Foundations For Learning

Intermediate Phase Language Lesson plans

Third term

Grade 6

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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, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map • Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language • Asks and responds to challenging questions using appropriate language • Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument					• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language • Comments on the social, moral and cultural values in different texts eg Is there any stereotyping? • Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation • Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument • Listens and shows sensitivity to social and cultural differences through affirmation and language usage				
	Listens to an extract from a play.	Listens to play or play-reading.	Listens to a talk.	Listens to recording of a talk.	Listens to a talk.	Listens to a short story.	Listens to a description of a cultural event.	Listens to a fairy tale.	30 second speeches	Discusses stereotypes.
Reading	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas • Distinguishes cause from effect in a variety of contexts • Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.					• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text • Understands and uses information in a range of information texts and summarises main and supporting ideas • Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.				
	Group, guided and independent reading weekly									
	Is introduced to a novel.	Reads a child's story. Reads poems. Continues reading a novel Writes a comprehension task	Reads an article. Continues reading a novel	Reads short story. Continues reading a novel	Reads short story Continues reading a novel	Reads a journal entry. Reads an extract from a biography. Continues reading the novel.	Reads entries from a journal and extracts from a biography.	Reads a biographical article and an obituary.	Reads graphic texts. Views television advertisement.	Reads written advertisements. Views television advertisements.

<table>
<tr><td rowspan="2">Writing</td><td colspan="5">• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
• Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
• Reflects on and evaluates own and others' writing
• Writes for personal and exploratory purposes using a wide variety of language e.g. journal. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
• Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register
• Uses figurative language eg similes, metaphors, personification
• Changes word order for focus and emphasis</td><td colspan="5">• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
• Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
• Reflects on and evaluates own and others' writing
• Writes for personal and exploratory purposes using a wide variety of language e.g. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
• Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries
• Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television</td></tr>
<tr><td>Writes a descriptive paragraph</td><td>Writes a poem.

Plans a child's story.</td><td>Drafts and refines a child's story.</td><td>Begins drafting report for the Investigation</td><td>Completes the report on the Investigation
Write a paragraph giving a personal response</td><td>Writes a journal entry.

Drafts a syllable poem.</td><td>Edits and publishes a poem.

Drafts an argumentative essay</td><td>Edits and publishes an argumentative essay.</td><td>Writes a review.

Plans a storyboard.</td><td>Dramatises a television advertisement.</td></tr>
<tr><td colspan="11">Writing in personal journal weekly</td></tr>
<tr><td rowspan="3">Spelling and grammar</td><td colspan="5">• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports
• Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary
• Explores origins of words
• Identifies parts of speech (nouns, pronouns, articles and modals)
• Uses complex tenses correctly eg He will have finished by now</td><td colspan="5">• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports
• Uses complex tenses correctly eg He will have finished by now
• Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences
• Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation</td></tr>
<tr><td>Identifies nouns and noun functions.</td><td>Identifies and uses pronouns and articles.
Spelling test.</td><td>Works with verbs, auxiliary verbs and modals.</td><td>Uses prefixes and suffixes to find origins of words</td><td>Prefixes, suffixes
Spelling test</td><td>Works with antonyms

Works with complex sentences.</td><td>Works with antonyms and synonyms.

Uses complex sentences.

Writes cohesive paragraphs.</td><td>Uses connectives to write cohesive paragraphs.
Spelling test.</td><td>Explores vocabulary of film.</td><td>Spelling test

Identifies figures of speech.

Corrects errors in a paragraph.</td></tr>
<tr><td colspan="5">Investigation
• Develops an hypothesis using different sources to research
• Collects information from different sources
• Processes, compares and evaluates the information
• Presents a balanced and logical argument, contrasting different perspectives
• Draws conclusions
• Writes a short report on the findings (at least one paragraph).</td><td colspan="5"></td></tr>
</table>

THIRD TERM: WEEK 1 OVERVIEW

COMPONENT	MILESTONES	WEEK 1
ORAL **LO 1**: AS 1, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map • Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language • Asks and responds to challenging questions using appropriate language • Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument	Speaking and listening activities • Watches/listens to an excerpt from a play. • Discusses various aspects of a play.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 6, 7, 8. **LO 4**: AS 1, 2, 3, 4 **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas • Distinguishes cause from effect in a variety of contexts • Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.	Shared reading and writing • Introduction to a novel. Word and sentence level work • Discusses register and content choice. Group, guided and independent reading and writing • Personal dictionaries/vocabulary words/ sentences. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. journal. descriptive paragraph, argumentative essay (minimum of 3 paragraphs) • Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register • Uses figurative language eg similes, metaphors, personification • Changes word order for focus and emphasis	Writing • Descriptive paragraph. • Plans a descriptive poem.

SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary • Explores origins of words • Identifies parts of speech (nouns, pronouns, articles and modals) • Uses complex tenses correctly eg He will have finished by now	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Identifies noun classes. • Explores noun functions.

