Foundations For Learning

Intermediate Phase Language Lesson plans

Third term

Grade 4

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THIRD 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, short reports and limericks identifying the main idea and specific details • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Expresses thoughts and feelings in an imaginative way by role-playing a situation • Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something					• Enjoys listening to stories, short reports and limericks identifying specific details • Asks and responds to higher order questions • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Makes an oral presentation, speaking audibly and making eye contact				
	Listens to story (Discussion)	Listens and responds to limericks	Role-plays a situation	Role-plays a situation	Group Discussion (The environment)	Listening comprehension based on weather report	Oral presentations	Discusses and compares poems	Following instructions	Listening to jokes/ limericks and group discussion
Reading	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning • Identifies and comments on the plot and the setting in a story • Describes and explains feelings about a range of texts • Discusses cause effect relations in a story using language such as 'when…', 'then…', 'if…', 'then…' Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour					• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning • Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs • Surveys content page, headings and index to locate information • Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures • Reads aloud clearly and with expression				
	Group, guided and independent reading weekly									
	Fiction story (shared reading, prediction, finding main idea, shared writing of story summary)	Two poems (shared reading/writing a poem)	A longer fiction story (shared reading, focus on prediction, finding main idea, characters and plot)	A poem and an advertisement (shared reading and comparing similarities and differences)	A story and a comic/cartoon story (comparing features, purpose, audience of different text types)	A non-fiction text (include table: what I know, what I want to know, what I found out)	Non-fiction texts: a recipe, an extract from a TV schedule, a weather report	A non-fiction text (focus on features: contents page, index, headings)	A bar graph A picture A pie chart (Interpreting and explaining)	A non-fiction text (focus on labelled diagrams and a mind map to summarise information)

<table>
<tr><td rowspan="3">Writing</td><td colspan="5">• Plans, drafts, revises and publishes stories and descriptions in paragraph form (2-3 paragraphs) using a variety of vocabulary
• Uses appropriate grammar, tenses, spelling and punctuation in writing
• Writes sentences using direct and indirect speech using quotation marks
• Shifts from one tense to another consistently and appropriately</td><td colspan="4">• Writes for playful and creative purposes eg poems
• Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip
• Uses appropriate grammar, tenses, spelling and punctuation in writing
• Records words in a personal dictionary</td></tr>
<tr><td>A story</td><td>A story/ A postcard</td><td>A postcard/ Sentences using direct and indirect speech</td><td>A summary and a response (investigation)</td><td>A set of instructions</td><td>A descriptive paragraph</td><td>A comic/cartoon strip</td><td>A letter</td><td>A poem</td></tr>
<tr><td colspan="9">Writing in personal journal weekly</td></tr>
</table>

<table>
<tr><td rowspan="3">Spelling and grammar</td><td colspan="5">• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters
• Identifies subject and predicate of a sentence
• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
• Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession</td><td colspan="4">• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters
• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
• Uses subject-verb concord
• Uses complex tenses eg past progressive
• Links sentences into a coherent paragraph using correct punctuation</td></tr>
<tr><td>Parts of speech: adverbs

Spelling: suffix ‘ly’ sight words & new vocabulary</td><td>Direct speech

Spelling: compound words, sight words & new vocabulary</td><td>Indirect speech (punctuation)

Spelling: silent ‘r’, ‘n’, ‘k’, and ‘w’, sight words & new vocabulary</td><td>Parts of Speech, identifying subject and predicate, revising present simple and present progressive tenses

Spelling: homophones, sight words & new vocabulary</td><td>Different sentence types and apostrophe to indicate possession

Spelling: Dictionary and Thesaurus work, sight words and new vocabulary</td><td>Grammar: parts of speech (adverbs of frequency), Dictionary and Thesaurus work

Spelling: words with ‘bl’, ‘ch’, sight words & new vocabulary</td><td>Grammar: subject-verb concord, direct and indirect speech

Spelling: ‘fl’, ‘gl’, ‘ph’</td><td>Grammar: Past progressive tense, revision of simple present and past, present and past progressive tense
Spelling: ‘br’, ‘pr’, ‘cr’, sight words & new vocabulary</td><td>Grammar: Revision of parts of speech (pronouns, adjectives and nouns)

Spelling: ‘gr’, ‘pl’</td><td>Revision of conjunctions and identifying subject and predicates in sentences

Spelling: revision of commonly misspelt words learnt this term, sight words & new vocabulary</td></tr>
<tr><td colspan="5">• Locates information from different sources, eg dictionaries, thesauruses, children’s encyclopaedias, textbooks, and reference books
• Selects the relevant ideas, summarises the information in a paragraph, diagram or table
• Makes judgments and draws conclusions

Note: The investigation takes place during weeks 4 and 5 during Writing time</td><td colspan="4"></td></tr>
</table>

OVERVIEW OF ASSESSMENT TASKS

	ACTIVITIES THAT CAN BE USED FOR ASSESSMENT				
	ORAL	**READING**	**WRITING**	**SPELLING & GRAMMAR**	**INVESTIGATION**
WEEK 1		Group and Guided reading (throughout the term)			
WEEK 2	Listen to limericks	Written comprehension task	A story	A story	
WEEK 3	Role-playing a situation		Writing sentences (direct and indirect speech		
WEEK 4	Role-playing a situation			Identifying subject and predicate in sentences	Oral discussions / locating information, summarising information in a paragraph
WEEK 5	Read aloud and group discussion	Written comprehension task		Written task on sentence types	Drawing conclusions, drafting, revising, editing and publishing a judgement/ response to question
ASSESSMENT TASK 1 COMPLETED					
WEEK 6	Listen to weather report	Group reading (throughout the term)		Written task (adverbs of frequency)	
WEEK 7	Makes an oral presentation	Shared reading (skimming and scanning)	A descriptive paragraph	Written task on subject-verb concord	
WEEK 8		Shared reading (skimming and scanning)	A comic/cartoon strip	Written task (past progressive tense)	
WEEK 9		Shared reading: bar graph, picture and pie chart/ oral work (following instructions)		Spelling in writing activity (a letter) Written task (pronouns)	
WEEK 10	Listen to limericks/jokes and respond/discuss		A poem	Written task (conjunctions)	
ASSESSMENT TASK 2 COMPLETED					

The criteria for the assessment are drawn from the Learning Outcomes, the Assessment Standards and the Milestones.

THIRD TERM: WEEK 1 OVERVIEW

COMPONENT	MILESTONES	WEEK 1
ORAL **LO 1**: AS 1, 2 **LO 2**: AS 1	• Enjoys listening to stories, short reports and limericks identifying the main idea and specific details • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Expresses thoughts and feelings in an imaginative way by role-playing a situation • Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something	Speaking and listening activities: • Listens to a read-aloud story • Identifies main idea • Responds to story (pairwork)
READING **LO 3**: AS 1,2,5,7,8,11 **LO 5** AS 1,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning • Identifies and comments on the plot and the setting in a story • Describes and explains feelings about a range of texts • Discusses cause effect relations in a story using language such as 'when…', 'then…', 'if…', 'then…' • Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour	Shared reading and writing • Introduce a shared text – a story • Answers questions orally (prediction / understanding) • Discusses main idea / sequence of events • Shared writing of story summary Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Personal dictionaries /vocabulary words / sentences added • Written task based on adverbs Reading for enjoyment
WRITING **LO 4**: AS 1,2,4	• Plans, drafts, revises and publishes stories and descriptions in paragraph form (2-3 paragraphs) using a variety of vocabulary • Uses appropriate grammar, tenses, spelling and punctuation in writing • Writes sentences using direct and indirect speech using quotation marks • Shifts from one tense to another consistently and appropriately	Writing: • Pre-writing discussion: a story plan (from picture/s) • Drafts: a story

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3,6	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters • Identifies subject and predicate of a sentence • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession	<u>Phonics & Spelling</u> • Suffix '-ly' to make adverbs • Learn 20 spelling words for the week from the sight (high frequency) words and vocabulary from the shared reading text / short test <u>Grammar</u> • Parts of Speech (adverbs of manner, time and place)
INVESTIGATION **LO 5** AS 2, 3	• Locates information from different sources, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books • Selects the relevant ideas, summarises the information in a paragraph, diagram or table • Makes judgments and draws conclusions	

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

MILESTONES:
Oral:

- Enjoys listening to stories, short reports and limericks identifying the main idea and specific details
- Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback
- Expresses thoughts and feelings in an imaginative way by role-playing a situation
- Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something

NOTES TO TEACHER

- Choose a story and prepare to read it to your class. Make sure it is slightly longer and more complex than the stories you read aloud in the first and second terms. You could choose a story from a book, textbook or class reader.

DAILY ACTIVITIES

Listening to stories

- Introduce the story you have prepared to the class and draw on their prior knowledge (their worlds). Show the cover/read the title and discuss what the story might be about. Introduce any new words needed for the story.
- Read the story in a lively, interactive way.
- Afterwards, ask learners some questions about the story, e.g. *What was the story about? (the main idea) How did the story begin? Who were the characters in the story? What did you learn from the story?*
- Ask some true/false questions. Give learners a sentence about the story. Learners must say if the sentence is true or false.
- Responding to the story: learners can retell the story to a partner and talk about whether they enjoyed the story or not.

ASSESSMENT: A note on the Assessment Tasks for Term 3

- The Foundations for Learning Assessment Framework for the Intermediate Phase spells out the milestones to be covered for each of the two Assessment Tasks (pages 33 – 35). **The main focus of the first Assessment Task in Oral is on listening to stories, participating in discussions, expressing thoughts and feelings and varying speech to suit different audiences and purposes.**
- **For this week's Oral work, Assessment will be informal and unrecorded, unless you notice specific problems.** You should focus on learners' listening skills, taking note of learners who cannot concentrate and enjoy listening to stories.

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

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning
- Identifies and comments on the plot and the setting in a story
- Describes and explains feelings about a range of texts
- Discusses cause effect relations in a story using language such as 'when…', 'then…', 'if…', 'then…'
- Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour

Writing

- Plans, drafts, revises and publishes stories and descriptions in paragraph form (2-3 paragraphs) using a variety of vocabulary
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Writes sentences using direct and indirect speech using quotation marks
- Shifts from one tense to another consistently and appropriately

Spelling and Grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters
- Identifies subject and predicate of a sentence
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession

NOTES TO TEACHER

- Choose a fiction story for shared reading. It could be in a textbook or class reader or in a Big Book. Each learner should have access to the text.
- Prepare vocabulary words from the shared text. You can also choose some sight or high-frequency words you wish to teach/revise.

DAILY ACTIVITIES

Shared reading and writing – shared reading of a new text: a story

Choose a story for shared reading.

- Prepare learners for the story. Introduce the text by reading the title and looking at the cover and any illustrations. Discuss the title and illustrations.
- Ask 2-3 learners to predict what they think the text will be about.
- Read the story aloud while the learners follow.
- Model how to use illustrations to make meaning by 'thinking aloud' during the reading.
- Stop at one point and ask learners to say how they think the story will end (predict).

- Afterwards, ask 4-5 questions to check understanding
  - Who were the main characters?
  - Where did the story take place? (setting)
  - What happened? (plot)
  - How did the story end?
- Ask learners questions to help them think about the reasons for actions in the story, e.g. *Why do you think _____ happened? What happened when _____ did _____?*

Word and sentence level work

Spelling / Phonics / Sight (High Frequency) words / Vocabulary

- Select vocabulary words from the text and write the words onto flashcards.
- Discuss the meaning of each word. Have learners put the flashcards on the Word Wall.
- Choose sight words from the text to add to the new vocabulary words for Week 1's spelling words. Remember that sight or high frequency words should be drawn from the shared text (where possible) and supplemented by words from high frequency word lists (Lists were provided as an annexure with Term 1 Lesson Plans).

Group, guided and independent reading/writing

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence (of their own).
- Learners write their sight words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either individual or paired reading.
- Do guided reading with one of your groups. Focus on reading strategies such as skimming and scanning. Skimming refers to reading a text very quickly to get an overview, e.g. skim the story for the main characters. Scanning refers to running one's eyes over a text to find specific information, e.g. scan a timetable for the time of a train or bus. Learners can also continue to use other strategies such as making predictions and inferences (dealt with in Terms 1 and 2).

Remember that your grouping for guided reading is not permanent and may change over the year or the term. This week, at the beginning of the term, you may want to reassess the reading level of some of your learners and make changes to your guided reading groups.

ASSESSMENT:

- **The focuses of the first Assessment Task** in Reading, Spelling, Grammar and Writing are on reading **poems and stories;** using **skimming** and **scanning** strategies, commenting on the **plot and giving reasons for actions in the story; explaining the effect of words; imagery and sound effects;** identifying **sentence types** and the **subject and predicate** of a sentence; using various **parts of speech; writing stories and writing sentences using direct and indirect speech.**
- **For this week,** for Reading, Spelling, Grammar and Writing work**, Assessment will be informal** unless you notice specific problems. You should focus on assessing learners' reading skills, noting any specific concerns in your Assessment Notebook.

Week 1 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Use the same text (a story) that you used on Day 1.
- Select three sentences from the shared reading text or make up sentences using the theme of the story to use for the Grammar task on adverbs.
- Prepare one or two picture options for the Writing activity. Pictures should show a story beginning or a sequence of actions. You will need to prepare multiple copies or an enlarged version to display to the class.

DAILY ACTIVITIES:

Shared reading and writing – writing a story summary

- Re-read the story from the previous lesson aloud with the learners joining in. Briefly revise the vocabulary words.
- **Introduce shared writing.** Talk about how all stories have a beginning, middle and an end. Explain that you are going to write a brief story summary (of the shared reading text). Aim to use the vocabulary, high frequency words and sentence patterns from the shared reading text but plan to make it much shorter.
  You could use this frame:

Story Summary Frame	**Prompt questions**
Setting the scene (2 – 3 sentences)	*What/who is the story about?* *Where is it set?*
Actions (3 – 4 sentences)	*What happened first?* *What happened next?* *Then what happened?*
Ending (2 – 3 sentences)	*How did it end?*

- **Shared writing procedure:**
- **Preparation:** Write your own sample text beforehand.
- **Shared writing:** 1. Ask prompt questions. 2. Help learners construct sentences 3. Involve learners as you write the sentences.
- If necessary you can complete the summary over two days (i.e. Days 2 and 3).

