introduced to a shared text – a newspaper article. • Selects relevant information from a text. • Answers questions orally. <u>Word and sentence level work</u> • Explores vocabulary related to the text. <u>Group, guided and independent reading and writing</u> • Personal dictionaries/vocabulary words/sentences. • Reads newspaper articles. <u>Reading for enjoyment</u>

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4 **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes • Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert • Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics	<u>Writing</u> • Plans, and draft a letter to the editor of a newspaper.
SPELLING AND GRAMMAR **LO 5**: AS 1, 3. **LO 6**: AS 1, 2, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews • Uses prefixes, stems and suffixes/extensions to form words • Uses complex tenses correctly eg He will have finished by now • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Identifies and uses prefixes.

Week 6 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 7. **LO 2**: AS 1, 2, 3, 4.

MILESTONES

Oral

- Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences
- Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons
- Identifies how stereotypes are created and how this affects the listener
- Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion

NOTES TO TEACHER

- Choose a legend to which learners can easily relate (i.e. one from the predominant culture of your class).
- It is better to share it orally with the class than to read it, since legends are very much part of oral tradition.

DAILY ACTIVITIES

A Legend.

- Begin by asking the learners if anyone can tell you what a legend is.
- Draw out from the learners the fact that a legend is a very old, popular story that is handed down through the generations. It is part of a cultural heritage and very often deals with a folk hero, or with stories of old that our forefathers told to explain various social customs.
- Ask the learners to name some of the legends told to them by their parents or grandparents.
- Introduce the legend you have chosen e.g. “Have you heard the story of...”
- Tell the class the ‘story’ of the legend, making sure you use vocabulary the learners may easily understand.
- Ask the learners to respond to the legend.
  - Have they heard it told before?
  - Has anyone heard a slightly different version? If so how did it differ?

    Impress upon the learners that because legends are culturally based and generally part of oral tradition, different communities may have different versions of the same basic tale. Very often a legend is based on an event that has happened in history. The telling grows and changes as it is handed down from one generation to the next, as it is part of a cultural heritage and very often deals with the values and social customs of a community, which also change.

- Divide the class into their groups.
- Ask the learners to discuss how this legend relates to the values of their culture today. What lessons does it teach? Is there evidence of stereotyping?
- Once the learners have reached their conclusions, the groups report back to the class.

- Ask the learners to prepare to talk about and then tell a legend during the next oral lesson. Their presentation needs to include:
  - An introduction (eg who told them the legend, where did that person hear it from, the type of legend etc)
  - The telling of the legend in an imaginative and dramatic way
  - Why they like the legend
  - What lessons does it teach?

ASSESSMENT: Formal Assessment: Task 2

Use this lesson to rate the learners against the following ORAL milestones:

- Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion
- Identifies how stereotypes are created and how this affects the listener

Week 6 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 2**: AS 1, 2, 4. **LO 3**: AS 1, 4, 7, 8, 9, 11. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4, 6.

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.
- Understands and uses information in information texts and summarises main and supporting ideas
- Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available)
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews
- Uses prefixes, stems and suffixes/extensions to form words
- Uses complex tenses correctly eg He will have finished by now
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph
- Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes
- Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert
- Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics

NOTES TO TEACHER
• Ask a local retailer, or contact a newspaper, for backdated copies of a newspaper. • Ensure that you have sufficient copies of the same edition for each group. • Choose an article to which the learners may easily relate. • Each learner should have his/her personal dictionary at hand for adding new words.

DAILY ACTIVITIES

Shared reading: a newspaper article.

1. **Before reading**
   - Orientate the learners by discussing the purpose of newspapers with the class.
   - Make sure each group has found the article, which is to be read.
     - Ask the learners about words such as editor, reporter, photographer, journalist etc, making sure they know the work of each on a newspaper.
     - Explore any new vocabulary in the article. The learners add this to their personal dictionaries.
2. **While reading**
   - Read the opening paragraph of the article then let the learners take turns to read aloud.
   - Ensure that the learners use punctuation marks to aid meaning, and use correct pronunciation and intonation.
3. **After reading**
   - Ask four to five questions to check the learners' understanding of the article.
   - Divide the learners into their groups to discuss the following questions.
     - Why has the writer written this article?
     - How is this article different to a story?
   - Once all the groups have answered the questions they give feedback to the class.
   - Use the discussions to rate learners towards **Assessment Task 2**.

Spelling and grammar/word and sentence level work

Vocabulary

- Focus on the vocabulary that has been used in the story.
- Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Writing task: writing about headlines

- Write three or four headlines on the board.
- Each learner copies down each headline and writes one or two sentences after it, predicting what they think the article following the headline will be about.
- In pairs they check each other's writing for spelling and grammar errors.
- Divide the learners into their groups and hand out copies of the original articles.
- Learners compare their predictions against the actual content of the articles.
- Learners who have finished their work in time can continue with independent reading.

Group reading

- Do guided reading with group 1.

ASSESSMENT:

Formal: Assessment Task 2

Use Guided Reading each week as well as the shared reading discussions, to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.

Week 6 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
• Use the same newspapers used for the previous lesson. Ensure you have sufficient copies for each group. • Choose a different newspaper article, one that is to be found in the body of the paper, not on the front page. • Have enough copies of dictionaries and thesauruses for learners to use and share easily.
DAILY ACTIVITIES
Shared reading: a newspaper article • Announce the headline to the article. • In their groups, have the learners skim the newspaper until they find the correct article. • Ask the learners to follow the text. • Once you have completed the reading, ask the learners to pick out the most important sentence in each paragraph of the article. • Ask the learners what they would call these sentences and what they notice about these sentences. *These will be the topic sentences in each paragraph; they will generally be found at the beginning of the paragraph; they will introduce the topic dealt with in that paragraph.* • Let each group present its answers to the rest of the class. **Spelling and grammar/word and sentence level work** **Prefixes** • Write a word on the board containing a prefix e.g. transport. • Ask the learners to separate the word into its two components *(trans port.)* • Ask the learners to name the two parts of the word (*prefix and root/stem)* • Ask the learners what work a prefix usually does *(This is covered in grade 5 - a prefix generally changes or adds to the meaning of a word)* • Choose ten words which are part of the learners' general vocabulary, containing prefixes, e.g. transport, supermarket, telephone, bicycle, prefix, autograph, triangle, etc. • Write the words on the board, divide the class into groups and have a competition to see which group identifies the prefix, with its meaning, first.