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

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language
- Asks and responds to challenging questions using appropriate language
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument

NOTES TO TEACHER

- For this first lesson on the play as a text, you could use a recorded excerpt from a play (the opening scene) to which the learners may easily relate. This may be either on tape or a recorded excerpt of a radio play. Make sure you have listened to the entire play before playing part of it to your class.
- The aim of the lesson is to show how register and choice of subject are related to the target audience and purpose of the playwright.
- For the next oral lesson have a short play by the learners in the class in this lesson, or make a time to rehearse with a few of the members of the class in order to have a play-reading. It is important to prepare this ahead of time, so that the reading is fluent. Alternatively you could continue to use recorded excerpts from the same play.

DAILY ACTIVITIES

Excerpt from a recording of a play.

- Orientate the learners.
  - Share the title of the play.
  - Draw on the learners' prior knowledge of the substance of the play.
  - Ask them what they think it may be about.
  - Discuss any new words that may be vital to their understanding of the play.
- Play the excerpt to the class.
- Briefly tell them what the rest of the play is about.
- Ask learners what the main idea (message) of the play might be.
  - On what do they base their answers?
- In groups, the learners can discuss the following.
  - Who do they think is the target audience for this play? Why do they think this? *(Direct the learners to look at the choice of words and content of the play)*
  - If this were a play written for Foundation Phase learners, how would the choice of language change?
  - Would this be a suitable choice of topic? If not, why not?
- Once the groups have come to some conclusions, they share their answers with the class.

ASSESSMENT

Formal: Assessment Task 1

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

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language

You will have another opportunity to assess these milestones in week 2.

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas
- Distinguishes cause from effect in a variety of contexts
- Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. journal. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
- Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register
- Uses figurative language eg similes, metaphors, personification
- Changes word order for focus and emphasis

Spelling and Grammar

- Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary
- Explores origins of words
- Identifies parts of speech (nouns, pronouns, articles and modals)
- Uses complex tenses correctly eg He will have finished by now

NOTES TO TEACHER

- Choose a novel that can be comfortably read by your learners in less than one term and one to which your learners can easily relate. It must be one that they will enjoy reading so they begin to develop a life-long love of reading fiction books.
- Make sure you have enough copies for each member of the class to at least share.
- Ensure that each learner has his/her personal dictionary on hand and that the class has sufficient dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared Reading: Introduce the novel

- Ask the learners to list the features of the short stories that they read the previous term.
  Each story has:
  - *one main character or group of main characters;*
  - *one climax;*
  - *one setting.*
- Introduce the novel and read the title. Tell the class a few details about the author. If this is the first time the learners have read a novel as a class spend some time talking about the difference between a short story and a novel. Share with them the joys you find in reading a novel, how the reader comes to know the characters so well they become like old friends and how the author is able to include many different stages in the plot.
- Ask the learners to read the chapter headings on the contents page.
- From these, ask learners to jot down any ideas they may have of the plot of the novel. (These will be used for the writing of a paragraph on Day 2.)
- Modelling the use of punctuation to aid meaning, read the opening three or four paragraphs of the novel.
- Stop and ask the learners what they can gather about the setting of the novel from these opening paragraphs.
  - Do they tell us when the story takes place?
  - Do they tell us where the story takes place?
  - Do they indicate the kind of story it will be? (i.e. adventure? thriller? historical? etc)
- If there is any time left in this lesson, use it to continue reading the opening chapter of the novel.
  Use the group, guided and shared reading this week to read the opening chapters of the novel. The longer it takes to read a novel, the more likely you are to lose the weaker reader through boredom.

Spelling and grammar/word and sentence level work

Noun classes

- Write four or five sentences on the board containing examples of different noun classes, e.g.
  John bought a pack of cards.
  Joy filled my heart when I won the prize. etc
- Ask the learners to underline each noun and name its full word class, e.g.
  John - proper noun
  pack - collective noun, etc.
- Ask the learners for more examples of different noun classes **in full sentences.**
- Write the following two sentences on the board.
  Mary set the <u>table</u> for supper.
  You must <u>table</u> the results of the investigation.

- Ask the learners to identify the word classes of the underlined words.
  The first is a common noun. The second is a verb.
- Ask the learners what work the proper noun 'Mary' does in the sentence.
  It is the subject of the verb 'set'.
- How do you find the subject of the sentence?
  *You ask the question 'who' or 'what' **before** the verb.*
- How do you find the object of a sentence?
  *You ask the question 'who' or 'what' **afte**r the verb.*
  This rule holds true for both active and passive voice sentences.
- Write three or four more sentences on the board for the learners to practise these two simple functions of the noun.

Group, guided and independent reading/writing

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies.

ASSESSMENT

Formal: Assessment Task 1

Use the shared and group reading of a novel during the next five weeks to rate the learners against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas
- Distinguishes cause from effect in a variety of contexts
- Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.

Week 1 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Make sure the learners have copies, at least to share, of the class reader (novel).

DAILY ACTIVITIES

Shared Reading of the novel

- Recap what the learners have understood about the setting of the novel so far.
  - Does the setting (time and place) give the reader any clues to the plot? i.e.
    - What **atmosphere** is the writer creating? (calm? scary? exciting? etc)
    - How does the writer create this atmosphere? (descriptions of place? use of adjectives? descriptions of the weather? descriptions of sounds? in other words, imagery?)
- Explore the content of the first chapter of the novel.
- Ask learners what they expect to happen in the following chapter. (prediction)
- Work through any new vocabulary with the learners, allowing them to look up the words in the dictionary and add them to their personal dictionaries. Point out any figures of speech.
- If there is any time left over, continue reading the novel out loud with the learners, each learner taking a turn to read to the class.