Word and sentence level work

Adverbs

- Write three sentences on the board. (These can either be from the shared text or made up based on the theme of the text.)
- Remind learners that adverbs add meaning to verbs. Read the sentences together and ask learners to help you identify the adverbs in the sentences. Talk about how the adverbs affect the understanding of the sentence.
- Explain that adverbs tell us how, when and where something is done, e.g.:
  - **How** something is done: I ran **quickly.**
  - **When** something is done: I ran **yesterday.**
  - **Where** something is done: I ran **there.**

- Write a few simple sentences on the board, e.g. The class went slowly around the gallery. It was a very long day. It only stopped twice.
- Have learners identify the adverb in each sentence and say whether it is telling how, when or where something is/was done.
- Depending on the level of your learners, you can also give them sentences to complete by choosing the correct adverbs, e.g.

  very short always
- Dad took a _____ long time to agree.

Group, guided and independent reading/writing

- Do guided reading with one of your groups.
- The rest of the class completes a written task on adverbs. You can write sentences on the board for learners to copy and complete using adverbs, e.g. She _____ decided to buy the red dress, or give learners words, e.g. slowly, carefully, too, yesterday, to use as adverbs in sentences of their own. You can also use an activity from a Learner's Book.

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 read independently. Each learner needs to record what he/she reads on a reading record card. If there are no books to read, you can use this time to read aloud to the class.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING DISCUSSION AND PLANNING – A STORY

For this activity you should prepare one or two picture options,

Note: You will either need to prepare multiple copies of the picture(s) or enlarge the picture(s) to display at the front of the class.

- Talk about what is happening in the picture(s) pointing out any humour or implied meanings. Write up any new or difficult words on the board.
- Explain that learners are going to write a short story of their own based on the picture (or sequence of pictures). Their stories will need to have a clear beginning, middle and end (2-3 paragraphs). If you use pictures that only show the beginning of the action you should explain that learners must add sentences to describe what happens next and how the action/scenario ends.
- In pairs, learners should talk about what they plan to include in their story.
- Explain to learners that before they write their story they should plan it carefully. Have learners complete a story plan (See Term 2 Week 1 for a planning frame). Explain that learners do not have to use full sentences in the plan. Including main points will be enough to help them structure their stories, e.g. *Hunters looking for tiger*.
- Learners write their story plan.

ASSESSMENT: Informal

- Check Personal Dictionaries to see if learners are writing legibly and correctly.
- Note any learners who cannot identify and use adverbs.

Week 1 Day 3
LITERACY FOCUS TIME
DAILY ACTIVITIES

Shared reading and writing – shared writing

- Re-read (or complete) the shared writing summary with the learners as shared reading. They can read in unison but make sure your voice is heard.
- Edit it if it has any mistakes or can be improved to demonstrate that no writing is perfect the first time. If possible you can add adverbs (and adjectives) to sentences to demonstrate how these words give more information and make sentences more interesting.

Spelling / Phonics / Sight (High Frequency) words / Vocabulary
Suffix '-ly' used to make adverbs

- Write a sentence using an adverb on the board, e.g. The boy lifted the box carefully. Read it with the learners and identify the adverb in the sentence. Explain that adverbs often have '-ly' added to the word, i.e. suffix '-ly'. (Note that learners do not have to know the terminology 'suffix'. A suffix is a letter or group of letters that is added to the end of a word to make a new word.)
- Spelling: teach rules for adding '-ly'. Use words written on the board to demonstrate the rules.
  - If a word ends with a consonant, add '-ly': slowly, softly, quickly, badly
  - If a word ends in 'y', change 'y' to 'i' and add '-ly': Happily, merrily
  - If a word ends in 'ful', double the 'l' and add 'y': carefully, joyfully, playfully
- Do a short, informal, spelling test. (This test will be based on the week's vocabulary and sight words and will not include the spelling rules taught today).

- ***Note:*** *The spelling focus outlined in these lesson plans is offered as a guideline. You are free to use a systematic, progressive spelling programme in your school and/or focus on words that your learners come across frequently in your context.*

Group, guided and independent reading/writing

- Do guided reading with one of your groups.
- Group reading: learners read a short simple text in their seating groups. (This could be pairs or more). One learner volunteers to read aloud or the group reads quietly in unison. You may want to set a discussion question afterwards. Use a variety of fiction stories, poems, myths, fables, picture texts and cartoon strips for group reading in this first half of the third term. **Use for Assessment Task 1.**
  Note: *This group reading can take place at any time within the language lesson, and can be on a different day of the week and at a different time.*

LANGUAGE DEVELOPMENT: WRITING

DRAFTING – A STORY

- Learners complete their story plan and then write a draft story.
- They read their story to themselves first and check for spelling, grammar and punctuation errors. Learners use a dictionary to check the spelling of words, and they need to make sure their story is written in paragraph form.

ASSESSMENT: Formal: Assessment Task 1

This term use your group reading, in which learners read a variety of text types, to rate them against the following READING milestone:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books

Informal

- Check to see if learners are confident and able to plan and draft stories.

SUGGESTED ASSESSMENT TASKS: TASK 1: WEEKS 1 / 5

COMPONENT	MILESTONES	WKS	TASKS
ORAL **LO 1** AS 1,2,3,4,8 **LO 2** AS 1,2,3,4	• Enjoys listening to stories, short reports and limericks identifying the main idea and specific details	2	• Listening to limericks
	• Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback	5	• Read aloud and group discussion
	• Expresses thoughts and feelings in an imaginative way by role-playing a situation • Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something	3 + 4	• Role-playing activity
READING **LO 3** AS 1,2,3,4,5,6,7,8,9,10,11,12 **LO 5** AS 1, 2,3,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books	1-5	• Group Reading
	• Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning	2-5	• Guided Reading
	• Identifies and comments on the plot and the setting in a story • Describes and explains feelings about a range of texts • Discusses cause effect relations in a story using language such as 'when…', 'then…', 'if…', 'then…'	5	• Written comprehension task and the shared reading discussions
	• Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour	2	• Written comprehension task
WRITING **LO 4** AS 1, 2, 4	• Plans, drafts, revises and publishes stories and descriptions in paragraph form (2-3 paragraphs) using a variety of vocabulary • Uses appropriate grammar, tenses, spelling and punctuation in writing • Shifts from one tense to another consistently and appropriately	2	• A story
	• Writes sentences using direct and indirect speech using quotation marks	3	• Writing sentences

SPELLING AND GRAMMAR **LO 6** AS 1 – 3, 5,6	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters	2	• A story
	• Identifies subject and predicate of a sentence	4	• Identifying subject and predicate in sentences
	• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions	4	• Written task: different parts of speech
	• Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession	5	• Written task: different sentence types
INVESTIGATION **LO 5** AS 1,2, 3,4	• Locates information from different sources, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books • Selects the relevant ideas, summarises the information in a paragraph, diagram or table • Makes judgments and draws conclusions	4 + 5	• Oral discussions / locates information, summarises in a paragraph, draws conclusions and writes judgement in response to question posed

The National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (page 12) requires that, in the Intermediate Phase, there should be two Formal Assessment Tasks for "Language 1" per term – a total of 8 in the year.
You should use the following rating scale for recording and reporting, which is given on the same page of the document:

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

The Foundations for Learning Assessment Framework for the Intermediate Phase spells out the milestones to be covered for each of the two Assessment Tasks (pages 33 – 35).

THIRD TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL **LO 1**: AS 1,8 **LO 2**: AS 1	• Enjoys listening to stories, short reports and limericks identifying the main idea and specific details • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Expresses thoughts and feelings in an imaginative way by role-playing a situation • Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something	Speaking and listening activities: • Listens to limericks
READING **LO 3**: AS 1,3,4,7,8 **LO 5** AS 1,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning • Identifies and comments on the plot and the setting in a story • Describes and explains feelings about a range of texts • Discusses cause effect relations in a story using language such as 'when…', 'then…', 'if…', 'then…' • Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour	Shared reading and writing • Read shared texts – two poems • Do shared writing – a poem • Discussion of the text features, language used e.g. rhythm, rhyme, sound words, word pictures Word and sentence level work o Compound words, Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming and scanning • Vocabulary words / sentences added to personal dictionaries • Compound words • Writes new entry into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1, 2, 3,4	• Plans, drafts, revises and publishes stories and descriptions in paragraph form (2-3 paragraphs) using a variety of vocabulary • Uses appropriate grammar, tenses, spelling and punctuation in writing • Writes sentences using direct and indirect speech using quotation marks • Shifts from one tense to another consistently and appropriately	Writing: • Revises, edits, publishes: a Story • Pre-writes: a postcard.

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters • Identifies subject and predicate of a sentence • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession	<u>Phonics & Spelling</u> • Compound words • Learns 20 spelling words for the week from the phonic sounds, sight (high frequency) words and vocabulary from the shared reading text ; short test Grammar • Direct speech
INVESTIGATION **LO 5** AS 2, 3	• Locates information from different sources, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books • Selects the relevant ideas, summarises the information in a paragraph, diagram or table • Makes judgments and draws conclusions	

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

MILESTONES:
Oral:

- Enjoys listening to stories, short reports and limericks identifying the main idea and specific details
- Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback
- Expresses thoughts and feelings in an imaginative way by role-playing a situation
- Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something

NOTES TO TEACHER

- Choose and prepare limericks to read to your class. You could choose these from poetry books, class textbooks or look for appropriate limericks on the Internet.

DAILY ACTIVITIES

Listening to limericks

- Introduce and read aloud the limericks you have prepared for the class. Remind learners how limericks follow a pattern: The first two lines and the last line rhyme (and are the same length) and the third and fourth lines are shorter and they rhyme. (Limericks were dealt with in Term 2, Week 10).
- Talk about how limericks are often humorous or amusing. Discuss any humour in the limericks you have used.
- Have each learner write a sentence on a piece of paper to say which limerick they enjoyed listening to the most/least and why. (Remind learners to use 'because'.) **Use for Assessment Task 1.**
- Depending on the level of your learners, you can write the first line (or more) of a limerick(s) on the board and let learners work in pairs to make up their own limerick(s). Learners can present their limericks to the class.

ASSESSMENT: Formal: Assessment Task 1

Use the listening to limericks activity to rate learners against the following ORAL milestone:

- Enjoys listening to stories, short reports and limericks identifying the main idea and specific details

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

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning
- Identifies and comments on the plot and the setting in a story
- Describes and explains feelings about a range of texts
- Discusses cause effect relations in a story using language such as 'when…', 'then…', 'if…', 'then…'
- Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour

Writing

- Plans, drafts, revises and publishes stories and descriptions in paragraph form (2-3 paragraphs) using a variety of vocabulary
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Writes sentences using direct and indirect speech using quotation marks
- Shifts from one tense to another consistently and appropriately

Spelling and Grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters
- Identifies subject and predicate of a sentence
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession

NOTES TO TEACHER

- Select a new text for shared reading – a poem. It could be from a textbook, a reader or a Big Book.
- Prepare Week 2's spelling words (new vocabulary words and high frequency words from the shared text + compound words).
- Readers for individual, paired and group and guided reading.

DAILY ACTIVITIES

Shared reading and writing – reading a poem

- Choose a short poem. Write it on a chart or the board.
- Orientate learners to the poem, e.g. using the title. Elicit learners' prior knowledge of the topic.
- Read the poem, running a pointer under the lines as you read.
- Check understanding by asking 2 - 3 oral questions, e.g. *What was the poem about?*
- Talk about the way the poem is organized, for example if it is in stanzas, uses rhyming words, examples of alliteration etc. Explain that poetry is like music because it uses special language and patterns to create rhythm, e.g. often words, sounds and sentences are repeated. Point out any special language patterns used in the poem and talk about how these create the poem's rhythm.

- Explain that in poetry, the words, patterns and rhythm help us to imagine how people, places and/or events look, sound, feel, taste, and smell. They create pictures in our minds (word pictures).

Word and sentence level work
Spelling / Phonics / High Frequency (Sight) words / Vocabulary
Compound words

- Write an example of a compound word on the board, e.g. timetable = time + table. Explain that compound words are longer words made up of two (sometimes three) smaller words. Write some compound words on the board, e.g. sunrise, bathroom, grandfather, everyone, etc. Talk about the shorter words that make up each compound word.
- Explain that knowing the meaning of the shorter words helps us understand the meaning of new longer (or compound) words, e.g. timeless, timesaver. When trying to spell compound words it is easier to break the word into its two parts and spell each separately.
- Use approximately 10-15 compound words for this week's spelling.
- Choose new vocabulary words (3 – 7) and sight words from the text to add to the week's spelling words.

Group, guided and independent reading/writing

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can write an entry into their journals about their favourite season. They can describe the weather, what happens to the plants (and animals), what they wear during this season, what foods they eat and why it is their favourite season.
- Do guided reading with one of your groups. Focus on reading strategies such as skimming and scanning. Before each learner reads they can skim the text and say what they think it will be about. Learners can also scan the text for specific details before reading. (A good way to introduce this strategy to learners is to provide them with a text and a list of questions. Learners then skim the text for answers within a set time limit.) **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**

ASSESSMENT: Formal: Assessment Task 1

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

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning

Informal: unrecorded assessment of learners' journals. **Over the term try to read** each learner's journal at least twice. Make positive comments, responding to the content rather than things like spelling, punctuation and grammar. Try to include interesting details in your responses, e.g. I love winter too, Gill! I love cooking hot stews and soups to keep me warm.

Week 2 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Select a new text for shared reading – a poem. It could be from a textbook, a reader or a Big Book.
- Prepare comprehension questions based on the poem.

DAILY ACTIVITIES

Shared reading and writing

- Choose another short poem. Write it on a chart or the board. Do not write the title of the poem.
- Read the poem, running a pointer under the lines as you read.
- Check understanding by asking 2 - 3 oral questions, e.g. *What is the poem about?*
- Talk about whether learners enjoyed the poem or not. Ask learners whether they preferred Day 1 or Day 2's poem and why.

Word and sentence level work

Comprehension Task: Set questions based on the poem. Have the questions written up separately, e.g.

  - Which word in the poem rhymes with _____?
  - Which words or sounds are repeated to create a rhythm or beat in the poem?
  - Can you think of a good title for the poem?
  - Does the poem tell you what _____ sounds/looks/tastes like?
  - What word in the poem sounds like its meaning?

- Use learners' written responses for **Assessment Task 1**.

Group, guided and independent reading/writing

- Do guided reading with one of your groups. Focus on reading strategies such as skimming and scanning. Before each learner reads they can skim the text and say what they think it will be about. Learners can also scan the text for specific details before reading. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- At the same time learners can complete their Word and Sentence Level Work.
- Learners who have completed their tasks in time can do paired or individual reading.