Group, guided and independent reading/writing

Written task on prefixes

- Write a list of eight to ten common prefixes on the blackboard.
  e.g. mono- , bio- , circum- , hyper- , bene- , equi- , semi- , etc
- Each learner looks up the meaning of the prefix in a dictionary, and writes down two words and their meanings beginning with that prefix.

Group reading

- Do guided reading with group 2.

LANGUAGE DEVELOPMENT: WRITING

Individual writing of a letter: pre-writing discussion.

- Have the learners turn to the “Letters to the Editor” section of the newspaper.
- Ask learners to identify any differences between this section of the newspaper and the articles that have been read in class. *(Not written by reporters or journalists, not major news items, topics generally of concern to normal citizens, followed by the name of the writer or a pseudonym/alias, etc)*
- Explain to the learners that they will be writing a letter to the editor of your local newspaper and that some of the letters will be chosen from the class to be sent to the newspaper for publication.
- Explore possible topics the learners can write to the editor about.
- In pairs they chose a topic and brainstorm the content of their letter, capturing the ideas in point form. Keep these for the next lesson.

ASSESSMENT:

- Informal assessment of group discussions

Week 6 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
• Choose five or six short newspaper articles. Have sufficient copies of the *headlines* for each group. • Use the same newspapers used for the previous reading lesson. Ensure you have sufficient copies for each group. • Have enough copies of dictionaries and thesauruses for learners to use and share easily.
DAILY ACTIVITIES
Shared reading: newspaper articles • Hand each group a copy of all five or six headlines. • Read the first article. You need only read the opening one or two paragraphs. • The learners deduce which headline goes with the article, giving reasons for their choice. • Do the same for the other articles. • Play a "Find the Facts" game with the learners. • Each group has a copy of the newspaper. • The teacher asks a question, the answer to which can be found in various articles of the newspaper, e.g. - What was the temperature in Port Elizabeth on (the date of the newspaper)? - Who won the soccer match between Kaiser Chiefs and Moroka Swallows? - Where can you buy sausage for R35 per kilogram me? etc • One of the learners will act as the scorekeeper and write the scores on the blackboard. • The winner is the group, which has the most correct answers. **Group, guided and independent reading/writing** **Written task on prefixes** • Recap the activities in the previous grammar lesson. • Set a written grammar task to assess the learners' knowledge of prefixes. **Use for Assessment Task 2.** **Group reading** • Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Writing

- Remind the learners of the purpose of letters to the editor of a newspaper and the normal form of a personal letter.
- Model the form of a letter to a newspaper.

(Own address) 14 Oak Street
Grahamstown
6140
12 June 2009

(Leave a line open)

The Editor
Grocott's Mail
P O Box 103
Grahamstown
6140

Dear Sir

The body of the letter

Yours sincerely
Signature
Your name in block letters.

or if you do not wish your name to be published
Yours sincerely
'Concerned Citizen'.

Signature
Your name in block letters.
(*If you use an alias, you **have** to follow it with your own name*

- Divide the learners into pairs. Learners discuss the ideas for the content of the letters to the editor. They can use the rough notes they made the previous lesson.
- Learners write a first draft of their letter using the correct form of a letter.

ASSESSMENT:

Formal: Assessment Task 2

Use the task on prefixes to rate the learners against the following SPELLING and GRAMMAR milestone:

- Uses prefixes, stems and suffixes/extensions to form words.

SECOND TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL **LO 1**: AS 1, 2, 7. **LO 2**: AS 1, 2., 3, 4.	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons • Identifies how stereotypes are created and how this affects the listener • Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion	<u>Speaking and listening activities</u> • Listens to a legend. • Makes an oral presentation
READING **LO 2**: AS 1, 2, 4. **LO 3**: AS 1, 4, 7, 8, 9, 11. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc. • Understands and uses information in information texts and summarises main and supporting ideas • Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available) • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	<u>Shared reading and writing</u> • Introduced to a shared text – a newspaper article. • Selects relevant information from a text. • Answers questions orally/summarises a simplified article <u>Word and sentence level work</u> • Explores vocabulary related to the text. <u>Group, guided and independent reading and writing</u> • Reads newspaper articles. • Personal dictionaries/vocabulary words/sentences. <u>Reading for enjoyment</u>

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4 **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes • Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert • Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics	<u>Writing</u> • Refines and publishes a letter to the editor of a newspaper.
SPELLING AND GRAMMAR **LO 5**: AS 1, 3. **LO 6**: AS 1, 2, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews • Uses prefixes, stems and suffixes/extensions to form words • Uses complex tenses correctly eg He will have finished by now • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Identifies and uses prefixes and suffixes.

Week 7 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 7. **LO 2**: AS 1, 2., 3, 4.

MILESTONES

Oral

- Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences
- Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons
- Identifies how stereotypes are created and how this affects the listener
- Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion

NOTES TO TEACHER

- Choose another legend to which learners can easily relate (i.e. one from the predominant culture of your class)
- It is better to share it orally with the class than to read it, since legends are very much part of oral tradition.
- Learners should have come prepared to share a legend with their group.

DAILY ACTIVITIES

A Legend.

- Briefly introduce the legend you have chosen. Tell the class the 'story' of the legend, making sure you use vocabulary the learners may easily understand. Model the telling of a legend in a creative and entertaining way.
- Divide the class into their groups or pairs.
- In each group/pair the learners make their oral presentations based on the legends they have prepared.
- You can use your observations for **Assessment Task 2.**

NB: If there is not time for all the learners to make their presentations, or if some have not prepared adequately, you could complete this task in week 8.

ASSESSMENT: Formal: Assessment Task 2

Use the oral presentations to rate the learners against the following ORAL milestone:

- Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis

Week 7 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 2**: AS 1, 2, 4. **LO 3**: AS 1, 4, 7, 8, 9, 11 **LO 5**: AS 1, 2, 3, 4 **LO 6**: AS 1, 2, 3, 4, 6.