Word and sentence level work.

Functions of nouns

- Recap the functions of nouns dealt with in the previous lesson. Adapt the activity to the level of your class.
- Write a sentence like the following on the board.

  Thami gave a book to Vusi.
- Ask the learners to explain the functions of the nouns in the sentence:
  Thami - proper noun - subject of the verb 'gave'
  book - common noun - object of the verb 'gave'
  Vusi - proper noun - indirect object of the verb 'gave'.
  The indirect object will be dealt with in more detail in grade 7. Verbs like 'giving', 'saying' etc take a direct as well as an indirect object.

Group, guided and independent reading/writing

Group reading

- Continue reading chapter 2 of the class novel in the group reading as on Day 1. Work with one group each day to introduce and reinforce different reading and comprehension strategies.

LANGUAGE DEVELOPMENT: WRITING

Individual writing: a paragraph

- Using the notes they made in the shared reading period on Day 1, the learners write a paragraph predicting the plot of the novel the class is reading.

ASSESSMENT

Formal: Assessment Task 1

Use the shared and group reading of a novel during the next five weeks to rate the learners against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas
- Distinguishes cause from effect in a variety of contexts
- Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.

Week 1 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Make sure the learners have copies, at least to share, of the class reader (novel).
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading: a novel

- Ask the learners to recount the content of the novel so far.
- In this lesson concentrate on the characters in the novel.
  - Who is the main character? How do we know this?
  - How does the writer create this character?
    - How is the character described physically? i.e. What does he/she look like?
    - What words does the writer use to describe him/her?
    - What do the character's actions tell us about him/her?
    - What does what he/she says tell us about him/her?
  - What other characters have been introduced to the reader so far?
  - What does the writer want the reader to feel about these characters?
    - How do we know this?

Spelling and grammar/word and sentence level work

Nouns

- Draw up an exercise on the use of nouns (or use one from a Learner's Book) to consolidate the learners' ability to identify and use nouns. **Use for Assessment Task 1.**

LANGUAGE DEVELOPMENT: WRITING

Individual writing: planning in groups a descriptive poem

- Divide the class into groups.
- Each group chooses a character from the novel, and discusses and notes the various characteristics of that character - what the character looks like, as well as the type of person he/she is.
- They can record their ideas using a mind map. These notes will be used to write a descriptive poem in Week 2.
- **Use the discussions and the mind map for Assessment Task 1 for ORAL.**

ASSESSMENT

Formal: Assessment Task 1

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

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

Use the discussions and the mind map to rate the learners against the following ORAL milestone:

- Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map

You can also use the talk and the discussions in Week 3.

ASSESSMENT TASK 1: WEEKS 1 – 5

	MILESTONES	WEEK	TASK
ORAL **LO 1**: AS 1, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words	1 - 2	• Discussions on a play
	• Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language	3	• Talk and discussion
	• Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map	1 3	• Shared reading Day 3 • Talk and discussion
	• Asks and responds to challenging questions using appropriate language • Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument	4, 5	• Discussions on a recorded talk as well as your observations of the group discussions during the shared reading sessions
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 6, 7, 8. **LO 4**: AS 1, 2, 3, 4 **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas • Distinguishes cause from effect in a variety of contexts • Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.	1 - 5	• Shared and group reading sessions together with written comprehensions
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register • Uses figurative language eg similes, metaphors, personification	2 3	• A poem • A story
	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing	3	• A story
	• Writes for personal and exploratory purposes using a wide variety of language e.g. journal. descriptive paragraph, argumentative essay (minimum of 3 paragraphs) • Changes word order for focus and emphasis	5	• Descriptive paragraph

SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports	2	• Spelling test, as well as the written story in week 3
	• Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary • Explores origins of words	4	• Written task on day 2 and observations of learners' use of personal dictionaries
	• Identifies parts of speech (nouns, pronouns, articles and modals)	1, 2, 3	• Written tasks: Wk 1 Day 3; Wk 2 Day 1, Wk 3 Day 3
	• Uses complex tenses correctly eg He will have finished by now	3	• Written task
INVESTIGATION **LO 3**: AS 1, 2, 4, 5, 7, 11. **LO 5**: AS 1, 2, 3, 4.	• Develops an hypothesis using different sources to research • Collects information from different sources • Processes, compares and evaluates the information • Presents a balanced and logical argument, contrasting different perspectives • Draws conclusions • Writes a short report on the findings (at least one paragraph).	4 - 5	• Observations of learners' researching from written texts and their discussions • Written report

THIRD TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL **LO 1**: AS 1, 3, 6, 7 **LO 2**: AS 1, 2, 3, 4	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map • Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language • Asks and responds to challenging questions using appropriate language • Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument	Speaking and listening activities • Listens to the reading of a play. • Discusses various aspects of the play.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 6, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas • Distinguishes cause from effect in a variety of contexts • Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.	Shared viewing and writing • Continues reading the novel. • Reads poems. • Reads a child's story. Word and sentence level work • Discusses register and content choice. Group, guided and independent reading and writing • Personal dictionaries/vocabulary words/sentences. • Continues to explore features of the novel. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. journal. descriptive paragraph, argumentative essay (minimum of 3 paragraphs) • Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register • Uses figurative language eg similes, metaphors, personification • Changes word order for focus and emphasis	Writing • Edits, refines and publishes descriptive poem. • Plans and drafts a child's story.

SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary • Explores origins of words • Identifies parts of speech (nouns, pronouns, articles and modals) • Uses complex tenses correctly eg He will have finished by now	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. • Writes a spelling test. <u>Grammar</u> • Identifies and uses pronoun types. • Identifies and uses articles.

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

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language
- Asks and responds to challenging questions using appropriate language
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument

NOTES TO TEACHER

- For this oral lesson learners continue to listen to a play. You could use a few learners who read fluently to play the different parts or use another recorded excerpt from either a new play (or the previous week's play.)

DAILY ACTIVITIES

Shared listening to a play or a play excerpt.

- Orientate the learners by sharing the title of the new play (if it has one) and telling them a little about it. Explore any new and difficult vocabulary.
- Listen to the play with the class.
- Explore the learners' response to the play.
  - What is the plot of the play?
  - What is the message of the play?
  - In which way does the plot help to convey the underlying message?
    *It is important to establish the difference between the **plot** and **message** of the play. The plot refers to the 'story' as it unfolds. The message, or underlying meaning, refers to what the writer wants to convey to the reader beyond the actual meaning of the words.*
- Ask the learners to identify the target audience for the play.
  - What clues do they notice that indicate the target audience?
    Direct the learners to consider the topic of the play and its relevance to a particular group of people and also the register (choice of words) used.
- Repeat one of the lines from the play but say it in a very different way.
  - Ask the learners how this changes their impression of the character and what is said.
- Choose a few other lines from the play and model reading them in two or three different ways.
- Ask the learners how emphasis and meaning is changed with each reading.
- Let the learners experiment in their groups with changing body language and intonation.

ASSESSMENT

Formal: Assessment Task 1

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

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language

You had another opportunity to assess these milestones in week 1.

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas
- Distinguishes cause from effect in a variety of contexts
- Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. journal. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
- Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register
- Uses figurative language eg similes, metaphors, personification
- Changes word order for focus and emphasis

Spelling and Grammar

- Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary
- Explores origins of words
- Identifies parts of speech (nouns, pronouns, articles and modals)
- Uses complex tenses correctly eg He will have finished by now

NOTES TO TEACHER

- Choose two descriptive poems. One of the poems must describe a person, and the other must be in free verse to demonstrate that not all poetry rhymes or is written in stanza form. Have sufficient copies of the poems for each group to have a copy of the text.
- Prepare a cloze procedure task on different types of pronouns.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared reading: a poem

- Introduce the first poem to the class by sharing the title and the poet's name.
- Draw on the learners' prior knowledge to orientate the learners. Ask them what they expect the poem to be about.
- Explore any new and unknown words vital to the meaning of the text.
- Read and discuss the poem describing a character:
  - Check the learners' understanding of the text.
  - Ask them what they understand the poet's attitude to the subject of the poem to be?
  - What clues lead them to this answer?
  - What imagery and figures of speech does the poet use to describe the character?
  - How do they feel about the character?

  Write the key words 'attitude, imagery and figures of speech' on the board to remind the learners what to watch out for in the next poem.
- Introduce the next poem in the same way and read it to the learners.
- In groups let the learners discuss the same questions about the poem.
- Once they have looked at all the questions the groups share their opinions with the class.

Spelling and grammar/word and sentence level work

Parts of speech: pronouns

- Write a sentence containing two pronouns on the board,

  e.g. <u>He</u> fetched <u>them</u> from the station.
- Ask the learners to identify the parts of speech of the underlined words.
- Ask the learners to create a definition of a pronoun.

  It is a word that takes the place of a noun.
- Write sentences containing different types of pronoun on the board.

  e.g. <u>Who</u> has found a cricket ball? <u>I</u> have lost <u>mine</u>.

  'Who' is an interrogative pronoun as it asks a question; 'I' is a personal pronoun as it indicates a person; 'mine' is a possessive pronoun as it indicates possession.
- Ask each of the learners who identifies the pronoun to explain why each of them belongs to a specific pronoun type.
- Ask learners to make up their own sentences with each of these pronoun types. Their partners can check their examples.
- Write a sentence on the board containing a demonstrative pronoun.

  e.g. <u>That</u> is my book.
- Ask the learners why 'that' should be a pronoun.

  It is taking the place of a noun and is the subject of the verb 'is'.

- Tell the learners the name of this type of pronoun. It is pointing out a specific but un-named item and is therefore called a **demonstrative pronoun**. Guide them through questions and examples to recognising the other demonstrative pronouns.
  e.g. 'that' (singular) becomes 'those' (plural).
  'this' (singular) becomes 'these' (plural).

Group, guided and independent reading/writing
Written task on different pronoun types

- Give learners a cloze procedure exercise in which they have to add the correct pronouns. **Use for Assessment Task 1.**

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies.