LANGUAGE DEVELOPMENT: WRITING

REVISING, EDITING, PUBLISHING – A STORY

- Learners read their draft story to a partner to check that it makes sense and that sentences use the correct tenses. The partners can make suggestions to improve the story.
- The writers make the final changes to the story and write a final, neat copy. **Use for Assessment Task 1.**

ASSESSMENT: Formal: Assessment Task 1

Use the Word and Sentence Level Work (Comprehension Task) to rate the learners, recording any problems you have noticed, against the following READING milestone:

- Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour

Use the Writing activity (A story) to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR and WRITING milestones:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters
- Plans, drafts, revises and publishes stories and descriptions in paragraph form (2-3 paragraphs) using a variety of vocabulary
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Shifts from one tense to another consistently and appropriately

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

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning

Week 2 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare/photocopy a writing frame for a poem or write it on the board.
- Prepare sentences to demonstrate direct speech for Word and Sentence Level Work.
- Prepare a sample postcard on a large sheet of paper to display on the board (see below) for Writing.

DAILY ACTIVITIES

Shared reading and writing – shared writing

- Re-read the poems you used on Days 1-2 with the learners.
- Explain to learners that you are going to write a poem together. You can use a simple poem as a frame, e.g. a syllable (or shape) poem in which each line has a different number of syllables:

  Jan (1 syllable)
  Brother (2 syllables)
  Cracking jokes (3 syllables)
  Making trouble (4 syllables)
  Great! (1 syllable)

- **Note:** *If you use another poem for this activity it must be very simple with only a few words changing each line.*

Word and sentence level work

Direct speech

- Write a sentence on the board that demonstrates direct speech, e.g. 'Why did you shout?' asks Refilwe. (Ideally this sentence should be based on the theme of the shared reading text you have used this week).
- Read the sentence together with the learners. Point out the quotation marks. Explain that quotation marks show the actual words spoken. This is called direct speech. Explain how a comma, or another punctuation mark, such as a question or exclamation mark, is used after the words actually spoken. It is followed by a quotation mark that shows the end of the direct speech.
- Write a few sentences on the board in direct speech but leave out the punctuation marks, e.g. Please can I go asks Thami.
- Have different learners come up and fill in the correct punctuation for each of the sentences.
- Do a short, informal, spelling test.

Group, guided and independent reading/writing

- Do guided reading with one of your groups. Focus on reading strategies such as skimming and scanning. Before each learner reads they can skim the text and say what they think it will be about. Learners can also scan the text for specific details before reading. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- At the same time learners can complete an activity on punctuating direct speech. This could be from a Learner's Book.
- Learners who have completed their tasks in time can do paired or individual reading.
- Group reading in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.) **Use for Assessment Task 1.**

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING - A POSTCARD

- Bring old postcards you may have to class. Ask learners to do the same.
- Explain that when we go to different places (on holiday) we often send postcards back home. A postcard is like writing a letter to someone without placing it in an envelope. Usually a picture of a place will be on the front.
- Look at the postcards together and talk about the pictures and messages that get written on postcards. (The writing is often short and informal)
- Learners work with a partner to ask and answer questions like, *Have you ever received a postcard? Would you like to receive a postcard? What do postcards usually look like? What do they say? How do you think people feel when they receive postcards?*
- Write a sample postcard on a large sheet of paper and display it on the board, e.g.

14 April 2008 Dear Cindy I'm having a wonderful time on holiday with my family. We go to the beach every day. I'm learning how to swim! It's very hot. Durban is such a cool place to be! Wish you were here with me. Zanele	To: Cindy Mamelo 10 13th Street Greenside 2198 Johannesburg

- Explain that learners are going to write a postcard. They should:
    - choose a place where they would like to go
    - decide to whom they would like to write a postcard
    - discuss with a partner what they are going to write
    - decide what illustration to include on the front of their postcard
- Learners talk in pairs about what they would like to write on their postcards and the illustration they would like to include on the front. They will only do the writing next week.

Formal: Assessment Task 1
Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning

This term use your group reading, in which learners read a variety of text types, to rate them against the following READING milestone:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books

THIRD TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	WEEK 3
ORAL **LO 1**: AS 3,4 **LO 2**: AS 1,3,4	• Enjoys listening to stories, short reports and limericks identifying the main idea and specific details • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Expresses thoughts and feelings in an imaginative way by role-playing a situation • Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something	Speaking and listening activities: • Role-plays a situation
READING **LO 3**: AS 1,5,6, 8 **LO 5** AS 1,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning • Identifies and comments on the plot and the setting in a story • Describes and explains feelings about a range of texts • Discusses cause effect relations in a story using language such as 'when…', 'then…', 'if…', 'then…' • Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour	Shared reading and writing • Reads a shared text – a longer fiction story • Discusses of the plot, characters and setting Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming and scanning • Vocabulary words / sentences added to personal dictionaries • Writes new entries into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Plans, drafts, revises and publishes stories and descriptions in paragraph form (2-3 paragraphs) using a variety of vocabulary • Uses appropriate grammar, tenses, spelling and punctuation in writing • Writes sentences using direct and indirect speech using quotation marks • Shifts from one tense to another consistently and appropriately	Writing: • Writes, publishes: a postcard • Writes sentences in direct and indirect speech

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3,5,6	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters • Identifies subject and predicate of a sentence • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession	<u>Phonics & Spelling</u> • Phonic sounds: silent 'r', 'n', 'k', 'w'' • Learns 20 spelling words for the week from the phonic sounds, sight (high frequency) words and vocabulary from the shared reading text / short test <u>Grammar</u> • Indirect speech (revising direct and indirect speech)
INVESTIGATION **LO 5** AS 2, 3	• Locates information from different sources, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books • Selects the relevant ideas, summarises the information in a paragraph, diagram or table • Makes judgments and draws conclusions	

Week 3 Day 1			
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING			
LO/ASs	**LO** 1: AS 3,4	**LO** 2: AS 1,3,4	**LO 6:** AS 5

MILESTONES:
Oral:

- Enjoys listening to stories, short reports and limericks identifying the main idea and specific details
- Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback
- Expresses thoughts and feelings in an imaginative way by role-playing a situation
- Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something

NOTES TO TEACHER

- Prepare scene cards. These should be small cards (or pieces of paper) describing specific situations for learners to role-play. Each situation should give learners a range of roles to assume.

DAILY ACTIVITIES

ROLE-PLAYING

- Divide learners into pairs. Give each pair a scene to role-play. (You would have prepared these on pieces of card beforehand). The scenes should give learners a range of roles, e.g.

SCENE

Imagine that you have not done your homework. Let your partner act as your

1. mother
2. brother
3. friend
4. teacher
5. principal

and show how that person would speak to you. Each time your partner asks you why you have not done your homework, you must answer and act in the way that you think you really would with that person. Think about how you would feel each time.

SCENE

Imagine that you have to ask someone to help you bake a cake for school. Let your partner act as your

1. brother
2. neighbour
3. granny
4. friend

and show how you would ask that person for help. Each time you ask your partner for help, you must act in the way that you think you really would with that person. Think about how you would feel each time.

- Give learners a chance to practise the scene they have been given (assigned).
- Have pairs of learners perform their role-plays. Talk about how people talk differently depending on whom they are talking to, e.g. they change the words they use, their body language, etc. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 4.**

ASSESSMENT: Formal: Assessment Task 1

Use the role-playing activity to rate learners against the following ORAL milestones:

- Expresses thoughts and feelings in an imaginative way by role-playing a situation
- Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something

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

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning
- Identifies and comments on the plot and the setting in a story
- Describes and explains feelings about a range of texts
- Discusses cause effect relations in a story using language such as 'when…', 'then…', 'if…', 'then…'
- Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour

Writing

- Plans, drafts, revises and publishes stories and descriptions in paragraph form (2-3 paragraphs) using a variety of vocabulary
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Writes sentences using direct and indirect speech using quotation marks
- Shifts from one tense to another consistently and appropriately

Spelling and Grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters
- Identifies subject and predicate of a sentence
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession

NOTES TO TEACHER

- Select a new text for shared reading - a longer fiction story. It could be from a textbook, a reader or a Big Book.
- Prepare Week 3's spelling words (new vocabulary words and high frequency words from the shared text + phonic words).
- Readers for individual, paired and group reading.

DAILY ACTIVITIES

Shared reading and writing – shared reading of a new text: a story

- Introduce a new text for shared reading (a longer story). Read the title and the first paragraph aloud while the learners follow. Model stopping at punctuation marks. Ask learners what they think the story will be about. Link it to their prior knowledge, asking some learners to share their experiences. Identify what other information is given in the first paragraph e.g. *Where does the story take place? When? What characters have we met so far? What might happen in the story? Why do you think that?*
- Read another paragraph and discuss it in a similar way, helping learners to find the information in the story. They may need to read the paragraph again, or they can read it to themselves silently. Write up a word bank as you go along.

Word and sentence level work

Spelling / Phonics / High Frequency (Sight) words / Vocabulary

- Phonics: briefly revise the following silent letters and use approximately 10-15 of the words as part of Week 3's spelling words.
  - Silent r: car, early, care, for, north, nature
  - Silent n: autumn, column, hymn
  - Silent k: knee, kneel, knight, knock, knit, knew, knot, knife
  - Silent w: answer, sword, know, who, saw, whole, wrap
- Choose new vocabulary words (3-7) and sight words from the text to add to the week's spelling words.

Group, guided and independent reading/writing

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Do guided reading with one of your groups. Focus on reading strategies such as skimming and scanning. Before each learner reads they can skim the text and say what they think it will be about. Learners can also scan the text for specific details before reading. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- Learners who have completed their tasks in time can do paired or individual reading.

ASSESSMENT: Formal: Assessment Task 1
Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning

Week 3 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Use the same text (longer fiction story) that you used on Day 1.
- Prepare sentences to demonstrate indirect speech for Word and Sentence Level Work.
- Display the sample postcard you created for Day 3 (Week 2) for Writing.
- Prepare white cardboard or paper cut into postcard-size rectangles to use for Writing (see below).

DAILY ACTIVITIES

Shared reading and writing – a longer story

- Re-cap the shared reading story begun earlier in the week (the characters, ideas of what the story would be about)
- Select several learners to re-read the first two paragraphs. Continue reading the story paragraph by paragraph. Depending upon the level of complexity either you can read it with the learners following or groups of learners can read aloud together.
- Stop approximately half-way through the story and ask questions about the plot so far and the characters.

Word and sentence level work

Indirect speech

- Explain that there are two ways you can report what another person has said: in direct speech (as dealt with in the previous week) or in reported or indirect speech. In indirect speech you report what the person said without using quotation marks. You usually have to change some of the words, especially pronouns and verbs.
- To demonstrate this, write a pair of sentences on the board in direct/indirect speech, e.g.
    - Tom said, 'I am going home'. (Direct)
    - Tom said **that he was** going home. (Indirect)
- Talk about how the pronoun changed from 'I' to 'he', the word 'that' was used to introduce the reported (indirect) speech and the verb changed from the present to the past tense 'am' – 'was'.
- Draw attention to any indirect speech used in the shared text.
- Write a few sentences on the board in direct speech, e.g. 'I will be five minutes late,' said Alice: Mary said, 'I will eat the chocolate one'.
- Have different learners come up and change the sentence into indirect speech. (You should only use simple verbs in the sentences. The conversion from present to past tense in indirect speech can be difficult.)

Group, guided and independent reading/writing

- Do guided reading with one of your groups. Focus on reading strategies such as skimming and scanning. Before each learner reads they can skim the text and say what they think it will be about. Learners can also scan the text for specific details before reading. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- At the same time, the rest of the class completes a written task on indirect speech. You can write sentences in direct speech on the board for learners to change into indirect speech (e.g. 'I like going to the shops,' said Mark.) or use an activity from a Learner's Book.
- Learners who have completed their tasks in time can write an entry into their journals about a place (or person) they would like to go to/meet (if time permits).

LANGUAGE DEVELOPMENT: WRITING

WRITING, PUBLISHING – A POSTCARD

- Give learners cardboard or white paper cut into postcard-size rectangles. Continuing from the previous lesson, each learner designs and writes a postcard. Point out the importance of planning their messages before they write.
- Remind learners that because there is not much space on a postcard, writers shorten the things they write. They use contractions and they leave things out. They also write in a friendly, informal way. Show learners the sample postcard you created for Day 3 the previous week (Week 2). Point out the greeting and ending, contractions and any informal words used.
- Write any new words they need into their Personal Dictionaries (PD) **and** on the board.
- Learners' completed postcards can be displayed in the classroom.

ASSESSMENT: Formal: Assessment Task 1

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

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning

Week 3 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare/photocopy a picture showing a simple, daily interaction for Writing.

DAILY ACTIVITIES

Shared reading and writing – shared reading

- Read the complete story aloud with the learners joining in.
- Afterwards, ask 5-6 questions to check understanding. Discuss the main idea of the story, and help learners to sequence the key events of the story (orally).
- Discuss with learners (a) what they learnt from the story, and, (b) whether or not they enjoyed the story.

Word and sentence level work

- Have learners complete an activity from a Learner's Book that requires changing sentences from direct into indirect speech and punctuating sentences correctly.
- Do a short spelling test.

Group, guided and independent reading/writing

- Do guided reading with one of your groups. Focus on reading strategies such as skimming and scanning. Before each learner reads they can skim the text and say what they think it will be about. Learners can also scan the text for specific details before reading. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- Learners who have completed their tasks in time do either individual or paired reading.
- Group reading in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.) **Use for Assessment Task 1.**

LANGUAGE DEVELOPMENT: WRITING

WRITING SENTENCES USING DIRECT AND INDIRECT SPEECH

- Show learners the picture you have prepared for the writing activity. The picture should be of a simple daily activity, e.g. a family shopping, two friends walking home from school, a mother and child, etc. (You could prepare more than one picture and give learners a choice of the picture they would like to work with.)
  Talk about what is happening in the picture. Let learners suggest what the different people in the picture are saying,
- For each suggestion offered, let learners practise saying it in direct and indirect speech: 'I want washing powder,' said Dad; Dad said he wanted washing powder.
- Explain that learners must work individually to write four sentences about the picture using direct speech and then change these sentences into indirect speech (eight sentences in total). Use learners' sentences for **Assessment Task 1.**

ASSESSMENT: Formal: Assessment Task 1

Use the Writing activity (writing sentences) to rate the learners, recording any problems you have noticed, against the following WRITING milestone:

- Writes sentences using direct and indirect speech using quotation marks.