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.
- Understands and uses information in information texts and summarises main and supporting ideas
- Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available)
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews
- Uses prefixes, stems and suffixes/extensions to form words
- Uses complex tenses correctly eg He will have finished by now
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph
- Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes
- Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert
- Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics

NOTES TO TEACHER

- Choose a short story with a sporting theme to which the learners may easily relate, to read to the class.
- Choose a short sports review from the newspapers the class is using.
- Use the same backdated copies of a newspaper.
- Ensure that you have sufficient copies of the same edition for each group.
- Each learner should have his/her personal dictionaries at hand for adding new words.

DAILY ACTIVITIES

1. **Shared reading: a short story**
   - **Before reading**
     - Share the title and any illustrations with the class.
     - Explore any new vocabulary or sporting terms with the learners, which they might not understand. They then copy these into their personal dictionaries
   - **Read** the short story.
     - Use four or five questions to check the learners' understanding of the short story.
2. **Shared reading: a newspaper article.**
   - Hand out the newspapers, one per group. (More per group if they are available.)
   - Ask the learners to find the section of the newspaper where one would expect to read about sport.
   - **Read** the headline of the article you are about to read and let the learners follow.
   - **Read** only the first paragraph.
   - Let learners take turns to read the rest of the article out loud to the class.
   - Ensure that the learners use punctuation marks to aid meaning, and use correct pronunciation and intonation. Use this opportunity to rate some of the learners against the **Reading Milestones**.
   - Ask four to five questions to check the learners' understanding of the article.
3. **After reading**
   - Divide the learners into their groups to discuss the following questions.
     - How is this article different to the short story?
     - What is the writer's purpose in writing the short story?
     - What is the writer's purpose in writing the newspaper article?
     - What differences are there in the two writers' style of writing?
   - Once all the groups have answered the questions they give feedback to the class.

Spelling and grammar/word and sentence level work

Vocabulary

- Focus on the vocabulary that has been used in the articles. Make a list with the learners.
- Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Written task

- Choose a simple article from the newspaper (simplify it if necessary) and make sure you have a copy for each learner.
- Read it through with the learners to make sure they understand the vocabulary and what it is about.
- Let learners write a short summary of the article (4 – 6 sentences). Remind them to begin by writing a topic sentence. **Use for Assessment Task 2.**
- Learners who have finished their work in time can continue with independent reading or write an entry into their journals.

Group reading

- Do guided reading with group 1.

ASSESSMENT:

Formal: Assessment Task 2

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.

Use the writing of a summary of a newspaper article to rate the learners against the following READING milestone:

- Understands and uses information in information texts and summarises main and supporting ideas

Week 7 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Continue to use the same newspapers the class has used in the previous lessons.
- Ensure there is a copy for each group.
- Choose four or five articles from a different newspaper to the edition used in the previous lessons, preferably from different parts of the newspaper.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading and writing: newspaper articles

- Ask the learners to turn to the headlines of the newspaper they have been using.
- Ask them what they notice about the way the headlines are written. (*Not full sentences; alliteration; puns, etc.)*
- Explain to the learners that you are going to read the first two paragraphs of several newspaper articles from a different newspaper to them.
- After each reading, ask the learners to write their own headline for the article you have just read.
- Once the learners have written headlines to all the articles, have them share their headlines with the class, and then read them the original headlines to the articles.

Spelling and grammar/word and sentence level work

Prefixes, stems and suffixes/extensions

- Write three different forms of the same word on the board.
  e.g. beauty, beautiful, beautifully, beautify.
- Ask the learners:
  - the meaning and word class of each of the words.
  - to identify the stem or root word.
  - to name the part of the word that is left.
  - to identify the work the suffix has done in each case.
- Choose eight to ten words.
- Draw a table on the board, which the learners copy into the books. They fill in the correct form of the missing word in each column, eg.

Noun	Adjective	Adverb	Verb
horror			
			strengthen
	sleepy		

- Use this task for **Assessment Task 2**.

Group, guided and independent reading/writing

Quick quiz

- Prepare a short quiz for the class with ± twenty questions based on the newspapers the learners are using. Make sure the questions come from different articles in the newspaper. *Keep the questions simple with obvious answers.*

Group reading

- Do guided reading with group 2.

LANGUAGE DEVELOPMENT: WRITING

Individual writing: Letters to The Editor

- Continue with the writing activity from Week 6. During this lesson focus on revising the first draft. Remind learners to use topic and supporting sentences, tovary sentence length and structure and be specific in their use of words.
- Let the learners read and help to edit each other's drafts of the letter.

ASSESSMENT: Formal: Assessment Task 2

Use the task on suffixes to rate the learners against the following SPELLING and GRAMMAR milestone:

- Uses prefixes, stems and suffixes/extensions to form words

Note: You could also use the task on Day 3 to assess this milestone.

Week 7 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose two newspaper features that do not depend on normal prose writing e.g. the weather forecast; classified advertisements.
- Use the same newspapers used for the previous reading lesson. Ensure you have sufficient copies for each group.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading: newspaper articles

- Divide the learners into their groups.
- Ask the learners to turn to the weather forecast.
- Ask the learners to identify the purpose of the feature.
- Discuss the characteristics of this piece of writing.
  e.g. Use of maps, symbols, statistics etc.
- Ask the learners in their groups to do the same for the classified advertisements.
- Ask the groups to identify how many other features of the newspaper exhibit different writing techniques.
  e.g. cartoons, crossword and other puzzles, entertainment advertisements, etc.

Spelling and grammar/word and sentence level work

Suffixes and prefixes

- Write two or three verbs on the board that use a suffix to change the tense of a verb.
  e.g. walk walked; learn...learned
- Ask the learners to identify the affixes in the second part of the word, and what they do.
  walk + ed - the suffix forms the past tense. This can also be the past participle.
  learn + ed - the suffix forms a past tense.
- Write two or three verbs on the board with their present participle.
  e.g. run running; sing singing
- Ask the learners to identify the suffixes and what they do.
  run +(n) ing - the suffix forms the present participle
  sing + ing - the suffix forms the present participle.
  Be sure to emphasise the spelling rules which apply to these words.
- Remind the learners of the various verb forms.
  e.g. I <u>eat</u> (present); I am <u>eating</u> (present participle); I <u>ate</u> (past); I have <u>eaten</u> (past participle).