ASSESSMENT
Formal: Assessment Task 1
Use the task on pronouns to rate the learners against the following SPELLING and GRAMMAR milestone:

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

Week 2 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Make sure the learners have copies, at least to share, of the class reader (novel).
- Prepare a comprehension task on a section of the novel.

DAILY ACTIVITIES

Shared reading: a novel

- Orientate the learners to the novel by checking on their understanding of the plot so far.
- Explore any new vocabulary to be added to the learners' spelling lists.
- Briefly review the main characters in the plot.
- Read the three or four paragraphs from the next section of the novel.
- Ask the learners to identify the main idea of the novel. (plot)
  - Ask them if there are any other 'complications' in the plot?
  - Are there any developments in the lives of the minor characters that take place at the same time?
  - Why, do they think, the writer has included these in the novel?
    The aim of the lesson is to make the learner aware of the existence of different layers of meaning in the novel e.g. Plot and sub-plot; characterisation; political or social comment, etc.
- Ask the learners in their groups to summarise the main ideas of each chapter so far, in not more than three sentences. Different groups could each work on one chapter.
- Record the sentences on chart paper for future reference.

Word and sentence level work.

Parts of speech

- Revise the different parts of speech by asking the learners to analyse one of the sentences they wrote summarising a chapter. They could use a framework, eg

article	noun	verb	preposition	article	adjective	noun
The	family	moved	to	the	new	house.

Group, guided and independent reading/writing

Written comprehension

- Learners write a comprehension task which you have prepared, based on a section of the novel being read by the class.
- Make sure the questions are not merely based on content, but also examine hidden meanings in the text and the writer's characterisations. **Use for Assessment Task 1.**

Group, guided and independent reading/writing

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies.

LANGUAGE DEVELOPMENT: WRITING

Individual writing: a descriptive poem

- Learners use the mind map they created the previous week to write a first draft of a poem describing a character. Remind learners of the poem they read earlier in the week that described a character and how the poet made use of figures of speech. They should do the same.
- The learners read their poems to a partner.
- They refine and edit their poems before writing a final version of their poems for publishing. **Use for Assessment Task 1.**

ASSESSMENT

Formal: Assessment Task 1

Use the shared and group reading of a novel during the first five weeks and Day 2's Comprehension task to rate the learners against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas
- Distinguishes cause from effect in a variety of contexts
- Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.

Use the poem to rate the learners against the following WRITING milestones:

- Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register
- Uses figurative language eg similes, metaphors, personification

Week 2 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
• Chose a short story written for young children. One to which the learners may easily relate.
DAILY ACTIVITIES

Shared Reading - a child's story

- Share the title and any illustrations that might be available.
- Ask the learners what they expect to happen in the story.
- Read the story.
- Ask the learners to respond to the story.
  - What is the main idea of the story?
  - Who is the main character?
  - What difference can be noted in the characters of this story and of the novel?
    In a child's story there is obviously a 'goodie' (hero) and a 'baddie (villain)
  - Ask the learners to note how the story begins.
    Usually "Once upon a time . . .
  - Ask the learners to take note of the ending.
    Often "And they all lived happily ever after."
- Ask the learners what they notice about the choice of words compared to the words used in the novel.
- What determines the register of a piece of writing?
- What is the purpose of the story which has just been read?

Spelling and grammar/word and sentence level work

Parts of speech: articles

- Briefly revise the use of the article with the learners.
  It is a determiner that qualifies a noun.
- Ask the learners how many kinds of determiner one uses in English?
  Indefinite article (a/an) Definite article (the)
- Ask the learners to demonstrate in a sentence the use of each of these kinds of article.

Group, guided and independent reading/writing

Spelling test

- Do a short spelling test with learners based on the spelling words from the first two weeks of the term. Include a dictation to check learners' use of the correct article. **Use for Assessment Task 1.**

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies.

LANGUAGE DEVELOPMENT: WRITING

Writing - planning a story.

- Remind the learners of the child's story they read earlier in the day.
- Model a writing frame for a child's story, which the learners can use.

For example:

A Child's Story	Title
Introductory paragraph	Once upon a time. . . (Set the scene)
2nd paragraph	Introduce the plot
3rd paragraph	Develop the plot
4th paragraph	Climax of the plot
Conclusion	Resolution '...and they all lived happily ever after."

- Remind the learners that a child's story is written in a register suitable for a young child. In groups let the learners brainstorm a child's story using the framework.
- Then in pairs, the learners write the skeleton of their story: name and briefly describe their characters and setting, summarise their plot, climax and ending. **Observe for Assessment Task 1.**

ASSESSMENT

Formal: Assessment Task 1

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

- Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports

THIRD TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	WEEK 3
ORAL **LO 1**: AS 1, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map • Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language • Asks and responds to challenging questions using appropriate language • Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument	<u>Speaking and listening activities</u> • Listens to a guest speaker. • Discusses various aspects of a speech. • Discusses the importance of body language in a speech.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 6, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas • Distinguishes cause from effect in a variety of contexts • Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.	<u>Shared listening and writing</u> • Reads a short article. • Continues reading the novel. <u>Word and sentence level work</u> • Discusses register and content choice. <u>Group, guided and independent reading and writing</u> • Personal dictionaries/vocabulary words/sentences. • Continues to explore features of the novel. • <u>Reading for enjoyment</u>
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. journal. descriptive paragraph, argumentative essay (minimum of 3 paragraphs) • Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register • Uses figurative language eg similes, metaphors, personification • Changes word order for focus and emphasis	<u>Writing</u> • Drafts and edits a child's story.

SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary • Explores origins of words • Identifies parts of speech (nouns, pronouns, articles and modals) • Uses complex tenses correctly eg He will have finished by now	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Explores verbs and tenses. • Identifies modals.
INVESTIGATION **LO 3**: AS 1, 2, 4, 5, 7, 11. **LO 5**: AS 1, 2, 3, 4.	• Develops an hypothesis using different sources to research • Collects information from different sources • Processes, compares and evaluates the information • Presents a balanced and logical argument, contrasting different perspectives • Draws conclusions • Writes a short report on the findings (at least one paragraph).	• Models an investigation and proposes an hypothesis.

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

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language
- Asks and responds to challenging questions using appropriate language
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument

NOTES TO TEACHER

- Invite a 'guest speaker' – one of the parents or a member of the community - to talk to your class on a topic of interest to your learners. The talk should not be more than five minutes long but allow extra time for questions afterwards.

DAILY ACTIVITIES

Listening to a 'guest speaker'

- Introduce the speaker to the class and remind learners about the topic.
- The learners listen to the speaker.
- Give the learners the opportunity to ask questions.
- If the learners are hesitant in asking questions, set the ball rolling by asking one or two open questions yourself.
- Once the question session has ended, ask one of the learners to thank the speaker. (Arrange this in advance.)

ASSESSMENT:

Formal: Assessment Task 1

Use the talk and the shared writing in the Literacy Focus Time to rate the learners against the following milestone:

- Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language

You can also use the discussions in Week 1 to assess the first of these milestones.

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas
- Distinguishes cause from effect in a variety of contexts
- Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. journal. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
- Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register
- Uses figurative language eg similes, metaphors, personification
- Changes word order for focus and emphasis

Spelling and Grammar

- Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary
- Explores origins of words
- Identifies parts of speech (nouns, pronouns, articles and modals)
- Uses complex tenses correctly eg He will have finished by now

Investigation

- Develops an hypothesis using different sources to research
- Collects information from different sources
- Processes, compares and evaluates the information
- Presents a balanced and logical argument, contrasting different perspectives
- Draws conclusions
- Writes a short report on the findings (at least one paragraph).

NOTES TO TEACHER

- Make sure the learners have copies, at least to share, of the class reader (novel).
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Writing – summary of a talk

- Remind the learners of the speaker they listened to in the Oral lesson.
- Check their understanding and memory of the talk by careful questioning.
- Explore any new and unknown words vital to the meaning of the talk.
- Draw on the learners' prior knowledge of the topic that was handled.
- Explore the learners' response to the talk.
  - What was the main idea handled by the speaker?
  - How well was the talk pitched at the learners (the target audience)?
  - In which way could the learners identify with what was said?
  - Were there any points which they did not understand?
  - What caused this lack of understanding?
- Ask the learners to respond to the actual delivery.
  - What could they infer from the speaker's body language?
- Let the learners work in groups to identify the key points of the talk.
- During the feedback model how to summarise the main idea and a few specific details using a mind map. Use a sheet of chart paper so you can keep the mind map for the next lesson. **Use the discussions for Assessment Task 1 for ORAL.**

Spelling and grammar/word and sentence level work
Verbs and tenses
Note: Adapt this lesson to the needs and level of your learners. The emphasis should be on the correct use of the verbs rather than on the understanding of the underlying grammar.

- Write a simple sentence on the board – it could be one from the shared writing.
  e.g. The man talks to the class.
- Ask the learners to identify the underlined word.
  It is a verb and the predicate of the sentence.
- Write a similar sentence on the board containing a verb phrase.
  e.g. The man is talking to a friend.
- Ask the learner to identify the underlined words.
  - What is different about the two sentences?
    Both are present tense, but the first is the simple present, the second is present continuous and is formed by ***the auxiliary verb*** *(is)* ***and a present participle,*** *(talking)*

Write another pair of sentences on the board, this time both in the past tense.

e.g. The children asked questions.

The boy was listening to the speaker.

*Both sentences are in the past tense, the first in the simple past, the second in the past continuous and is formed by the **auxiliary verb** (was) **and a present participle,** (listening)*

*Note that the tense of the auxiliary has changed, and is still used with a **present** participle.*

- Remind the learners that the **auxiliary verb** carries the **number** (singular or plural) and the **tense**.
- Ask the learners to identify the tense of the following sentence:

  The man has left the room.

  *It is written in the **perfect tense,** using the **auxiliary verb** (has) and the **past participle** (left). At this level, it is important for the learner to recognise the existence of the auxiliary verb and the participle as part of a verb phrase, as well as to identify complex tenses.*
- Write a sentence on the board containing two auxiliary verbs.
  e.g. He <u>will be eating</u> a sandwich for lunch.
- Ask the learners to identify the underlined words.
  It is important for the learners to realise that a verb phrase can contain more than one auxiliary verb.
- Remind the learners of the lessons on complex tenses that were taught in the previous term.
- Write between four and five sentences on the board containing both simple verbs and verb phrases.
- Ask the learners to identify the verbs in each sentence and to indicate the participles and auxiliary verbs and the participles where applicable.