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

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning

This term use your group reading, in which learners read a variety of text types, to rate them against the following READING milestone:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books

THIRD TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	WEEK 4
ORAL **LO 1**: AS 3,4 **LO 2:** AS 1,3,4	• Enjoys listening to stories, short reports and limericks identifying the main idea and specific details • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Expresses thoughts and feelings in an imaginative way by role-playing a situation • Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something	Speaking and listening activities: • Role-play a situation
READING **LO 3**: AS 1,2,3,4,7,8,10,12 **LO 5** AS 1,2,3	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning • Identifies and comments on the plot and the setting in a story • Describes and explains feelings about a range of texts • Discusses cause effect relations in a story using language such as 'when…', 'then…', 'if…', 'then…' • Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour	Shared reading and writing • Shared reading – a poem and advert • Discussion of the text features, language used • Compares texts Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming and scanning • Vocabulary words / sentences added to personal dictionaries • Writes new entries into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Plans, drafts, revises and publishes stories and descriptions in paragraph form (2-3 paragraphs) using a variety of vocabulary • Uses appropriate grammar, tenses, spelling and punctuation in writing • Writes sentences using direct and indirect speech using quotation marks • Shifts from one tense to another consistently and appropriately	Writing: • Pre-writing discussion: Locates information (Investigation) • Writes a summary of information

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3,5,6	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters • Identifies subject and predicate of a sentence • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession	<u>Phonics & Spelling</u> • Homophones • Learns 20 spelling words for the week from the homophones, sight (high frequency) words and vocabulary from the shared reading text / short test (includes dictation) <u>Grammar</u> • Identifies parts of speech • Identifies subject and predicate in sentences • Revises present progressive tense
INVESTIGATION **LO 5** AS 1,2,3,4	• Locates information from different sources, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books • Selects the relevant ideas, summarises the information in a paragraph, diagram or table • Makes judgments and draws conclusions	<u>Research project</u> • Finds relevant information on question/task, e.g. how children live • Summarises information in a paragraph

Week 4 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO** 1: AS 3,4 **LO** 2: AS 1,3,4 **LO 6:** AS 5

MILESTONES:
Oral:

- Enjoys listening to stories, short reports and limericks identifying the main idea and specific details
- Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback
- Expresses thoughts and feelings in an imaginative way by role-playing a situation
- Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something

DAILY ACTIVITIES

ROLE-PLAYING

- Continue to have pairs perform their role-plays (from Week 3). Talk about how people talk differently depending on whom they are talking to, e.g. they change the words they use, their body language etc. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 4.**

ASSESSMENT: Formal: Assessment Task 1

Use the role-playing activity to rate learners against the following ORAL milestones:

- Expresses thoughts and feelings in an imaginative way by role-playing a situation
- Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something

Week 4 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,2,3,4,7,8,12 **LO 4** AS 2,4 **LO 5** AS 1,2,3 **LO 6** AS 1,2,6

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning
- Identifies and comments on the plot and the setting in a story
- Describes and explains feelings about a range of texts
- Discusses cause effect relations in a story using language such as 'when…', 'then…', 'if…', 'then…'
- Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour

Writing

- Plans, drafts, revises and publishes stories and descriptions in paragraph form (2-3 paragraphs) using a variety of vocabulary
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Writes sentences using direct and indirect speech using quotation marks
- Shifts from one tense to another consistently and appropriately

Spelling and Grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters
- Identifies subject and predicate of a sentence
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession

NOTES TO TEACHER

- Select a new text for shared reading - a poem. It could be from a textbook, a reader or a Big Book.
- Prepare Week 4's spelling words (new vocabulary words and high frequency words from the shared text + homophones).
- Readers for individual, paired and group reading.

DAILY ACTIVITIES

Shared reading and writing – a poem

- Choose a short poem. Write it onto a chart or the board.
- Orientate learners to the poem, e.g. using the title. Elicit learners' prior knowledge of the topic.
- Read the poem, running a pointer under the lines as you read.
- Check understanding by asking 2 - 3 oral questions, e.g. *What was the poem about?*
- Talk about the way the poem is structured, e.g. if it is in stanzas, and point out rhyming words, alliteration, word pictures, repeated language patterns (rhythm) or humour used.
- Pair work: Divide learners into pairs. Each learner gets a chance to say whether they liked the poem or not, if it reminded them of something and how it made them feel. Remind learners to use *because.* (I felt ..... because.....).

Word and sentence level work
Spelling / Phonics / High Frequency (Sight) words / Vocabulary
Homophones

- Revise common homophones. Homophones are words that have the same sound but that are spelled in different ways and have a different meaning.
- When introducing homophones, write a set of sentences containing the words on the board, e.g. I will wear my yellow dress. Where is my jersey?
  Read the sentences together with the learners. Identify which words sound the same but are spelled differently and mean different things.
- Revise homophones that are familiar and frequently used by your learners, e.g. pear/pair, mail/male, know/no, for/four, hear/here, ate/eight etc.
- Use approximately 10 of the homophones as part of this week's spelling.
- Choose new vocabulary words (3-7) and sight words from the text to add to the week's spelling words.

Group, guided and independent reading/writing

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Do guided reading with one of your groups. Focus on reading strategies such as skimming and scanning. Before each learner reads they can skim the text and say what they think it will be about. Learners can also scan the text for specific details before reading. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- Learners who have completed their tasks in time can do paired or individual reading.

ASSESSMENT: Formal: Assessment Task 1

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

- Expresses thoughts and feelings in an imaginative way by role-playing a situation
- Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something

Week 4 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Select a new text for shared reading – an advertisement. It could be a printed advertisement from a magazine/ newspaper or a multimedia advertisement such a television or radio advert.

DAILY ACTIVITIES:

Shared reading and writing – an advertisement

- Show learners the advertisement you have prepared. (You should try to find an advertisement
  that uses features like humour, alliteration or word pictures to persuade readers to buy a product.)
- Have learners skim the advert and answer questions, e.g.
  - Where do you think you would see this advert?
  - What is the advert trying to sell?
- Read the advert together with the learners. Identify specific pictures and words used to make people want to buy the product. Point out how alliteration/word pictures/humour etc. are used to do this.
- Pair work: Divide learners into pairs. Each learner gets a chance to say whether they liked the advert or not, if it made them want to buy/try the product (i.e. the advert was successful) and how it made them feel. Remind learners to use *because.* (I felt ..... because.....).

Word and sentence level work

Subject and predicate

- Write a simple sentence on the board. Identify (revise) the parts of speech in the sentence, e.g. The lazy boy sat on the chair.

The	lazy	boy	sat	on	The	chair.
	adjective	**noun**	**verb**	**preposition**		**noun**

- Explain how sentences always contain a **verb.** All sentences have two parts – a part that tells what the sentence is about – a person, thing or idea – and a part that tells what the person, thing or idea does or did.
- Use the example sentence you wrote to demonstrate this, e.g. (1) identify the verb ie *sat*. (2) Ask the question *who* or *what* in front of the verb ie *The lazy boy*. That is your subject. (3) *Who* or *what* after the verb is your object and is part of the predicate ie *on the chair*.
- Write a few example sentences on the board and, together with the learners, identify the subject and predicate in each sentence.

Note: initially, the emphasis is on learners understanding the structure of a sentence rather than knowing the subject-predicate terminology. Depending on the level of your learners, you can choose to introduce the terminology.

Group, guided and independent reading/writing

- Do guided reading with one of your groups. Focus on reading strategies such as skimming and scanning. Before each learner reads they can skim the text and say what they think it will be about. Learners can also scan the text for specific details before reading. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- At the same time, the rest of the class completes a written task on identifying parts of speech and subjects and predicates in sentences. The activity can involve learners labeling the different parts of speech in sentences and then using the verb to identify the subject and predicate of each sentence. You can also use an activity from a Learner's Book. **Use for Assessment Task 1.**
- Learners who have completed their tasks in time can do paired or individual reading.

LANGUAGE DEVELOPMENT: WRITING

A Note on the Investigation Activity:

The Investigation requires learners to find information and summarise it in a paragraph, giving judgements and conclusions. The Investigations in the other three terms are similar. Each term try to vary the nature of the Investigation but always ensure that it is relevant and meaningful to the learners. The underlying purpose is to equip learners with skills that they can use in later life. The topics could focus on issues around the family, the home, the school, the community, and the environment, leading to more far-reaching topics. They should include learners developing the ability to find information from textbooks, reference books and encyclopaedias but they can also ask people around them for information or for their views. Note that this is not intended to be a lengthy, in-depth activity occupying many hours of time. This will happen in higher grades. Focus on the essentials and give learners clear guidelines to make the task achievable for all grade 4 learners.

PRE-WRITING DISCUSSION – LOCATING INFORMATION (INVESTIGATION)

- Give learners a specific question or task to investigate. Write the question or task on the board, e.g.
    - What three things would you do to make the world a better place for children?
- Remind learners that when we have to make a decision about something, it is useful first to get as much information as possible before making a decision. Ask learners what kind of information might help them answer the question e.g. What do children need to grow up healthy and happy? What are children's rights and responsibilities? (United Nations Convention on the Rights of the Child' and the South African Bill of Rights). How can children's rights be protected? etc.

- In this lesson learners can talk to a partner about the kind of information they will need for their investigation and use different sources to find it, e.g. textbooks from other Learning Areas, encyclopaedias, books from the classroom library, etc. Encourage learners to use dictionaries to look up any new or difficult words.
- Learners should write short notes as they read. They will use their notes to write a summary in the next lesson. (You may need to demonstrate to learners how to find key words in a text. It is important for learners to be able to take out just the most important facts. These may be single words, phrases or sentences.)

ASSESSMENT: Formal: Assessment Task 1:

Use the Word and Sentence Level Work (identifying subject-predicate in sentences) completed during guided reading to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR milestones:

- Identifies subject and predicate of a sentence
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions

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

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning

Week 4 Day 3

LITERACY FOCUS TIME

DAILY ACTIVITIES

Shared reading and writing – shared writing

- Re-read the poem and the advert used for shared reading this week (Days 1 and 2). Discuss and compare the two texts.
- Summarise the similarities and differences between the two texts in a table, e.g.

	Poem	**Advert**
Purpose	to describe and tell you about spring	to make you want to buy their orange juice
Uses descriptive language	yes	yes
Set out in stanza	yes	no
Uses humour	no	yes
etc.		

- Together with the learners write some comparing sentences about the two texts, e.g. The poem and the advert both use descriptive language. The poem ... etc.
- Remember that when doing shared writing (drawing up the table and writing the sentences) you should 1. Ask prompt questions. 2. Help learners construct sentences 3. Involve learners as you write the sentences

Word and sentence level work

Tenses – present progressive

- Write sentences on the board to revise the present progressive tense. (Ideally the sentences should be drawn from or based on the theme of the shared reading texts you used this week).
- Learners can do an activity changing sentences from the present simple to present progressive tense, e.g. I walk to school – I am walking to school. You can develop this activity as a worksheet or use a page from a Learner's Book.
- Do a short spelling test. To test homophones you will need to give learners 4-8 sentences as dictation, e.g. *I used a whole packet of flour. The eight boys ate all the cake.*

Group, guided and independent reading/writing

- Do guided reading with one of your groups. Focus on reading strategies such as skimming and scanning. A good activity to demonstrate the need for quickly skimming text and scanning to find a name or word, is to play games with phone books and dictionaries. You may want to do this activity with the class as a whole or during your guided reading sessions. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- Learners who have completed their tasks in time can write an entry into their journals about a family recipe or tradition they enjoy.
- Group reading in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.)

LANGUAGE DEVELOPMENT: WRITING

WRITING A SUMMARY OF INFORMATION

- Explain to learners that they are going to write a summary of the information they found out for the investigation, e.g. about how children live, etc. Their summary will need to be one paragraph, containing the main ideas/things they found out.
- Demonstrate using key words (identified from a text) to write sentences, e.g. South African Bill of Rights = Bill of Rights contains rights and responsibilities of all people in South Africa. (Depending on the level of your learners, you may want to provide learners with a writing frame for a summary.)

ASSESSMENT: Formal: Assessment Task 1

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

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning

This term use your group reading, in which learners read a variety of text types, to rate them against the following READING milestone:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books

Informal assessment:

- check that learners are able to locate information from relevant sources.
- check that learners are able to summarise the information in a paragraph.

THIRD TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	WEEK 5
ORAL **LO 1**: AS 1,2,8 **LO 2:** AS 1,2,3	• Enjoys listening to stories, short reports and limericks identifying the main idea and specific details • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Expresses thoughts and feelings in an imaginative way by role-playing a situation • Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something	Speaking and listening activities: • Group discussion and peer assessment
READING **LO 3**: AS 1,2,3,4, 5, 6, 8,10,12 **LO 5** AS 1,2,3,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning • Identifies and comments on the plot and the setting in a story • Describes and explains feelings about a range of texts • Discusses cause effect relations in a story using language such as 'when…', 'then…', 'if…', 'then…' • Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour	Shared reading and writing • Does shared reading based on a story and comic/cartoon story Word and sentence level work • Vocabulary related to the text • Written comprehension Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focus on skimming, scanning • Vocabulary words / sentences added to personal dictionaries • Writes new entries into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Plans, drafts, revises and publishes stories and descriptions in paragraph form (2-3 paragraphs) using a variety of vocabulary • Uses appropriate grammar, tenses, spelling and punctuation in writing • Writes sentences using direct and indirect speech using quotation marks • Shifts from one tense to another consistently and appropriately	Writing: ○ Drafts: a response ○ Revises, edits and publishes a response (to investigation task/question posed)

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3,6	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters • Identifies subject and predicate of a sentence • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession	<u>Phonics & Spelling</u> • Dictionary and thesaurus work • Learns spelling words for the week from the sight (high frequency) words and vocabulary from the shared reading text / short test <u>Grammar</u> • Writes different types of sentences (apostrophe to show possession)
INVESTIGATION **LO 5** AS 1,2,3,4	• Locates information from different sources, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books • Selects the relevant ideas, summarises the information in a paragraph, diagram or table • Makes judgments and draws conclusions	<u>Research project</u> • Finds relevant information, summarises information, makes judgements and draws conclusions

Week 5 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO** 1: AS 1,2,8 **LO 2:** AS 1,2,3

MILESTONES:
Oral:

- Enjoys listening to stories, short reports and limericks identifying the main idea and specific details
- Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback
- Expresses thoughts and feelings in an imaginative way by role-playing a situation
- Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something

NOTES TO TEACHER

- Prepare a short newspaper article or extract about the environment, e.g. from a textbook, to read aloud.

DAILY ACTIVITIES

READ ALOUD AND GROUP DISCUSSION

- Read a short, simplified newspaper article or extract about the environment, e.g. from a Life Orientation textbook. Try to find a text that highlights issues such as the importance of recycling, using electricity and other resources carefully, pollution, etc.
- Introduce the text to the learners and draw on their prior knowledge. Introduce any new words needed.
- After reading, ask learners some questions, e.g. *What was the article/text about?*
- Write some open-ended questions on the board, e.g. *Whose responsibility is it to care for the environment? What do you think the government should do to companies that damage the environment? Why do you think people don't care for the environment? What can you do to take care of the environment?*
- Learners work in small groups to discuss the questions and report back on their discussions.
- Afterwards, learners can fill in a Peer Assessment form.