- There are verbs which have different past tense forms. Model one or two of these for the class.

  e.g. sing , singing, sang, sung.
- Draw a table to give the learners the opportunity to practise using the suffix in this way, as well as practising their spelling rules.
- Choose eight to ten verbs.

Present	Present Participle	Past	Past Participle
play			
sow			
run			

etc.

Group, guided and independent reading/writing

Written task on prefixes and suffixes

- Either create your own, or use a task from a Learner's book to consolidate the learners' understanding of the use of prefixes and suffixes.

Group reading

- Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Writing

- During this lesson the learners refine their letters to the editor for publishing. Let learners do a final proofread of their letter to:
  - Make sure there are no unfinished sentences or ones that are too long
  - Check that all words are spelt correctly
  - Correct grammar and punctuation errors
- Learners write a final, correct version. **Use for Assessment Task 2.**
- Display the letters around the classroom and give the learners the opportunity to reflect on their own and other learners' letters.
- After assessing the letters, you could select some of these to send to your local newspaper.

ASSESSMENT:

Formal: Assessment Task 2

Use the letter to the editor to rate the learners against the following WRITING and SPELLING AND GRAMMAR milestones:

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Reflects on and evaluates own and others' writing
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary
- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews

SECOND TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL **LO 1**: AS 1, 2, 7. **LO 2**: AS 1, 2., 3, 4.	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons • Identifies how stereotypes are created and how this affects the listener • Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion	<u>Speaking and listening activities</u> • Listens to a short story. • Takes part in class / group discussions.
READING **LO 2**: AS 1, 2, 4. **LO 3**: AS 1, 4, 7, 8, 9, 11. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc. • Understands and uses information in information texts and summarises main and supporting ideas • Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available) • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	<u>Shared reading and writing</u> • Introduced to a shared text – a newspaper article. • Identifies and selects relevant information from a text and from the community. • Answers questions orally. <u>Word and sentence level work</u> • Explores vocabulary related to the text. • Explores topic sentences. <u>Group, guided and independent reading and writing</u> • Reads newspaper articles. • Personal dictionaries/vocabulary words/sentences. <u>Reading for enjoyment</u>

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes • Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert • Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics	<u>Writing</u> • Plans, drafts and edits an article for a community newspaper.
SPELLING AND GRAMMAR **LO 5**: AS 1, 3. **LO 6**: AS 1, 2, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews • Uses prefixes, stems and suffixes/extensions to form words • Uses complex tenses correctly eg He will have finished by now • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Uses complex tenses correctly. • Uses topic and supporting sentences to write a paragraph.

Week 8 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 7. **LO 2**: AS 1, 2., 3, 4.

MILESTONES

Oral

- Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences
- Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons
- Identifies how stereotypes are created and how this affects the listener
- Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion

NOTES TO TEACHER

- Choose a different type of short story to ones that you have read learners recently. It could be an adventure, a mystery story, science fiction. You could use part of a short novel.

DAILY ACTIVITIES

A Short Story or excerpt

- Share the title and any illustrations with the learners.
- Ask the learners whether they anticipate a story or a legend from the title.
- Prepare learners for the story.
- Explore any new vocabulary in the story. The learners add this to their personal dictionaries.
- Read the story to the class.
- Ask the learners again whether this is a story or a legend.
- Ask the learners what the difference is between a story and a legend.
- Through careful questioning, guide the learners to the similarities as well as the differences between the two literary forms.
  - A story is written by an author and is the creation of one mind.
  - A legend is a very old story that is handed down through the generations.
  - Most legends are based on an event that has happened, or a hero of the past.
  - All legends are part of a cultural heritage and reflect the values and social customs of a community.
  - A story may have a message, but can deal with anything.

- Check the learners understanding of the story. Identify the underlying theme(s) in the story.
- Divide the class into their groups.
- Ask the learners to discuss on the theme(s) expressed in the story, eg
  - What message or moral does it portray?
  - How we can apply this to our everyday lives?
  - Is there stereotyping in the story? How does the author create this impression? How did you feel about this?
- Use the discussions for **Assessment Task 2.**

ASSESSMENT: Formal Assessment: Task 2

Use this lesson to rate the learners against the following ORAL milestones:

- Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion
- Identifies how stereotypes are created and how this affects the listener

Week 8 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 2**: AS 1, 2, 4. **LO 3**: AS 1, 4, 7, 8, 9, 11 **LO 5**: AS 1, 2, 3, 4 **LO 6**: AS 1, 2, 3, 4, 6.

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.
- Understands and uses information in information texts and summarises main and supporting ideas
- Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available)
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews
- Uses prefixes, stems and suffixes/extensions to form words
- Uses complex tenses correctly eg He will have finished by now
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph
- Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes
- Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert
- Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics

NOTES TO TEACHER

- Choose a short article from a community newspaper to which the learners may easily relate, to read to the class.
- Make a copy for each group.
- Make sure the article has some sort of social impact.
- Continue to have available the same backdated copies of the newspapers the class has been using.
- Ensure that you have sufficient copies of the same edition for each group.
- Each learner should have his/her personal dictionary at hand for adding new words.

DAILY ACTIVITIES

Shared reading an article from a community newspaper

- Orientate the learners by sharing the headline and any illustrations with the class.
- Explore new vocabulary with the learners, which they then copy into their personal dictionaries.
- Read the article to the class.
- Use three or four questions to check the learners' understanding of the article.
- Ask the learners what social comments are expressed by the article.
- Through questioning, make the learners aware of the difference between fact and opinion.
- Divide the class into groups. Ask the learners to find:
  - two or three facts in the article.
  - two or three opinions in the article.
- Hand out the newspapers, one per group. (More per group if they are available.)
  - Ask the learners to look through their copies of the newspapers to find a feature that is purely factual. *(e.g. the weather report; finance report)*
  - Ask the learners to find two or three opinions stated in the newspaper.
  - Ask the groups to draw up their own definitions of **fact** and **opinion.**
  - Once they have done so, they write it out and share it with the class.