Group, guided and independent reading/writing

Written task

- Using the information in the mind map the learners write a summary in four sentences.

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Ask the learners to note particularly the writer's choice of words. (register).

ASSESSMENT

Formal: Assessment Task 1

Use the shared and group reading of a novel and different articles and short stories during the first five weeks to rate the learners against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas
- Distinguishes cause from effect in a variety of contexts
- Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.

Week 3 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Make sure the learners have copies, at least to share, of the class reader (novel).
- Choose a short article on the same, or similar, topic as the talk delivered by the guest speaker in the oral lesson. You are going to look at different register and style for different target audiences. Have sufficient copies of the article for learners to share.

DAILY ACTIVITIES

Shared reading - an article

1. **Before reading**
   - Orientate the learners to the article you are about to read.
   - Remind them, through questioning, of the talk they listened to during the oral lesson.
   - Explore any new vocabulary from the article, which the learners copy into their personal dictionaries.

2. **Read the article**

3. **After reading**
   - Divide the learners into groups and hand each group a copy of the article.
     On this occasion, they are not given the article before you read, in order to create a similar environment to that of listening to the talk during the oral lesson.
   - Ask the learners to identify the main point of the article.
   - Once they have done so, ask each group to create a mind map and then summarise the article in not more than four sentences.
   - Ask the learners to identify the target audience/reader of the article.
     - In what way is this group different to that of the talk?
     - How do they know this?
     - How is the choice of words affected by the target reader/ audience?
       The register (choice of words) must be aimed at the age group of the reader.
   - Once the groups have answered the questions, they report back to the class.
   - Use the information from the mind maps to write four sentences summarising the article as a class.

Word and sentence level work.

Verbs and tenses

- Remind the learners of the work covered on auxiliary verbs the day before.
- Ask the learners to identify the verbs in the article, which are auxiliaries and which are participles, and explain the tenses of the sentences.

Group, guided and independent reading/writing
Written task

- Create a written task for the learners in which you give them six to eight sentences in which they have to fill in the correct tense and form of the verb.
  e.g. Everyone in the class (to go) on holiday at the end of next month.
  *Everyone in class **will be going** on holiday at the end of next month.*
- Once the learners have completed the exercise, allow them to mark their partner's books as you go through the exercise with them. **Use for Assessment Task 1 for SPELLING and GRAMMAR.**

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Ask the learners to note particularly the writer's choice of words. (register).
- It is important to give extra help to the weaker readers so they can keep up with the class.

LANGUAGE DEVELOPMENT: WRITING

Writing - a child's story

- The learners, in pairs, write the first draft of their child's story using the notes and mind map they created. Remind them of the frame you gave them the previous week.

ASSESSMENT
Formal: Assessment Task 1
Use the written task on tenses to rate the learners against the following SPELLING and GRAMMAR milestone:

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

Week 3 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
• Make sure the learners have copies, at least to share, of the class reader (novel). • Plan the Investigation and source relevant books and materials for the research.
DAILY ACTIVITIES

Shared Reading - a novel

The emphasis in this lesson will be on minor characters and sub-themes of the novel.

- Ask a few members of the class to summarise the events of the novel so far.
- Read an extract from the novel, which deals with some of the minor characters.
- Ask the learners to identify the characters mentioned.
  - Ask the learners to name the character and describe the kind of person each one is.
  - What part does each of these characters play in the novel so far?
  - How does the writer create these characters?
  - What relationship do they have to the main character?
- After the discussion, ask each learner to jot down the names of three of the minor characters in the novel and to write one or two sentences about each of them.

Spelling and grammar/word and sentence level work

- Write a sentence containing a **modal** on the board.
  e.g. You must hard every day.
- Ask the learners to identify the underlined word in the sentence.
- The verb in this instance consists of a very particular type of auxiliary verb called a **modal**.
- In English there are a specific group of words called **modals**.

1. **may - might**
   can - could
   shall - should
   will - would
2. **must**

These words work like auxiliary verbs, but express uncertainty, possibility, desire, wish, or something that cannot be factually proved. The easiest way for learners to cope with modals at this stage is to learn the list of modals, as particular types of auxiliary verbs. It is more important that the learner uses the verb correctly, than that the learners are able to define the word class and function of every word in a sentence.

Group, guided and independent reading/writing
Written task

- Give the learners a written task on using modals.
  - e.g. Fill in the correct form of the verb:
    He said that I (to go) home at once.

  Use for Assessment Task 1 for SPELLING and GRAMMAR.

LANGUAGE DEVELOPMENT: WRITING

Editing and publishing a story

- Learners edit their draft story, checking that the language used is suitable for younger children and as well as the logical development of the plot.
- You could give the learners a checklist to help their editing:
  - Do the paragraphs follow in a logical order?
  - Is every step in the plot clear?
  - Is the language suitable for children?
  - Have I included powerful adjectives and verbs?
  - Have I included figures of speech?
  - Have I checked that my punctuation and grammar are correct?
  - Have I varied my sentence construction so that my sentences do not sound repetitive and boring?
  - Have I checked my work for careless errors and have used a dictionary for more difficult words?
- Learners write a final, correct version of their story.
- Give learners the opportunity to swop this final version with another learner to read and discuss. Encourage learners to give positive feedback but also to reflect on their own writing.
  Use for Assessment Task 1.