PEER ASSESSMENT				
My name				
Group member's names				
Tick who was respectful to other group members' opinions				
Tick who gave good feedback to other members				

- Use the completed form, together with your own observations for **Assessment Task 1.**

ASSESSMENT: Formal: Assessment Task 1
Use the oral discussion and peer assessment activity to rate learners against the following ORAL milestone:

- Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback

Week 5 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,3,5,6,8,10,12 **LO 4** AS 1,2,3,4 **LO 5** AS 1,2, 3,4 **LO 6** AS 3,6

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning
- Identifies and comments on the plot and the setting in a story
- Describes and explains feelings about a range of texts
- Discusses cause effect relations in a story using language such as 'when…', 'then…', 'if…', 'then…'
- Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour

Writing

- Plans, drafts, revises and publishes stories and descriptions in paragraph form (2-3 paragraphs) using a variety of vocabulary
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Writes sentences using direct and indirect speech using quotation marks
- Shifts from one tense to another consistently and appropriately

Spelling and Grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters
- Identifies subject and predicate of a sentence
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession

NOTES TO TEACHER

- Select a new text for shared reading – a story..
- Prepare Week 5's spelling words (new vocabulary words and high frequency words from the shared text).
- Copy a page from a dictionary/thesaurus and questions based on that page.
- Readers for individual, paired and group reading.

DAILY ACTIVITIES

Shared reading and writing – shared reading of a new text: a story

Choose a story for shared reading.

- Prepare learners for the story. Introduce the text by reading the title and looking at the cover and any illustrations. Discuss the title and illustrations.
- Ask 2-3 learners to predict what they think the text will be about.
- Read the story aloud while the learners follow.
- Model stopping at punctuation marks, using correct pronunciation and intonation.
- Model how to use illustrations to make meaning by 'thinking aloud' during the reading.
- Stop at one point and ask learners to predict how they think the story will end.
- Afterwards, ask 5-6 questions to check understanding. Discuss the main idea of the story, and help learners sequence the events in the story (orally).

Word and sentence level work
Spelling / Phonics / High Frequency (Sight) words / Vocabulary
Dictionary/Thesaurus work
(Note: Depending on the level of your learners you can base this activity on dictionary or thesaurus work.)

- Give learners a page (photocopied) from a dictionary/thesaurus and ask questions based on the page. For example, with **a dictionary** you might ask questions like
    - Which word comes before 'simple'?
    - Write down the meaning of this word.
    - Rewrite these wrongly spelt words using the correct spelling from the dictionary page: _____
    - Give two meanings of the word _____, etc.
- **For thesaurus work** you might ask questions like
    - Which word comes before 'doctor'?
    - Write down the adjective that comes from the root word (noun) 'school', etc.
- Choose new vocabulary words (2-5), as well as sight words from the text, to add to the week's spelling words. (This week learners will not have additional spelling words.)

Group, guided and independent reading/writing

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Learners that have completed their tasks in time can do either paired or individual reading.
- Do guided reading with one of your groups. Focus on reading strategies such as skimming and scanning. Before each learner reads they can skim the text and say what they think it will be about. Learners can also scan the text for specific details before reading. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**

ASSESSMENT: Formal: Assessment Task 1

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

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning

Week 5 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Use the same text that you used on Day 1.

DAILY ACTIVITIES

Shared reading and writing – shared reading of a story (continued)

- Re-read the story from the previous lesson aloud with the learners joining in.
- Ask learners questions to help them comment on the characters in the story, e.g. What kind of person do you think _____ is? What words would you use to describe _____?
- Discuss with learners (a) what they learnt from the story, and, (b) whether they enjoyed the story or not.

Word and sentence level work

Task: set questions based on the story. Focus on the plot and setting, as well as explaining cause and effect. Have the questions written up on a separate page, e.g.

  - List the three main events in the story.
  - Where does the story take place?
  - How did the story end?
  - Why do you think _____ happened?
  - What happened when _____ did _____?

- Use learners written responses for **Assessment Task 1**.

Group, guided and independent reading/writing

- Do guided reading with one of your groups. Focus on reading strategies such as skimming and scanning. Before each learner reads they can skim the text and say what they think it will about. Learners can also scan the text for specific details before reading. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- At the same time learners can complete their Word and Sentence Level Work.
- Learners who have completed their tasks in time can discuss with a partner their most/least favourite story this term and explain why.

LANGUAGE DEVELOPMENT: WRITING

DRAWING CONCLUSIONS – DRAFTING A PERSONAL RESPONSE

- Remind learners of the question or task they were given to investigate, e.g.:
  - What three things would you do to make the world a better place for children?
- Learners work with a partner to read aloud their summary paragraph (Week 4), compare/discuss their information, and talk about their ideas for responding to the question/task.
- Learners draft a short description (conclusion) to the question/task.
- You may want to give them a writing frame for this, e.g.

To make the world a better place for children I would _____
_____
_____.
I would also _____
_____.
Finally, I would _____.

ASSESSMENT: Formal: Assessment Task 1

Use the Word and Sentence Level Work (comprehension task), together with the shared reading discussions, to rate the learners, recording any problems you have noticed, against the following READING milestones:

- Identifies and comments on the plot and the setting in a story
- Describes and explains feelings about a range of texts
- Discusses cause effect relations in a story using language such as 'when…', 'then…', 'if…', 'then…'

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

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning

Week 5 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Select a new text for shared reading – a comic /cartoon strip.
- Prepare an activity based on sentence types for Word and Sentence Level Work.

DAILY ACTIVITIES

Shared reading and writing – shared reading of a new text: a comic/cartoon strip

- Show learners the comic/cartoon strip you have prepared (preferably enlarged and pasted on a large sheet of paper beforehand).
- Read the cartoon strip with the learners. Try to use slightly different voices for the characters or get different learners to 'read' different characters.
- Talk about any special features used, e.g. sound words.
- Afterwards, ask 3-4 questions to check understanding.
- Discuss the setting, characters and plot of the comic/cartoon strip. Talk about the similarities/ differences between a fiction story and a comic/cartoon strip.

Word and sentence level work

Different sentence types

- Do a short spelling test.
- Revise different sentence types and the punctuation used for each: statement, question and command.
- Revise the apostrophe to show possession.
- Let learners complete a written activity based on sentence types, e.g. you can dictate sentences using appropriate tone and intonation. Learners write the sentences down using correct punctuation. (Include opportunities for learners to use the apostrophe to indicate possession, e.g. The jersey was Mary's). When learners have written their sentences they can use dictionaries to check spelling. (This is not a spelling test. You are looking to see if learners can identify the correct sentence type and use appropriate punctuation.) **Use for Assessment Task 1.**

Group, guided and independent reading/writing

- Do guided reading with one of your groups. Focus on reading strategies such as skimming and scanning. Before each learner reads they can skim the text and say what they think it will about. Learners can also scan the text for specific details before reading. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- At the same time learners can complete their Word and Sentence Level Work.
- Learners who have completed their tasks in time can write their favourite jokes/riddles as a journal entry.
- Group reading in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.)

LANGUAGE DEVELOPMENT: WRITING

REVISING, EDITING, PUBLISHING – A RESPONSE

- Learners complete writing their draft paragraph.
- They read their sentences to themselves first and check for spelling and grammar errors and missing words.
- Then they give the draft to their partner who checks that the sentences make sense and are in the correct tense. The partners can comment on the suggestions made.
- The writers make the final changes to the sentences and write a final, neat copy. **Use for Assessment Task 1.**

ASSESSMENT: Formal: Assessment Task 1

Use the Word and Sentence Level Work (different sentence types) to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR milestone:

- Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession

Use the Reading and Writing activities (Investigation) in Week's 4 and 5 to rate the learners, recording any problems you have noticed, against the following INVESTIGATION milestones:

- Locates information from different sources, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books
- Selects the relevant ideas, summarises the information in a paragraph, diagram or table
- Makes judgments and draws conclusions

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

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning

This term use your group reading, in which learners read a variety of text types, to rate them against the following READING milestone:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books

Informal: unrecorded assessment of learners' journals. **Over the term try to read** each learners journal at least twice. Make positive comments, responding to the content rather than things like spelling, punctuation and grammar.

THIRD TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	WEEK 6
ORAL **LO 1**: AS 1,2, 6	• Enjoys listening to stories, short reports and limericks identifying specific details • Asks and responds to higher order questions • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Makes an oral presentation, speaking audibly and making eye contact	Speaking and listening activities: • Listens to a weather report and answers questions
READING **LO 3**: AS 1, 8,10 **LO 5** AS 1,2,3,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning • Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs • Surveys content page, headings and index to locate information • Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures • Reads aloud clearly and with expression	Shared reading and writing • Do shared reading based on a new, non-fiction text • Table: What I know, want to know and found out (before and after reading) Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming, scanning, using contents page, headings etc. • Vocabulary words / sentences added to personal dictionaries • Writes new entries into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Writes for playful and creative purposes eg poems • Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip • Uses appropriate grammar, tenses, spelling and punctuation in writing • Records words in a personal dictionary	Writing: • Pre-Writes and plans: aA set of instructions (based on a sequence of pictures) • Writes, revises, edits and publishes a set of instructions

SPELLING AND GRAMMAR **LO 6:** AS 1,2,6	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Uses subject-verb concord • Uses complex tenses eg past progressive • Links sentences into a coherent paragraph using correct punctuation	<u>Phonics & Spelling</u> • Spelling: Words with bl- and ch- • Learns 20 spelling words for the week from the spelling, sight (high frequency) words and vocabulary from the shared reading text / short test <u>Grammar</u> • Parts of speech (adverbs of frequency) • Dictionary and Thesaurus work

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

MILESTONES:
Oral:

- Enjoys listening to stories, short reports and limericks identifying specific details
- Asks and responds to higher order questions
- Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback
- Makes an oral presentation, speaking audibly and making eye contact

NOTES TO TEACHER

- Prepare (record) a weather report and questions based on the report.

DAILY ACTIVITIES

LISTENING TO A WEATHER REPORT

- Record an example of a radio weather report. Prepare the learners by teaching them a few of the key words and phrases used in a weather report, e.g. 'cold front'.
- Write two or three questions about the report on the board (before the learners have listened to the report). Read through the questions and make sure all the learners know what to listen out for.
- Learners listen to the report and write answers to the questions. Have a class discussion to check learners' answers. **Use for Assessment Task 2.**
- Discuss other short reports eg of a sporting match. Tell the learners that, during the following week's Oral lesson they will need to present a brief report on a recent sporting event. Their report should be between 30 seconds and one minute long. It should have an introduction, a middle and an end. Remind learners about how to make an oral presentation.

ASSESSMENT: Formal: Assessment Task 1

Use the listening to a weather report activity to rate the learners, recording any problems you have noticed, against the following ORAL milestones:

- Enjoys listening to stories, short reports and limericks identifying specific details
- Asks and responds to higher order questions
- Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback

Week 6 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,8,10 **LO 4** AS 1,2,4 **LO 5** AS 1,2, 4 **LO 6** AS 2,6

MILESTONES:

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning
- Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs
- Surveys content page, headings and index to locate information
- Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures
- Reads aloud clearly and with expression

Spelling and Grammar

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Uses subject-verb concord
- Uses complex tenses eg past progressive
- Links sentences into a coherent paragraph using correct punctuation

Writing

- Writes for playful and creative purposes eg poems
- Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary

NOTES TO TEACHER

- Select a new text for shared reading – it should be an extract from a textbook or other non-fiction (reference) text.
- Prepare Week 6's spelling words.
- Readers for individual, paired and group reading. Try to use a variety of non-fiction texts e.g. reference books, procedures (e.g. recipes, instructions, game rules), maps, textbooks from different Learning Areas, pictures, charts, tables and graphs in this second half of the term.

DAILY ACTIVITIES

Shared reading of a new text: a non-fiction text

- Introduce a Grade 4 level **non-fiction/information text**. You can use an extract from a textbook or other non-fiction (reference) text.
- Orientate learners to the text as before. Do a picture walk. Ask learners what they already know about the topic.
- Before reading, have each learner fill in a chart recording what they know, what they want to find out (and a third column for what they found out, to be filled in after reading), e.g.:

What do I know about this topic?	What do I want to find out?	What did I learn about this topic?

- Read the text to the learners, modelling analysing photographs, reading captions, linking photographs to text.
- Stop halfway through and continue on Day 2.

Word and sentence level work

Spelling / Phonics / High Frequency (Sight) words / Vocabulary

- Spelling: briefly revise words with the 'bl' and 'ch' letter combinations and use approximately 10 of the words as part of Week 6's spelling words:
  - 'bl': e.g. black, blame, blanket, bleed, blind, blossom, blood, blow
  - 'ch': e.g. chain, chance, chair, chapter, chalk, chicken, choice, church, cheque, chest, cheese
- Choose new vocabulary words (3 – 7) and sight words from the text to add to the week's spelling words.

Group, guided and independent reading/writing

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either paired or individual reading.
- Do guided reading with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information. For example, before each learner reads they can use headings to predict what they think the section will be about. You can also ask learners to scan for particular details on a page before they read it.

ASSESSMENT

Informal:

- Check that learners are able to make appropriate predictions of the kind(s) of information included in non-fiction texts.

Week 6 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare a language activity based on parts of speech (adverbs of frequency) for Word and Sentence Level Work.
- Prepare a sequence of pictures showing how to do a simple task, e.g. making tea, a bed, or a simple toy. Try to enlarge the pictures to display to the class for the Writing activity.

DAILY ACTIVITIES

Shared reading – a non-fiction text

- Finish reading the **non-fiction/information text** to the learners.
- Afterwards check understanding by asking 3 - 4 *wh* questions.
- If you are using a Big Book, to demonstrate using an index have individual children come up and use the index to find information, e.g. *Come and show me where in the book I will find information on what elephants eat.* If you are using a textbook you can ask children to look in the index at the back of the book to find particular information.