Spelling and grammar/word and sentence level work

Topic sentences

- Remind the learners of the importance of topic sentences.
- Look at the front page of the newspaper.
- Ask learners to pick out the topic sentences of the leading news article.
- Ask learners to write these down consecutively.
- What do they find? *(If well-written the topic sentences should form the basis of a summary of the article.)*
- Ask the learners, as a class, to explain the function of a topic sentence.
- Write this on a card and keep it displayed in the classroom.

Spelling and grammar/word and sentence level work

Vocabulary

- Focus on the vocabulary that has been used in the story.
- Make a list with the learners.
- Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Written task

- Let learners each choose one, fairly long, article from one of the newspapers. They copy the topic sentences of the article. Remind them that they are usually the first sentences of a paragraph. Have them underline the key words in each sentence.

Group reading

- Do guided reading with group 1.

ASSESSMENT

Formal: Assessment Task 2

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.

Week 8 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Arrange for the learners to have their Learner's Book from the Social Science Learning Area, with them in the classroom.
- Choose a section of the Learner's Book that has a similar theme to one of the articles in the newspaper. The link may be tenuous, as you are more concerned with the writing techniques than the content.
- Continue to use the same newspapers the class has used in the previous lessons.
- Ensure there is a copy for each group.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading: an excerpt from a Social Sciences textbook

- Ask the learners to turn to the section of the Learner's Book that you have chosen.
- Orientate the learners in the usual way to the section you are going to deal with.
- Explore any new vocabulary.
- Read the opening paragraph and then let the learners take turns to read aloud.
- Ensure that the learners use punctuation marks to aid meaning, and use correct pronunciation and intonation.
- Check the learners' understanding of the section that has just been read.
- Ask the learners to turn to the article in the newspaper that you have chosen for the lesson.
- Orientate the learners and explore new vocabulary as usual.
- Let the learners take turns reading the article.
- Once the article has been read, ask learners what differences they can identify between a text book (Learner's Book) and a newspaper, e.g.
  - Look at the purpose for each piece of writing.
  - Look at the type of words used.
  - Look at the target readership of each piece of writing.
  - Compare the writers and the content.
- **Use the discussions for Assessment Task 2.**

Spelling and grammar/word and sentence level work

Tenses

- Revise the simple past, present and future tenses by writing an example of each on the board, e.g.
  - John ate a hamburger.
  - John eats a hamburger.
  - John will eat a hamburger.

- Write examples of past, present and future progressive (continuous) tenses in sentences on the blackboard.
  - John was eating a hamburger.
  - John is eating a hamburger.
  - John will be eating a hamburger.
- Ask the learners what they notice about the form of the verb.
  It has now got two or more parts to it.
  It now consists of an auxiliary verb (was, is, will be) and a ***present participle****.*
- What difference in meaning is implied in the second set of sentences?
  In the progressive present tense the verb form implies that the action or process is in progress and is not yet completed. The progressive or continuous tense past and future, implies that an action continues, or will continue while something else is happening
- Ask the learners to look again at the composition of the verb in the two sets of sentences.
  The simple past and present tenses are formed by the verb on its own. The future simple and the continuous past and present are formed by the auxiliary verb + the present participle of the verb - work covered in Grade 4. ***NB the auxiliary verb indicates the tense, not the participle****.*

Group, guided and independent reading/writing

Written task on verbs

- Either create an exercise where the learners have to fill in the correct form of the verb in various sentences to practise using different forms of the verb in various tenses, to consolidate this work, or use an exercise from a Learner's Book.
- Use this task to rate learners against a SPELLING AND GRAMMAR milestone for **Assessment Task 2.**

Group reading

- Do guided reading with group 2.

LANGUAGE DEVELOPMENT: WRITING

Independent writing: a short report / article for a community newspaper

- Tell the learners they are going to write a short report/article for the local community paper about an incident/event in the community.
- In their groups learners brainstorm possible topics.
  NB It is important that the article is about an actual happening or event. The aim of this task is to encourage the learner to write from observation, while at the same time using a disciplined approach to writing.
- Once they have decided on a topic, the learners use mind-mapping to decide on the main idea of the article, and two supporting points.
- The learners write a first draft of their report / article.
- For homework learners can find out more information for their article from members of the local community.

ASSESSMENT: Formal: Assessment Task 2

Use the Shared Reading discussion to rate the learners against the following READING milestone:

- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)

Use the task on tenses to rate learners against the following SPELLING AND GRAMMAR milestone:

- Uses complex tenses correctly eg He will have finished by now

Week 8 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Arrange for the learners to have a Learner's Book from another Learning area, with them in the classroom.
- These Learner's Books need to have both a contents page and an index.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading and writing: contents page and index

- Model using an index and a contents page to the class.
- Divide the learners into their groups.
- Create a task consisting of fifteen to twenty questions.
  - The questions should require using both the contents page and the index of a Learner's Book for the answers.
  - Ask questions that will require the learners to use referencing techniques.
  - Make sure the questions require detailed investigation.
- Once the groups have completed their tasks, they can present their written answers to the class.
- Use this task for **Assessment Task 2**

Spelling and grammar/word and sentence level work

Spelling test

- Use this time for a general spelling test.
- Create sentences using some of the term's spelling words, but written incorrectly. The learners have to discover and correct the incorrectly spelt words. (± ten).
- Give the learners five - eight words from the spelling lists and ask them to create sentences to demonstrate their meanings.
- This task may be used towards **Assessment Task 2.**

Group reading

- Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Independent writing: a short report / article for a community newspaper

- Learners add additional information that they have discovered from the community.
- Learners edit each other's drafts of the article for a community newspaper.
- They check for spelling and grammar errors and make suggestions on content changes or additions.
- Learners write a final, correct version of their reports / articles. **Use for Assessment Task 2.**

ASSESSMENT: Formal: Assessment Task 2

Use the report / article for the community newspaper to rate the learners against the following WRITING milestones:

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Reflects on and evaluates own and others' writing
- Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics

Use the Shared Reading and Writing Task together with the information contained in the learners' report / article for the community newspaper to rate to rate them against the following READING milestone:

- Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available)

Use the spelling test to rate to rate the learners against the following SPELLING AND GRAMMAR milestones:

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews

SECOND TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL **LO 1**: AS 1,3,6. **LO 2**: AS 1, 2., 3, 4.	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons • Identifies how stereotypes are created and how this affects the listener • Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion	<u>Speaking and listening activities</u> • Views a television feature. • Takes part in class discussion.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1,2, 3, 7, 9. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc. • Understands and uses information in information texts and summarises main and supporting ideas • Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available) • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	<u>Shared viewing and writing</u> • Introduced to a visual text – a television feature. • Selects relevant information from this text. • Answers questions orally. <u>Word and sentence level work</u> • Explores vocabulary related to the text. • Explores topic sentences. <u>Group, guided and independent reading and writing</u> • Reads newspaper photographs captions. • Personal dictionaries/vocabulary words/sentences. <u>Reading for enjoyment</u>

WRITING **LO 4**: AS 1, 2, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes • Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert • Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics	<u>Writing</u> • Writes of a dialogue to complete a story • Writes a caption to a picture.
SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews • Uses prefixes, stems and suffixes/extensions to form words • Uses complex tenses correctly eg He will have finished by now • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Uses complex tenses correctly

Week 9 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 3, 6. **LO 2**: AS 1, 2., 3, 4.
MILESTONES **Oral** • Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons • Identifies how stereotypes are created and how this affects the listener • Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion	
NOTES TO TEACHER	
• Choose an animated television feature, one to which learners can easily relate. The animated feature is best for introducing learners to various visual and sound techniques, as it uses those techniques more obviously than do other features. Plots are usually easy to follow and thus the learner can be more easily guided to focus on the more technical aspects of the visual text. • Once more make sure that you have viewed the feature and become familiar with it before showing it to the class.	

DAILY ACTIVITIES

Television Feature

- Introduce the feature you have chosen to the class.
  - Share the title with them.
  - With careful questioning, draw on the prior knowledge of the learners (their worlds) to elicit what they think the feature might be about. (prediction).
- Show the **first 8 - 10 minutes** of the feature to the class.
- Ask the learners to respond to what they have viewed.
  - What visual clues do they notice to indicate the kind of feature it is?
    - *Notice the colours and the lighting that introduces the feature. These are generally a good indication of the atmosphere the director wishes to create, e.g. bright - happy, carefree; sombre lighting and dark colours indicate gloom or fear or tension.*
    - *The setting is also important. Is it overbearing? Is it simple?*
    - *In an animated feature the way the characters are visually created also gives the viewer clues. Are they natural? Exaggerated? Toy-like? Cartoonish? Grotesque?*
- Having discussed the above, ask the learners to discuss what they think the director wants them to feel about the content of the feature. **Use for Assessment Task 2.**

ASSESSMENT: Formal: Assessment Task 2

Use the discussion of the television feature to rate learners against the following ORAL milestone:

- Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons

Week 9 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 2**: AS 1, 2, 4. **LO 3**: AS 1, 4, 7, 8, 9, 11 **LO 5**: AS 1, 2, 3, 4 **LO 6**: AS 1, 2, 3, 4, 6.

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.
- Understands and uses information in information texts and summarises main and supporting ideas
- Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available)
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews
- Uses prefixes, stems and suffixes/extensions to form words
- Uses complex tenses correctly eg He will have finished by now
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph
- Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes
- Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert
- Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics

NOTES TO TEACHER
• Use the same animated feature that you used for the oral lesson. • Each learner should have his/her personal dictionary at hand for adding new words.
DAILY ACTIVITIES

Shared Viewing: television feature

- Orientate the learners to the feature they are about to view.
- Check their memory of the previous lesson, by questioning them on what they have seen.
- Show the learners another section of the feature (± ten minutes.)
- Check the learners' understanding of what has been viewed so far.
- Divide the learners into groups.
  - Ask the learners in their groups, to list the different visual effects the director has used so far to create atmosphere and tension.
  - Let the groups share their findings with the class.
- Show the learners another five minutes of the feature, asking the learners to notice how near or how far away the characters and setting seems to be from the viewer.
- What effect does this have?

  The closer the character appears to the screen, the more the audience is involved in what they are feeling. The larger a 'scary' character appears on the screen, the more of a threat he/she becomes to the audience and the hero/heroine (protagonist) of the plot.

Spelling and grammar/word and sentence level work

Verbs

- Recap the lesson on verb tenses from Week 8.
- Write two sentences on the board.

  I wrote a letter.

  I have written a letter.
- Ask the learners to identify the tense of the verb in each sentence and comment on the difference between the two sentences.

  In the first instance the verb is simple past tense.

  In the second instance the verb is written in the perfect tense, i.e. the auxiliary 'have' + the past participle 'written.'
- Ask one of the learners to write the same sentence in the past continuous tense on the board.

  I was writing a letter.
- Ask the learners when you should use the perfect tense and when you should use the past continuous tense.

  The perfect tense is used when an action has been completed; the past continuous tense is used when an action happened at the same time as something else.

- Write a sentence in the past perfect tense on the board, e.g.
  I had written a letter.
- Ask the learners when they think this tense would be used.
  *Used to denote an action in a past tense that had happened **before** another action in a past tense sentence.*

Group, guided and independent reading/writing

Written task

- Create a written task for the learners in which they are asked to fill in the correct tense of the verb in ± five or six sentences, e.g.
  I (to eat) my supper, after I (to do) my homework yesterday.
- Use this task to rate the learners against a **Spelling and Grammar** milestone for **Assessment Task 2.**

Group reading

- Do guided reading with group 1.

ASSESSMENT:

Formal: Assessment Task 2

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.

Use the task on verb forms to rate the learners against the following SPELLING and GRAMMAR milestone:

- Uses complex tenses correctly.

NB You can also use the task on day 3 of this week.

Week 9 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
• Use the same animated feature that you used the previous lesson. • Each learner should have his/her personal dictionary at hand for adding new words.
DAILY ACTIVITIES

Shared Viewing of a Television Feature.