Word and sentence level work

Adverbs of frequency

- Revise verbs and adverbs.
  - A verb is the doing or action word in a sentence.
  - An adverb tells you more about the verb.
- Write a sentence on the board to show that an adverb can tell you how often something happens, e.g. He never **visits** me. The verb is 'visits'. 'Never' tells us how often he 'visits me'. This means that 'never' is an adverb.
- Write on the board a list of other adverbs that say when/how often something happens e.g. always, often, hardly ever, once, usually, etc.
- Together with the learners, make sentences with some of the words.
- Let learners complete a written activity based on parts of speech and particularly adverbs. You can use a page form a Learner's Book or develop an activity where learners can copy sentences into their books and use different colours to underline the verbs, adverbs and nouns in each sentence. **Use for Assessment Task 2.**

Group, guided and independent reading/writing

- Do guided reading with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information.
- At the same time learners can finish their Word and Sentence Level Work.
- Learners who have completed their tasks in time can write a journal entry based on the similarities and differences between themselves and their best friend.

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 read independently. Each learner needs to record what he/she reads on a reading record card. If there are no books to read, you can use this time to read aloud to the class.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING DISCUSSION AND DRAFTING/PLANNING – A SET OF INSTRUCTIONS

- Explain that learners are going to write a set of instructions.
- Show learners the sequence of pictures you have prepared, e.g. for making a sandwich, a bed, a simple toy, etc.
- In pairs, learners look at the pictures and say what the different steps to follow are.
- Learners then plan their writing. They should plan their instructions as a numbered set. At the planning stage learners do not have to use full sentences. Including main points will be enough to help them structure their instructions, e.g. Take the sheets off.

ASSESSMENT: Formal: Assessment Task 2

Use the Word and Sentence Level activity (adverbs of frequency) to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions

You will have other opportunities to assess against this milestone during the term (Week 9) so you may choose to assess only some (not all) of your learners using this activity.

Informal: unrecorded assessment of learners' journals. **Over the term try to re**ad each learner's journal at least twice. Remember that learners are sharing their personal 'worlds' with you so try to make positive comments, and respond to the content rather than things like spelling, punctuation and grammar.

Week 6 Day 3
LITERACY FOCUS TIME
DAILY ACTIVITIES

Shared reading and writing – a non-fiction text and table

- Re-cap the **non-fiction/information text t**ogether with the learners. You can do this by asking learners to summarise the main and supporting ideas in the text and then re-reading parts of the text together with the learners.
- Refer learners back to the table they completed before reading and have them fill in the third and final column (i.e. what they found out).
- Let learners share their table with a friend and discuss any new or interesting information they learnt.

Word and sentence level work

- Do a short spelling test.
- Working with words: give learners a list of words based on a theme, e.g. sports or the family.
- Do an activity based on the words, e.g. ask learners questions like: write down the words from the list that end in 'e'; write down the word that has the 'ea' sound; write down the word that means the opposite of _____. Use _____ to make your own sentence.
- Learners can also practise making up (and giving each other) dictation sentences and checking each other's sentences afterwards.

Group, guided and independent reading/writing

- Do guided reading with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information.
- At the same time learners can finish their Word and Sentence Level Work.
- Group reading in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.) Use a variety of non-fiction texts such as textbooks, reference books, maps, charts, graphs, short reports and pictures for group reading in this second half of the third term. **Use for Assessment Task 2.**

Note : *this group reading can take place at any time within the language lesson, and can be on a different day of the week and at a different time.*

LANGUAGE DEVELOPMENT: WRITING

WRITING, REVISING, EDITING, PUBLISHING – A SET OF INSTRUCTIONS

- Learners read their set of instructions to a partner to check that it makes sense.
- They self-edit for spelling and punctuation.
- Learners write their set of instructions neatly into their books.

ASSESSMENT: Formal: Assessment Task 2

In this second half of the term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books
- Reads aloud clearly and with expression

SUGGESTED ASSESSMENT TASKS: TASK 2: WEEKS 6 / 10

COMPONENT	MILESTONES	WKS	TASKS
ORAL **LO 1** AS 1, 2, 6, 7, 8 **LO 2** AS 1, 2,	• Enjoys listening to stories, short reports and limericks identifying specific details • Asks and responds to higher order questions • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Makes an oral presentation, speaking audibly and making eye contact	6 10 7	• Listens to weather report and answers questions • Listen to limericks/jokes (group discussion) • Makes an oral presentation of a report of a sporting event
READING **LO 3** AS 1, 2, 3, 8, 10, 11, 12 **LO 5** AS 1, 2, 3, 4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Reads aloud clearly and with expression • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning • Surveys content page, headings and index to locate information • Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs • Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures	6-10 7 + 8 9	• Group reading • Shared reading activities • Oral work (following instructions) Shared reading of bar graph, picture and pie chart as well as shared reading discussions
WRITING **LO 4** AS 1, 2, 3, 4	• Writes for playful and creative purposes eg poems • Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip • Uses appropriate grammar, tenses, spelling and punctuation in writing • Records words in a personal dictionary	10 7 8	• A poem • A descriptive paragraph • A cartoon strip

SPELLING AND GRAMMAR **LO 6** AS 1, 2, 3, 6	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts e.g. stories and letters	9	• A letter
	• Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions	6 + 9 + 10	• Written tasks (adverbs of frequency, pronouns, conjunctions)
	• Uses subject-verb concord		• Written task
	• Uses complex tenses e.g. past progressive	7	• Written task
	• Links sentences into a coherent paragraph using correct punctuation	8	• A descriptive paragraph
		7	

You should use the following rating scale for recording and reporting, which is given on the same page of the document:

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

THIRD TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	WEEK 7
ORAL **LO 1**: AS 1,2 **LO 2:** AS 1	• Enjoys listening to stories, short reports and limericks identifying specific details • Asks and responds to higher order questions • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Makes an oral presentation, speaking audibly and making eye contact	Speaking and listening activities: • Oral presentations
READING **LO 3**: AS 1, 2, 8,10,11 **LO 5** AS 1,2,3	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning • Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs • Surveys content page, headings and index to locate information • Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures • Reads aloud clearly and with expression	Shared reading and writing • Do shared reading based on new, non-fiction texts: a recipe, an extract from a TV schedule, a weather report • Questions based on texts: skimming and scanning Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focus on skimming, scanning, using contents page, headings etc. • Vocabulary words / sentences added to personal dictionaries • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Writes for playful and creative purposes eg poems • Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip • Uses appropriate grammar, tenses, spelling and punctuation in writing • Records words in a personal dictionary	Writing: • Pre-Writes and plans: a descriptive paragraph based on information in a table • Writes, revises, edits and publishes a descriptive paragraph

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3,6	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Uses subject-verb concord • Uses complex tenses eg past progressive • Links sentences into a coherent paragraph using correct punctuation	<u>Phonics & Spelling</u> • Spelling: Words with 'fl', 'gl', 'ph' • Learns 20 spelling words for the week from the spelling/ short test <u>Grammar</u> • Subject-verb concord • Direct and Indirect Speech

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

MILESTONES:
Oral:

- Enjoys listening to stories, short reports and limericks identifying specific details
- Asks and responds to higher order questions
- Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback
- Makes an oral presentation, speaking audibly and making eye contact

NOTES TO TEACHER:

- Let learners make their oral reports on a sporting match or event.

DAILY ACTIVITIES

Oral presentations

- Let each learner make his/her oral presentation on a sporting match or event. The report should be between 30 seconds and one minute long. It should have an introduction, a middle and an end. Remind learners about how to make an oral presentation.
- Other learners can listen and do peer assessment.
- Manage the time so that the learners can present during the lesson. If necessary hear other learners later in the week or at the start of the following week's oral lesson.

ASSESSMENT: Formal: Assessment Task 2

Use learners' oral presentations to rate them, recording any problems you have noticed, against the following ORAL milestone:

- Makes an oral presentation, speaking audibly and making eye contact

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

MILESTONES:

Reading

- Reads South African and international non-fiction texts independently e.g. textbooks and reference books
- Uses a range of reading strategies e.g. skimming, scanning and surveying content page, headings and index
- Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts e.g. pictures, tables, charts, graphs

Spelling and Grammar

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts e.g. stories and letters
- Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Uses subject-verb concord
- Uses complex tenses e.g. past progressive
- Links sentences into a coherent paragraph using correct punctuation

Writing

- Writes for playful and creative purposes eg poems
- Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary

NOTES TO TEACHER

- Select a new text for shared reading – a recipe. You will need to prepare this text by writing it on a large sheet of card or paper.
- Prepare Week 7's spelling words.

DAILY ACTIVITIES

Shared reading of a new text: a non-fiction text – a recipe

- Introduce a Grade 4 level **recipe** text.
- Orientate learners to the features of a recipe (as a procedure text). A recipe, like other procedural texts (e.g. instructions and game rules) has the following features:
  - a title that outlines the aim of the text
  - ingredients or materials needed are listed first
  - method or instructions always come second
  - instructions are written as commands
  - instructions are written in time (chronological) order
  - present tense is used
  - where the method is written in sentences, connectives of sequence such as 'first', 'next' are used to link different steps
  - technical terms may be used.
- Read the text to the learners. Talk about whether learners think the procedure is clear and if/how it can be improved.

Word and sentence level work

Spelling / Phonics / High Frequency (Sight) words / Vocabulary

- Spelling: briefly revise words with the fl-, gl- and ph- letter combinations and use approximately 15-20 of the words as part of Week 7's spelling words:
  - 'fl': e.g. flag, flash, flame, flew, flight, flour, flower, flock, flood, float
  - 'gl': e.g. glass, glad, glove, glory
  - 'ph': e.g. phone, photo, photograph, physical

Group, guided and independent reading/writing

- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either paired or individual reading.
- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information.

Week 7 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Select a new text for shared reading – an extract from a TV guide. You will need to prepare this text by photocopying (enlarging or making multiple copies) or by writing it on a large sheet of card. All learners must have access to the text.
- Prepare a language activity based on subject-verb concord for Word and Sentence Level Work.
- Prepare a table of information about an animal, e.g. African elephants, for the Writing activity.

DAILY ACTIVITIES

Shared reading – a non-fiction text: an extract from a TV guide

- Show learners the extract from the TV guide you prepared beforehand. (Either enlarged and displayed at the front of the class or photocopy multiple copies).
- Ask learners to skim the text and say what it is about (purpose).
- Write 2-3 questions based on the text on the board. The questions should require learners to scan the text for specific details, e.g.:
    - On which channel can _____ be viewed?
    - What time is _____ shown on SABC 2?
    - Do all the channels end their programming at the same time?
- (Note: it is a good idea to write the questions on the board beforehand so that learners do not have too much time to read the text before the activity).
- Learners write responses to the questions. **Use for Assessment Task 2.**

Word and sentence level work

Subject-verb concord

- Revise subject-verb concord with the learners. Write a few simple sentences on the board and together with the learners identify the verb and subject in each sentence. e.g. <u>The team</u> **won** the prize. (The verb is in **bold**).
- Have learners complete a written activity based on subject-verb agreement. You can use an activity from a Learner's Book, give learners a table of sentences to copy and complete by choosing the correct word, e.g. *I (has/have) closed the door*, or give learners verbs to use in sentences of their own, e.g. *swims, rode, helps*, etc. **Use for Assessment Task 2.**

Group, guided and independent reading/writing

- Do guided reading with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information.
- At the same time learners can finish their Word and Sentence Level Work (subject-verb concord).
- Learners who have completed their tasks in time can do paired or individual reading.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING DISCUSSION AND DRAFTING – A DESCRIPTIVE PARAGRAPH

- Explain that learners are going to use the information in a table to write a paragraph about a particular animal, e.g. African elephants. (You should try to link this to a shared reading text you have read recently, e.g. Week 6's non-fiction text.)
- Show learners the table you have prepared beforehand, e.g.

African Elephants	
Food	Leaves, bark
Habitat	Warm places, e.g. the bushveld. Walk over large areas to find food and water
Body	Large, thick skin to protect against the sun and thorns, tusks and trunks to gather food
Habits	Live in families ranging from a few to hundreds. Care for their young. Often the leader is an older female.
Dangers	Drought, man (killed for tusks)

- Show learners that to write a paragraph, you often begin with a topic sentence. This sentence sums up the information in the paragraph, e.g. African elephants are very large mammals, live in family groups and walk long distances.
- Learners write a draft descriptive paragraph.

ASSESSMENT: Formal: Assessment Task 2

Use learners' written responses to the shared reading activity to rate them, recording any problems you have noticed, against the following READING milestone:

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning
- Surveys content page, headings and index to locate information

You will have other opportunities to assess against this milestone during the term (Week 8).

Use the Word and Sentence Level activity (subject-verb concord) to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR milestone:

- Uses subject-verb concord

Week 7 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Select a new text for shared reading – a weather report from a newspaper. You will need to prepare this text by photocopying (enlarging or making multiple copies). All learners must have access to the text.
- Prepare a language activity based on direct and indirect speech for Word and Sentence Level Work.

DAILY ACTIVITIES

Shared reading – a non-fiction text: a weather report

- Remind learners of the weather report they heard in Week 6 (Speaking and Listening). Show learners the weather report you have prepared beforehand. (Either enlarged to display at the front of the class or multiple photocopies),
- Ask learners to skim the text and say what it is about (purpose).
- Explain the key used for the report – point out each symbol and say what it stands for.
- Write 2-3 questions based on the text on the board. The questions should require learners to scan the text for specific details, e.g.:
    - What will the weather in _____ be like?
    - What will the maximum temperature in _____ be?

Note: *the kinds of questions you ask and the amount of detail you require in the answers will vary according to the level of your learners. Some learners may not be familiar with a map of South Africa and where they live in relation to the map. You will need to plan and adjust your questions accordingly.*

- Talk about the similarities between the extract from the TV guide (Day 2) and the weather report, e.g. both give daily information, both use numbers to give information (time and minimum and maximum temperatures), etc.
- (You might want to ask your learners to listen to a weather report at home (on TV or radio) and report back to the rest of the class.)

Word and sentence level work

Direct and indirect speech

- Revise direct and indirect speech with the learners. Write sentences on the board using direct/indirect speech and have different learners come up and change the sentences into indirect/direct speech.
- Let learners complete a written activity based on direct/indirect speech. You could use an activity from a Learner's Book.
- Do a short spelling test. (Note that there are no sight or vocabulary words for this week's spelling.)

Group, guided and independent reading/writing

- Do guided reading with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information.
- At the same time learners can finish their Word and Sentence Level Work.
- Group reading in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.) Use a variety of non-fiction texts such as textbooks, reference books, maps, charts, graphs, short reports and pictures for group reading in this second half of the third term. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING

WRITING, REVISING, EDITING, PUBLISHING – A DESCRIPTIVE PARAGRAPH

- Learners read their descriptive paragraph to a partner to check that it makes sense.
- They self-edit for spelling, linked sentences and correct punctuation.
- Learners write a final, neat copy of their descriptive paragraphs into their books.