- Orientate the class to your viewing of the feature so far and remind them of the visual effects that have been discussed so far. Discuss any of the technical terms you have come across so far, and have the learners write any new words into their personal dictionaries.
- Ask the learners to look for any stereotyped characters as they view the next section of the feature.
- View the next ten minutes of the feature.
  The class should by now have viewed at least half of the feature.
- Divide the class into groups. Let each group discuss the following questions:
  - What is the main idea of the plot?
  - Who is the main character?
  - How do we know this is the main character?
  - What does the director want the viewer to feel about this character?
  - Has the director used any stereotypes?
  - How do the visual effects suggest this?
- With the learners write a list on the board of the visual effects you have so far encountered in the viewing of the feature.
- End the lesson with a general class discussion on the effectiveness (or otherwise) of the director's use of visual effect.

Group, guided and independent reading/writing

Group reading

- Do guided reading with group 2 while learners are writing their dialogues.

LANGUAGE DEVELOPMENT: WRITING

Completing a dialogue

- Write 4 – 6 lines of a dialogue based on the television feature the learners have been viewing, focusing on the last scene or event the learners viewed.
- Revise the writing of a dialogue and the correct use of punctuation.
- Let learners continue and complete the dialogue based on how they think the story in the feature will end.
- During the last week complete the viewing of the feature with the learners so that they can compare the endings.
- This task will be used for **Assessment Task 2.**

ASSESSMENT

Formal: Assessment Task 2

Use the learners' written dialogues to rate them against the following WRITING milestone:

- Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph

Week 9 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose three or four different photographs containing people from a newspaper that would be suitable as part of a newsletter. Have sufficient copies so that each learner gets one photograph.
- Choose a copy of a newsletter from a local club, community service organisation, etc. to share with the class.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared reading: captions for photographs.

- Divide the learners into groups and hand out the newspapers.
- Ask the learners to take note of the **captions** beneath the photographs, which accompany news items. (Ask a learner to look up the meaning of the word "caption" and share it with the class.)
- In groups, the learners discuss the composition of these captions, i.e. what information is required for a caption.
- As a class, make a list of this information and put it up in the classroom. e.g.

  Who is in the photograph?

  Where and when was it taken?

  What are they doing?
- Read an extract from a newsletter. Discuss with the learners the difference between a newspaper and a newsletter.

  The purpose of both is the spreading of up-to-date information. A newspaper is concerned with a wide variety of news and is aimed at a wide readership. A newsletter is written for a specific group of people, and deals with a specific area of interest.

Spelling and grammar/word and sentence level work

Verbs

- Allow the learners to assess and rate their peers' tasks from the previous grammar lesson on correct verb tenses, to consolidate the work done so far.
- Write the following two sentences on the board.

  She will sing at the concert on Sunday.

  She will be singing at the concert on Sunday.
- Ask the learners to identify the tense of the verb in each sentence.

  The first sentence is written in the simple future tense.

  The second sentence is written in the future continuous tense.

- Ask the learners to comment on the difference between the two sentences.
  In the first instance the verb is simple future tense (auxiliary verb 'will' + present tense verb 'sing').
  In the second instance the verb is written in the future continuous tense. i.e. the auxiliaries 'will be ' + the present participle 'singing'. Again the implication is of an ongoing action.
- Write this sentence on the board:
  She will have sung at the concert by Sunday.
- Ask the learners to predict the name of this tense from the context of the previous week's lesson.
  Future perfect - it implies an action that will take place in the future but will have been completed before something else. Notice the change of the preposition 'of' to 'by'.
  The tense is formed by the auxiliary verbs 'will have' and the ***past participle*** *'sung'.*

Group, guided and independent reading/writing

Cloze procedure

- Set a cloze procedure exercise to consolidate the use of complex verbs. **You can us this for Assessment Task 2.**

Group reading

- Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Individual writing of captions for photographs

- In pairs, the learners each choose a photograph from those you have taken from the newspapers. Together they brainstorm ideas for possible captions to each photograph that would be suitable for use in a community or club newsletter.
- The learners use the ideas to write a rough draft of a caption.
- Learners edit and refine their drafts, checking for grammar and spelling errors before each learner writes a final, neat version of their caption.
- Learners can share their captions with others in their group.

ASSESSMENT

Formal: Assessment Task 2

Use the task on verb forms to rate the learners against the following SPELLING and GRAMMAR milestone:

- Uses complex tenses correctly.

SECOND TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL **LO 1**: AS 1, 3, 6. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons • Identifies how stereotypes are created and how this affects the listener • Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion	Speaking and listening activities • Views a television feature. • Takes part in class discussion.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 2, 3, 7, 9. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc. • Understands and uses information in information texts and summarises main and supporting ideas • Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available) • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	Shared viewing and writing • Introduced to a visual text – a television feature. • Selects relevant information from this text. • Answers questions orally. Word and sentence level work • Explores vocabulary related to the text. • Explores topic sentences. Group, guided and independent reading and writing • Reads newspaper photographs captions. • Personal dictionaries/vocabulary words/sentences. Reading for enjoyment

WRITING **LO 4**: AS 1, 2, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes • Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert • Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics	<u>Writing</u> • Designs a poster for a film.
SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews • Uses prefixes, stems and suffixes/extensions to form words • Uses complex tenses correctly eg He will have finished by now • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary	<u>Phonics & Spelling</u> 1. Learns selected words from shared reading text. <u>Grammar</u> 2. Uses complex tenses correctly

Week 10 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 3, 6. **LO 2**: AS 1, 2, 3, 4.

MILESTONES

Oral

- Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences
- Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons
- Identifies how stereotypes are created and how this affects the listener
- Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion

NOTES TO TEACHER

- Replay the first part of the television feature you showed the learners in week 9

DAILY ACTIVITIES

Television Feature

1. **Before viewing**
   - Ask three or four questions to remind the learners of the television feature they watched in week 9.
   - Remind them of the impact of visual effects.
   - Impress upon the learners that they need to listen closely to the music used by the director in today's viewing.
   - Show the opening 8 - 10 minutes of the feature to the learners again.
2. **After viewing**
   - Ask the learners why they think the director chose the music he has used to introduce the feature.

     Guide the learners to link the atmosphere and texture of the music to the plot and the atmosphere of the film.
   - Ask the learners if they noticed any other times music is used in the feature.
     - *Music is used to create tension, atmosphere.*
     - *Various characters are often accompanied by their own themes*.
     - *Various plotlines are also often indicated by repeated musical themes.*
   - Having discussed the above, ask the learners to discuss how they think the director influenced the viewers' perception through the use of music.

Week 10 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 2**: AS 1, 2, 4. **LO 3**: AS 1, 4, 7, 8, 9, 11 **LO 5**: AS 1, 2, 3, 4 **LO 6**: AS 1, 2, 3, 4, 6.

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.
- Understands and uses information in information texts and summarises main and supporting ideas
- Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available)
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews
- Uses prefixes, stems and suffixes/extensions to form words
- Uses complex tenses correctly eg He will have finished by now
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph
- Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes
- Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert
- Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics

NOTES TO TEACHER

- Use the same animated feature that you used for the oral lesson.
- Try to obtain an example of a poster advertising a film, or create your own.
- Each learner should have his/her personal dictionary at hand for adding new words.

DAILY ACTIVITIES

Shared Viewing.

- Remind the learners that this week they are looking at music and sound effects in a television feature.
- Check their memory of the previous lesson, by questioning them about what was discussed concerning the use of music and the viewer's perception of the film.
- Show the learners approximately 6 minutes of the feature. Choose a really exciting segment where there is a lot happening and a lot of noisy sound effects.
- Skip to another section of the feature where the atmosphere and emotional content of the scene is quite different.
- Check the learners' understanding of what has been viewed.
- Divide the learners into the groups.
- Ask the learners to list the different sound effects (including music) used by the director in the two scenes.
- How have the two scenes been created to have very different impacts on the viewer?
- Let the groups share their findings with the class.

Spelling and grammar/word and sentence level work

- Create a task or use a task from a Learner's Book to consolidate the work done in spelling this term.
- Include in the task practice in using prefixes and suffixes.

Group, guided and independent reading/writing

Journal writing

- Learners write a paragraph about their impressions of the television feature they have been watching.

Group reading

- Do guided reading with group 1.

ASSESSMENT: Formal: Assessment Task 2

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.

Week 10 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Use the same animated feature that you used in week 9.
- Each learner should have his/her personal dictionary at hand for adding new words.

DAILY ACTIVITIES

Shared Viewing of a Television Feature.

- Set up the film so that the class can review the last 10 minutes of the feature.
- Use the following questions in order to orientate the class and check their memories of the feature as a whole, which they have already watched.
  - What is the main idea of the plot?
  - Who is the main character?
  - Who is the villain of the story?
- Explain to the learners that they are about to view the end of the film. At this stage the climax of the plot should have been reached or should be about to take place.
- Tell the learners to observe the way the director has combined visual and sound effects to achieve the climax of the plot.
- Show the learners the final segment of the film.
- In their groups the learners discuss the way the sound (including music) and visual effects in this segment influence the viewer.

Group, guided and independent reading/writing

Journal writing

- The learners write a short piece in their journals on their own personal response to the way the feature they have viewed ended.

Group reading

- Do guided reading with group 2.

LANGUAGE DEVELOPMENT: WRITING
Individual task: designing a poster for a film • Show the learners the example of a poster for a film. • Ask the learners to list the information the poster - both visual and written. • Discuss the illustrations with the class. • Divide the learners into their groups. • Let each group plan a poster advertising the television feature they have been watching. • Make sure the posters contain all the necessary information on the feature, including a synopsis (summary) of the plot in not more than forty words. • They will need to gather the materials (coloured pens, pencils, glue, pictures etc) they need for the poster for their next lesson.
ASSESSMENT: • Informal assessment of learners' journals.

Week 10, Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose two or three film reviews for shared reading. Ensure you have enough copies for the learners to share in pairs.
- Create a word search puzzle.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading: Film Reviews

- Ask what the learners understand by the term 'review'.
- Read one of the film reviews you have chosen with the learners.
- Discuss the purpose of film reviews and ask learners where they would expect to find film reviews.
- Ask the learners to identify the information required for a review. List this on the board
- Point out that reviews include the reviewer's opinion of the film.
- Divide the learners into groups and let them read together and discuss one of the other reviews:
  - Is the same type of information included?
  - Do you think that the person who wrote the review like the film? How do you know this?
  - What would you say about the film you have been watching?

Spelling and grammar/word and sentence level work

Word-search puzzle

- Learners complete a word search puzzle.

Group reading

- Do guided reading with group 3

LANGUAGE DEVELOPMENT: WRITING

Individual task: designing a poster for a film

- The learners complete their work on their posters by making a final version of their posters. **Use for Assessment Task 2.**
- Once they are completed you could display them on the classroom wall, or in the passage outside.

ASSESSMENT

Formal: Assessment Task 2

Use the learners' posters to rate them against the following WRITING milestone:

- Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert

ASSESSMENT TASK 2: WEEKS 6 - 10

	MILESTONES	WEEK	TASK
ORAL **LO 1**: AS 1, 3, 6. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion • Identifies how stereotypes are created and how this affects the listener • Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis • Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons	6 8 7 9, 10	Legend Story Telling a legend Animated feature
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 2, 3, 7, 9. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc. • Understands and uses information in information texts and summarises main and supporting ideas • Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available) • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	6 - 10 7 8 8	Group reading and shared reading discussions. Newspaper article Learners writing of a community newspaper article. Discussions comparing a Community newspaper and an excerpt from a textbook

WRITING **LO 4**: AS 1, 2, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers	7 8	Letter to editor. Article for a community paper
	• Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes		
	• Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs		
	• Reflects on and evaluates own and others' writing		
	• Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph	9	Dialogue
	• Writes and designs visual texts using language, sound effects and graphics e.g a newsletter with photographs, book cover, TV advert	10	Poster advertising a feature film
	• Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics	8	Article for community newspaper.
SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3. **LO 6**: AS 1, 2, 3, 6.	• Uses prefixes, stems and suffixes/extensions to form words.	6, 7	Written tasks on prefixes and suffixes
	• Uses complex tenses correctly eg He will have finished by now	8, 9	Written task on tenses.
	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews	6 8	Newspaper article. Spelling test
	• Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary	6	Newspaper article.

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	**Outstanding/excellent achievement**	**70 – 100**
3	**Satisfactory achievement**	**50 – 69**
2	**Partial achievement**	**35 – 49**
1	**Not achieved**	**1 – 34**