ASSESSMENT: Formal: Assessment Task 2

Use the Writing activity (descriptive paragraph) to rate the learners, recording any problems you have noticed, against the following WRITING and SPELLING AND GRAMMAR milestones:

- Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary
- Links sentences into a coherent paragraph using correct punctuation

In this second half of the term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books
- Reads aloud clearly and with expression

THIRD TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	WEEK 8
ORAL **LO 1**: AS 1,2,8 **LO 2:** AS 1,2	• Enjoys listening to stories, short reports and limericks identifying specific details • Asks and responds to higher order questions • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Makes an oral presentation, speaking audibly and making eye contact	Speaking and listening activities: • Listens to 2-3 poems and discusses in groups
READING **LO 3**: AS 1, 2, 8, 10 **LO 5** AS 1,2,3,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning • Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs • Surveys content page, headings and index to locate information • Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures • Reads aloud clearly and with expression	Shared reading and writing • Do shared reading based on new, non-fiction texts • Questions based on texts: using contents page and index Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focus on skimming, scanning, using contents page, headings etc. • Vocabulary words / sentences added to personal dictionaries • Writes new entries into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Writes for playful and creative purposes eg poems • Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip • Uses appropriate grammar, tenses, spelling and punctuation in writing • Records words in a personal dictionary	Writing: • Pre-Writes and plans: a comic/cartoon strip • Writes, revises, edits and publishes a cartoon/comic strip

SPELLING AND GRAMMAR LO 6: AS 1,2,3, 6	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Uses subject-verb concord • Uses complex tenses eg past progressive • Links sentences into a coherent paragraph using correct punctuation	<u>Phonics & Spelling</u> • Spelling: Words with 'br', 'pr', 'cr' • Learns 20 spelling words for the week from the spelling/ short test <u>Grammar</u> • Revision of present, past, present progressive and past progressive tenses

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

MILESTONES:
Oral:

- Enjoys listening to stories, short reports and limericks identifying specific details
- Asks and responds to higher order questions
- Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback
- Makes an oral presentation, speaking audibly and making eye contact

NOTES TO TEACHER

- Choose 2-3 short poems based on a common and familiar theme e.g. families, and prepare to read them to your class.
- Prepare simple (and open-ended) questions based on the poems.

DAILY ACTIVITIES

LISTENING TO A POEM, THINKING AND TALKING

- Divide learners into small groups. Read the 2-3 poems you have prepared to the learners. (The poems should be on a common and familiar theme, e.g. families and family members. You will need to have written these poems out on chart paper and have them displayed on the wall/board.)
- Write some simple questions based on the poems on the board. Include open-ended questions, e.g.:
    - Who is the poem about?
    - What happens in the poem?
    - Are any of the people in the poems like your family? What is the same/different about them?
    - Which do you think is the best/worst poem? Explain why.
- Each group can report back on their discussions (if there is time).

ASSESMENT

Informal assessment:

- Check that learners are able to participate in group discussions.

Week 8 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,8,10 **LO 4** AS 1,2,4 **LO 5** AS 1,4 **LO 6** AS 2, 6

MILESTONES:

Reading

- Reads South African and international non-fiction texts independently e.g. textbooks and reference books
- Uses a range of reading strategies e.g. skimming, scanning and surveying content page, headings and index
- Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts e.g. pictures, tables, charts, graphs

Spelling and Grammar

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts e.g. stories and letters
- Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Uses subject-verb concord
- Uses complex tenses e.g. past progressive
- Links sentences into a coherent paragraph using correct punctuation

Writing

- Writes for playful and creative purposes eg poems
- Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary

NOTES TO TEACHER

- Select a new text for shared reading – it should be an extract from a textbook or a non-fiction reference text.
- Prepare Week 8's spelling words.
- On Day 2 this week you will be working with comic/cartoon strips (see Writing). Ask learners to bring short cartoon strips to class. (These can be from newspapers, magazines, etc.). You will also need to prepare a cartoon/comic strip for the activity.

DAILY ACTIVITIES

Shared reading of a new text: a non-fiction text

- Introduce a Grade 4 level **non-fiction/information text**. You can use an extract from a textbook or other non-fiction reference text.
- Orientate learners to the text as before. Do a picture walk. Show and revise the features of a non-fiction text, e.g. table of contents, index, glossary, and headings.
- Do a pre-reading activity with the learners: show learners the contents page of the book and ask questions e.g. *Where do you think I will find information on bridges? What can I expect to read about on page 12?* Learners write down their individual responses.
- Show learners the index of the book and ask questions, e.g. *On what page in the book will I find information on bulldozers?* Learners write down their individual responses.
- Use learners' written responses to the pre-reading activity for **Assessment Task 2.**

Word and sentence level work

Spelling / Phonics / High Frequency (Sight) words / Vocabulary

- Spelling: briefly revise words with the 'br', 'pr' and 'cr' letter combinations and use approximately 10-15 of the words as part of Week 8's spelling words:
  - 'br': e.g. brain, bread, branch, brick, broom, brow, brother, brush, bright
  - 'pr': e.g. print, product, project, prove, probably, promise, pretend, present, pretty, president
  - 'cr': e.g. crab, crash, crawl, craft, cream, cross, crunch, crush

Group, guided and independent reading/writing

- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either paired or individual reading.
- Do guided reading with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information.

ASSESSMENT: Formal: Assessment Task 2

Use the learners' written responses to the pre-reading activity (shared reading) to rate the learners, recording any problems you have noticed, against the following READING milestone:

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning
- Surveys content page, headings and index to locate information

You will have had other opportunities to assess against this milestone during the term (Week 7).

Week 8 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare a language activity based on the past progressive tense for Word and Sentence Level Work.
- Prepare a cartoon/comic strip for the Writing activity. (It should be a short, funny strip as appears in daily newspapers.)

DAILY ACTIVITIES

Shared reading of a new text: a non-fiction text (continued)

- Read the **non-fiction/information text** (Day 1) to the learners, modelling analysing photographs, reading captions, linking photographs to text.
- Afterwards check understanding by asking 3 - 4 *wh* questions.
- (If necessary, choose new vocabulary words (3 – 7) and sight words from the text to add to the week's spelling words.)

Word and sentence level work

Tenses – Past Simple and Past progressive Tense

- Write sentences on the board to revise the simple past tense. (Ideally the sentences should be drawn from or based on the theme of the shared reading texts you used this week).
- Revise the past progressive (or continuous) tense. Remind learners that the past progressive form tells us that the action or process was in progress at a specific time in the past.
- Write a table on the board to compare the simple past and past progressive tenses, e.g.

Simple past	**Past progressive**
I worked.	I was working
I did my homework.	I was doing my homework.
Hilda watched TV.	Hilda was watching TV.

- Remind learners how the past progressive tense uses the verb 'to be' together with the present participle (-ing).
- Let learners complete a written activity based on the past progressive tense. You can use an activity from a Learner's Book or give learners simple past tense sentences to change into the past progressive tense. **Note:** the activity should be slightly more difficult than the one you used in Week 4 to revise the present progressive tense. Depending on the level of your learners you may choose to include both present and past progressive tenses in the activity. **Use for Assessment Task 2.**

Note: the emphasis is on learners using the verbs correctly rather than knowing the terminology. The meaning of the sentence should make it clear which verb form should be used.

Group, guided and independent reading/writing

- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information, e.g. before reading a page learners can look at the heading and discuss the kinds of information they expect to find out.
- At the same time learners can finish their Word and Sentence Level Work (past progressive tense) and/or copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Learners who have completed their tasks in time can write a journal entry describing a particular family member, e.g. brother, sister, mother, grandparent, etc.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING DISCUSSION – A COMIC/CARTOON STRIP

- Show learners the short comic/cartoon strip you have prepared for the lesson. Talk about why the strip is funny.
- Point out the conventions of cartoon writing, e.g. divided into frames, speech in speech bubbles, cartoon-like figures (often very simple), and a humorous story line.
- Explain that learners are going to develop a comic/cartoon strip (3 frames) of their own.
- To begin with, learners should work with a partner. Learners show each other the cartoon strips they brought to class and talk about a) what happens in the strip and b) why it is funny.
- Learners discuss possible storylines for their cartoon strip. Partners give feedback.

Note: *this activity can be differentiated according to the level of your learners. If you prefer, you could give the learners a specific joke to use for their cartoon strip.*

ASSESSMENT: Formal: Assessment Task 2

Use the Word and Sentence Level activity (past progressive tense) to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR milestone:

- Uses complex tenses e.g. past progressive

Informal: unrecorded assessment of learners' journals. **Over the term try to read** each learner's journal at least twice. If possible/appropriate you can use the journals to dialogue/talk to the learners directly (privately) about things you may be concerned about, e.g. I saw that you looked very sad last week Neo. Are you feeling better? Don't force learners to write responses to these kinds of questions but sometimes, when a child 'needs' to talk it is easier in writing than face-to-face.

Week 8 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare a language activity based on revising present, past, present progressive and past progressive tenses for Word and Sentence Level Work.

DAILY ACTIVITIES

Shared reading and writing – a non-fiction text and table

- Re-cap the **non-fiction/information text t**ogether with the learners. You can do this by asking learners to summarise the main and supporting ideas in the text and then re-reading parts of the text together with the learners.
- **Introduce shared writing.** Talk about why we use tables, e.g. a visual presentation of information, comparing things etc.
- Choose part of the information presented in the text to summarise and compare in a table, e.g.

	Where does this product come from?	**What do we use this product for?**
Cooking oil		
Rubber tyres		

- **Shared writing:** While writing you should 1. Ask prompt questions. 2. Involve learners and help them compare and contrast information and place it in the correct column.

Word and sentence level work

Tenses: Simple present and past, present and past progressive

- Revise tenses with the learners. Write sentences on the board using the simple present/ past tense and have different learners come up and change the sentences into present progressive/past progressive tense.
- Let learners complete a written activity to revise these tenses. You could use an activity from a Learner's Book.
- Do a short spelling test.

Group, guided and independent reading/writing

- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information.
- At the same time learners can finish their Word and Sentence Level Work.
- Group reading in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.) Use a variety of non-fiction texts such as textbooks, reference books, maps, charts, graphs, short reports and pictures for group reading in this second half of the third term. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING

DRAFTING, REVISING, ILLUSTRATING, PUBLISHING – A COMIC/CARTOON STRIP

- Learners draft their cartoon strip. They plan the illustrations and write the words (in speech bubbles).
- They share their strip with a partner who comments on it and says what might be added/ improved.
- Learners edit their work for spelling and punctuation and then write a final, neat copy of their cartoon strip into their books. **Use for Assessment Task 2.**

Note: learners can take their books home and colour in their cartoon strips.

ASSESSMENT: Formal: Assessment Task 2

Use the Writing activity (cartoon strip) to rate the learners, recording any problems you have noticed, against the following WRITING milestones:

- Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary

In this second half of the term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books
- Reads aloud clearly and with expression

THIRD TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	WEEK 9
ORAL **LO 1**: AS 7 **LO 2:** AS 1,2	• Enjoys listening to stories, short reports and limericks identifying specific details • Asks and responds to higher order questions • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Makes an oral presentation, speaking audibly and making eye contact	Speaking and listening activities: • Gives and listens to instructions (directions)
READING **LO 3**: AS 1, 2, 3, 8,10,11 **LO 5** AS 1,2,3	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning • Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs • Surveys content page, headings and index to locate information • Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures • Reads aloud clearly and with expression	Shared reading and writing • Do shared reading based on new, non-fiction texts: a bar graph, picture and pie chart • Questions based on texts: interprets and explains Word and sentence level work • Interprets and explains text Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming, scanning, using contents page, headings etc. • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Writes for playful and creative purposes eg poems • Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip • Uses appropriate grammar, tenses, spelling and punctuation in writing • Records words in a personal dictionary	Writing: • Pre-Writes and plans: a letter • Writes, revises, edits and publishes a letter

SPELLING AND GRAMMAR LO 6: AS 1,2,3,6	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Uses subject-verb concord • Uses complex tenses eg past progressive • Links sentences into a coherent paragraph using correct punctuation	<u>Phonics & Spelling</u> • Spelling: Words with 'gr' and 'pl' • Learns 20 spelling words for the week from the spelling/ short test <u>Grammar</u> • Pronouns • Adjectives and nouns

Week 9 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1** AS 7 **LO 2** AS 1,2

MILESTONES:
Oral:
- Enjoys listening to stories, short reports and limericks identifying specific details
- Asks and responds to higher order questions
- Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback
- Makes an oral presentation, speaking audibly and making eye contact

DAILY ACTIVITIES

FOLLOWING INSTRUCTIONS
- Learners work in pairs.
- They think of a place at school and write short notes giving directions on how to get there from the classroom. Walk around and check that learners' printed instructions make sense.
- Learners then take it in turns to walk behind their partner and explain how to get to the place they have chosen. They tell their partner one direction at a time and see if they get to the right place.
- Afterwards, learners report back on their experiences. **Use for Assessment Task 2.**

ASSESSMENT: Formal: Assessment Task 2

Use learners' reporting back on the following instructions activity to rate them, recording any problems you have noticed, against the following READING milestones:
- Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs
- Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures

You will have other opportunities to assess against this milestone on all three days this week.

Week 9 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 2,3 **LO 4** AS 1,2,4 **LO 5** AS 1,2 **LO 6** AS 2,3,6

MILESTONES:

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning
- Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs
- Surveys content page, headings and index to locate information
- Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures
- Reads aloud clearly and with expression

Spelling and Grammar

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Uses subject-verb concord
- Uses complex tenses eg past progressive
- Links sentences into a coherent paragraph using correct punctuation

Writing

- Writes for playful and creative purposes eg poems
- Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary

NOTES TO TEACHER

- Select a new text for shared reading – a bar graph. You will need to prepare this by writing it on a large sheet of card or on the board.
- Prepare Week 9's spelling words.

DAILY ACTIVITIES

Shared reading of a new text: a non-fiction text – a bar graph

- Introduce a Grade 4 level **bar graph** text. (The graph should be about something relevant to the learners, e.g. how learners come to school each day, what they eat for lunch, favourite foods, etc.)
- Explain how bar graphs show information and help us to make comparisons. Point out the difference between the vertical axis (e.g. number of children) and the horizontal (e.g. the different foods eaten).
- Look carefully at the graph together with the learners. Ask questions based on the graph, e.g. How many children have _____ for lunch?, How many more children have _____ than _____ for lunch? etc.
- Learners write down individual responses to the questions. **Use for Assessment Task 2.**

Word and sentence level work

Spelling / Phonics / High Frequency (Sight) words / Vocabulary

- Spelling: briefly revise words with the 'gr' and 'pl' letter combinations and use approximately 15-20 of the words as part of Week 9's spelling words:
  - 'gr': eg. graph, green, greet, growth, group, grandmother, ground, great, grass, greed, degree
  - 'pl': eg. plane, play, playground, pleasure, please, plain, apply, plenty

Group, guided and independent reading/writing

- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either paired or individual reading.
- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Try to include texts demonstrating different kinds of graphs, charts and tables. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information.

ASSESSMENT: Formal: Assessment Task 2

Use learners' written responses to the shared reading activity to rate them, recording any problems you have noticed, against the following READING milestones:

- Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs
- Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures

You will have other opportunities to assess against this milestone on all three days this week.

Week 9 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Select a new text for shared reading – a picture. You will need to prepare this by photocopying (enlarging or making multiple copies). The picture can be from a textbook, non-fiction book, a newspaper/magazine. All learners must have access to the text.
- Prepare a language activity based on pronouns for Word and Sentence Level Work.
- Prepare a frame for a letter for the Writing activity.

DAILY ACTIVITIES

Shared reading – a non-fiction text: a picture/photograph

- Show the learners the picture/photograph you have prepared.
- Discuss what learners can see in it.
- Look carefully at the picture together with the learners. Ask questions based on the picture, e.g.
    - What is in the foreground (front) of the picture?
    - What is in the background (back)?
    - When do you think the photograph was taken?/ What do you think the artist used to make the picture?
    - Is there a caption? What is it?
    - How do you think _____?
    - How did _____ make you feel?
    - What did you learn from the picture?
- Learners write down individual responses to the questions. **Use for Assessment Task 2.**

Word and sentence level work

Pronouns

NB : the notes included below are only for teacher information purposes and the learners are not expected to know the terminology for these grammar items. At this grade learners only need to know that pronouns stand for nouns.

A personal pronoun is used in place of a noun and refers to a person or thing, e.g. I am still at school, Give me the bag. The personal pronouns are: I, me, he, him, she, her, it, we, us, you, they, them.

A possessive pronoun is used n place of a noun and shows ownership, e.g. This book is yours. The possessive pronouns are: mine, his, hers, it, ours, your, theirs.

A possessive adjective shows ownership but is followed by a noun, e.g. This is your book. The possessive adjectives are: my, his, her, its, our, your, their.

- Revise common pronouns with the learners. Write a few sentences on the board and let different learners come up and identify the pronouns in each sentence. You can also write sentences using repeated nouns and let learners come up and re-write the sentences using appropriate pronouns.
- Let learners complete a written activity based on pronouns. You can use an activity from a Learner's Book or give learners sentences to complete correctly, e.g. (My, me) friend had (his, their) birthday at the Wimpy. **Use for Assessment Task 2.**

Note: *the emphasis is on learners using the pronouns correctly rather than knowing the terminology. The meaning of the sentence should make it clear which pronoun should be used.*

Group, guided and independent reading/writing

- Do guided reading with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information.
- At the same time learners can finish their Word and Sentence Level Work (pronouns).
- Learners who have completed their tasks in time can do paired or individual reading.

LANGUAGE DEVELOPMENT: WRITING

DRAFTING – A LETTER

- Use the information/theme of a shared text you have used this term to create an opportunity for learners to write a simple letter. For example, if you used a text about wild animals you could provide a frame for learners to write a letter to book accommodation at a game reserve.
- Give learners a writing frame for their letter, e.g.

The Director
Mbale Lodge
P O Box 222
Limpopo Province
15 March 2008

Dear Sir
I wish to reserve a room at Mbale Lodge from _____to _____. There will be _____ adult and _____ children. We are all very excited _____.
Yours faithfully
(Name)
(Address)
(Telephone number)

_____
Signature

- Learners plan their writing and write a draft letter.

ASSESSMENT: Formal: Assessment Task 2

Use learners' written responses to the shared reading activity and the class discussions to rate them, recording any problems you have noticed, against the following READING milestones:

- Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs
- Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures

You will have other opportunities to assess against this milestone on all three days this week.

Use the Word and Sentence Level activity (pronouns) to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions

You will have had another opportunity to assess against this milestone during the term (Week 6).

Week 9 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Select a new text for shared reading – a pie chart. You will need to prepare this by writing it on a large sheet of card or on the board.
- Prepare a language activity based on adjectives and nouns for Word and Sentence Level Work.

DAILY ACTIVITIES

Shared reading – a non-fiction text: a pie chart

- Show learners the pie chart you have prepared beforehand. (The chart should be about something relevant to the learners, e.g. the hours spent doing different things in the day/ the languages spoken by children in the school. Only use coloured-in segments or numbers for the chart, do not use percentages.)
- Explain how pie charts record information as 'pieces' of a pie, e.g. one 'piece' of the pie might indicate one hour/language, etc.
- Look carefully at the pie chart together with the learners. Ask questions based on the chart, e.g. How many hours does _____ spend sleeping? Which language do most of the children in the school speak?
- Learners write down individual responses to the questions. **Use for Assessment Task 2.**

Word and sentence level work

Adjectives and nouns

- Revise adjectives and nouns with the learners. Use examples on the board to demonstrate how nouns can be made into adjectives, e.g. wind-windy, noise-noisy, friend–friendly.
- Let learners complete a written activity based on nouns and adjectives. You can use an activity from a Learner's Book. Remind learners of some of the rules for adding suffixes onto words (Term 2, Week 5).
- Do a short spelling test. (Note that there are no sight or vocabulary words for this week's spelling.)

Group, guided and independent reading/writing

- Do guided reading with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information.
- At the same time learners can finish their Word and Sentence Level Work.
- Group reading in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.) Use a variety of non-fiction texts such as textbooks, reference books, maps, charts, graphs, short reports and pictures for group reading in this second half of the third term. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING

REVISING, EDITING, PUBLISHING – A LETTER

- Learners read their draft letter to themselves first and check for spelling and grammar errors and missing words.
- Then they give the draft to their partner who checks that the sentences make sense and are in the correct tense. The partners can make suggestions on what else they would like to be included.
- The writers make the final changes to the sentences and write a final, neat copy. **Use for Assessment Task 2.**

ASSESSMENT: Formal: Assessment Task 2

Use learners' written responses to the shared reading activity to rate them, recording any problems you have noticed, against the following READING milestone:

- Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs
- Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures

You will have assessed against this milestone on all three days this week.

Use the Writing activity (letter) to rate the learners, recording any problems you have noticed, against the following WRITING and SPELLING AND GRAMMAR milestones:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts e.g. stories and letters

In this second half of the term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books
- Reads aloud clearly and with expression

THIRD TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	WEEK 10
ORAL **LO 1**: AS 1,2,8 **LO 2:** AS 1,2	• Enjoys listening to stories, short reports and limericks identifying specific details • Asks and responds to higher order questions • Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback • Makes an oral presentation, speaking audibly and making eye contact	Speaking and listening activities: • Listens to jokes/limericks and discusses in groups
READING **LO 3**: AS 1, 8, 10, 11 **LO 5** AS 1,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning • Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs • Surveys content page, headings and index to locate information • Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures • Reads aloud clearly and with expression	Shared reading and writing • Do shared reading based on new, non-fiction text • Questions based on texts: using contents page and index, diagrams • Mind-map as summary of text Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming, scanning, using contents page, headings etc. • Vocabulary words / sentences added to personal dictionaries • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Writes for playful and creative purposes eg poems • Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip • Uses appropriate grammar, tenses, spelling and punctuation in writing • Records words in a personal dictionary	Writing: • Pre-writes and drafts: a poem • Writes, revises, edits and publishes a poem

SPELLING AND GRAMMAR LO 6: AS 1,2,3,6	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions • Uses subject-verb concord • Uses complex tenses eg past progressive • Links sentences into a coherent paragraph using correct punctuation	<u>Phonics & Spelling</u> • Spelling: revision of commonly misspelt words learnt this term • Learns 20 spelling words for the week from the spelling/ sight (high frequency) words and vocabulary from the shared reading text / short test <u>Grammar</u> • Conjunctions • Revision of parts of speech and identifying subjects and predicates

Week 10 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1** AS 1, 2, 8 **LO 2** AS 1,2

MILESTONES:
Oral:
- Enjoys listening to stories, short reports and limericks identifying specific details
- Asks and responds to higher order questions
- Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback
- Makes an oral presentation, speaking audibly and making eye contact

NOTES TO TEACHER

- Prepare a variety of jokes and/or limericks.

DAILY ACTIVITIES

LISTEN, LAUGH AND TALK

- Divide learners into small groups. Give each group a joke or a limerick.
- One group member reads the joke/limerick while the others listen.
- Learners discuss why the joke/limerick was funny and who they think would enjoy the text, e.g. younger children, older people, people who understand language very well, etc.
- Each group reports back, reading their joke and explaining what kind of person they think would enjoy it.
- Afterwards, learners can fill in a Peer Assessment form.

PEER ASSESSMENT				
My name				
Group member's names				
Tick who participated and listened to others				
Tick who gave good feedback about the joke/limerick				
Tick who understood the joke/limerick very well				

- Use the completed form, together with your own observations for **Assessment Task 2.**

ASSESSMENT: Formal: Assessment Task 2
Use the oral discussion and peer assessment activity to rate learners against the following ORAL milestones:
- Enjoys listening to stories, short reports and limericks identifying specific details
- Asks and responds to higher order questions
- Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback

Week 10 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,8,10 **LO 4** AS 1,2,4 **LO 5** AS 1,4 **LO 6** AS 2, 6

MILESTONES:

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning
- Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs
- Surveys content page, headings and index to locate information
- Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures
- Reads aloud clearly and with expression

Spelling and Grammar

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Uses subject-verb concord
- Uses complex tenses eg past progressive
- Links sentences into a coherent paragraph using correct punctuation

Writing

- Writes for playful and creative purposes eg poems
- Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary

NOTES TO TEACHER

- Select a new text for shared reading – it should be an extract from a textbook or a non-fiction reference text.
- Prepare Week 10's spelling words.

DAILY ACTIVITIES

Shared reading of a new text: a non-fiction text

- Introduce a Grade 4 level **non-fiction/information text**. You can use an extract from a textbook or other non-fiction reference text. The text should include labelled diagrams.
- Orientate learners to the text as before. Do a picture walk. Show and revise the features of a non-fiction text, e.g. table of contents, index, glossary, and headings.
- Do a pre-reading activity with the learners: Show learners the contents page of the book and ask questions e.g. *Where do you think I will find information on recycling?*
- Show learners the index of the book and ask questions, e.g. *On what page in the book will I find information on mining?*
- Read the **non-fiction/information text** to the learners, modelling analysing photographs, reading captions, linking photographs to text.
- Stop halfway through the text and continue on Day 2.

Word and sentence level work

Spelling / Phonics / High Frequency (Sight) words / Vocabulary

- Revise some of the most commonly misspelt words taught this term. Use approximately 15 of these words as part of Week 10's spelling words.
- Choose new vocabulary words (3 – 7) and sight words from the text to add to the week's spelling words.

Group, guided and independent reading/writing

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either paired or individual reading.
- Do guided reading with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information.

Week 10 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare a language activity based on conjunctions for Word and Sentence Level Work.
- Prepare a simple poem (and writing frame) for the Writing activity.

DAILY ACTIVITIES

Shared reading of a new text: a non-fiction text (continued)

- Finish reading the **non-fiction/information text** (Day 1) to the learners.
- Afterwards check understanding by asking 3 - 4 *wh* questions.

Word and sentence level work

Conjunctions

- Revise conjunctions with the learners. Use examples on the board to demonstrate using conjunctions to join sentences, e.g. and, but, because, so, after, although.
- Let learners complete a written activity based on joining sentences together using conjunctions. You could use an activity from a Learner's Book. **Use for Assessment Task 2.**

Group, guided and independent reading/writing

- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information.
- At the same time learners can finish their Word and Sentence Level Work (conjunctions).
- Learners who have completed their tasks in time can write a journal entry describing their holiday plans.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING DISCUSSION AND DRAFTING – A POEM

- Explain to learners that they will write a simple poem.
- Give them a topic to write their poem on and/or provide a writing frame. (The topic should be familiar to them, e.g. animals. The writing frame should not require too many words to change per line, e.g.

  In the <u>dark night</u>
  I get a <u>big fright</u>
  I hear the <u>hoot of an owl</u>
  The <u>bark of a dog</u>
  The <u>moo of a cow</u> and ...

What's that?
The cry of a hyena.
I am very scared.

- Remind learners that poetry is free expression – it does not always have to rhyme and/or use formal punctuation.
- Learners write a draft poem.

ASSESSMENT: Formal: Assessment Task 2

Use the Word and Sentence Level activity (conjunctions) to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions

You will have had other opportunities to assess against this milestone during the term (Weeks 6 and 9).

Week 10 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare a language activity based on revising identifying the subject and predicate in sentences for Word and Sentence Level Work.

DAILY ACTIVITIES

Shared reading and writing – a non-fiction text and table

- Re-cap the **non-fiction/information text t**ogether with the learners. You can do this by asking learners to summarise the main and supporting ideas in a mind map on the board.
- Re-read parts of the text together with the learners.
- Point out any diagrams. Talk about the purpose of labelled diagrams and captions in non-fiction texts, e.g. giving additional information, summarising new learning, etc.

Word and sentence level work

Subject and predicate (revision)

- Revise the subject and predicate in sentences. Write a simple sentence on the board. Identify (revise) the parts of speech in the sentence, e.g. The girl read her book quickly.

The	girl	read	her	book.
	noun	**verb**	**pronoun**	**noun**

- Use the example sentence you wrote to demonstrate the subject (The girl) and predicate verb (read) + ('her book'). The verb is the most important part of the predicate. Not all sentences have objects - which are part of the predicate- but all sentences have verbs. Anything not directly related to the subject falls into the predicate of the sentence.
- Write a few example sentences on the board and, together with the learners, identify the subject and predicate in each sentence.
- Let learners complete a written activity to revise the parts of speech and identify the subject and predicate in sentences. You could use an activity from a Learner's Book.
- Do a short spelling test.

Group, guided and independent reading/writing

- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes to find information.
- At the same time learners can finish their Word and Sentence Level Work.
- Group reading in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.) **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING

WRITING, REVISING, EDITING AND PUBLISHING – A POEM

- Learners read their poems to a partner to check that it makes sense.
- They self-edit for spelling.
- Learners write a final, neat copy of their poems into their books. **Use for Assessment Task 2.**

ASSESSMENT: Formal: Assessment Task 2

Use the Writing activity (cartoon strip) to rate the learners, recording any problems you have noticed, against the following WRITING milestone:

- Writes for playful and creative purposes eg poems

In this second half of the term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books
- Reads aloud clearly and with expression