INVESTIGATION

- Introduce this term's investigation to the learners.
- Begin by giving learners a topic and developing the hypothesis.
  Choose a topic to which the learners may easily relate, possibly something school-related.
  e.g. It is essential for learners to carry cell phones in order to guarantee their safety at all times.

- Brainstorm research possibilities with the learners. E.g.
  - Interviews:
    - peer group
    - other learners
    - teachers
    - parents, etc.
  - Newspaper articles.
  - Books, magazines.
  - The internet, etc.
- The information gathered by research, is called the findings of the investigation.
- From these findings, the conclusions are drawn, either to support or refute the hypothesis.
- Model a way of planning and organising an investigation for the learners. Record this on chart paper.

Investigation
Hypothesis *(Write out the hypothesis in full) e.g. All learners should carry cell phones in order to guarantee their safety.*

Research
• Interviews:
  ➢ Peer group
  ➢ Other learners, etc
• Newspaper articles.
• Books
• Internet. (if available)

Findings • Interviews: ➢ Write down the facts obtained from the interviews. • Write down facts found in newspaper articles and books. • Write down information from the internet. etc
Conclusions Jot down the conclusions in point form.

- Divide the learners into groups, and give each group an A3 page.
- They head the page, **Investigation**, and copy down their hypothesis.
- Each group brainstorms on the way they are going to research information for their investigation.
- First they decide on the sources they will use. These are entered on their page under **Research.**

- Once the learners have a list of sources, the task of investigating specific sources is divided between the different members of the group. Some of the reading and research can be done in school time but any interviews will take place after school.
- By the end of this lesson the planning for the Investigation should be complete.

Homework

- Each learner is to start to gather information from the source assigned to him/her in the investigation task.
- This will be required for the **Investigation/Writing** lesson in week 5

ASSESSMENT

Formal: Assessment Task 1

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

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

Use the learners' stories to rate them against the following WRITING and GRAMMAR and SPELLING milestones:

- Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register
- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Uses figurative language eg similes, metaphors, personification
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing

THIRD TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	WEEK 4
ORAL **LO 1**: AS 1, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map • Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language • Asks and responds to challenging questions using appropriate language • Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument	Speaking and listening activities • Listens to the recording of a talk. • Discusses various aspects of a speech.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1,3,4, 5, 6, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas • Distinguishes cause from effect in a variety of contexts • Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.	Shared listening and writing • Reads short story. • Continues reading the novel. Word and sentence level work • Discusses register and content choice. Group, guided and independent reading and writing • Personal dictionaries/vocabulary words/sentences. • Continues to explore features of the novel. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. journal. descriptive paragraph, argumentative essay (minimum of 3 paragraphs) • Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register • Uses figurative language eg similes, metaphors, personification • Changes word order for focus and emphasis	Writing • Begins writing report for Investigation.

SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary • Explores origins of words • Identifies parts of speech (nouns, pronouns, articles and modals) • Uses complex tenses correctly eg He will have finished by now	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Uses prefixes, suffixes and stems of words. • Explores origins of words.
INVESTIGATION **LO 3**: AS 1, 2, 4, 5, 7, 11. **LO 5**: AS 1, 2, 3, 4.	• Develops an hypothesis using different sources to research • Collects information from different sources • Processes, compares and evaluates the information • Presents a balanced and logical argument, contrasting different perspectives • Draws conclusions • Writes a short report on the findings (at least one paragraph).	• Gathers findings for an investigation. • Shares information and begins drafting report

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

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language
- Asks and responds to challenging questions using appropriate language
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument

NOTES TO TEACHER

- Choose a short recorded speech/talk to play to your learners. This could be from a tape or radio broadcast or you could record a talk made by a friend. Aim at a speaker who deals with a community matter from a newscast. The aim of the lesson is to consider the techniques and language of the speaker rather than the content of what has been said.
- Make sure you have listened to the recording at least twice before sharing it with your learners. It is important that you are familiar with the aural text.

DAILY ACTIVITIES

Listening to a recorded speaker

- Orientate the class.
  - Explain that they are about to listen to a talk by a community worker / leader.
  - Introduce the topic, making sure that the learners are familiar with this topic.
  - Explain any new or difficult words.
  - Ask the learners to focus on the way in which the speaker delivers the message (rather than the message itself), and the kind of language the speaker uses.
- Play the recording.
- Check the learners' understanding of the text. (You might need to replay part of the talk.)
  - What is the main idea expressed by the speaker?
  - Who is the target audience?
- It is important to place the extract in context.
  - Ask the learners if they can describe the setting of the extract.
  - What is the speaker's purpose?
  - Is there hidden meaning/an underlying message in the speaker's words?
- Ask the learners to identify any clichés.
  (*overworked words and phrases that have largely lost any true meaning)*
- Ask the learners to identify the tone of voice used by the speaker.
  - What does this tone say about the attitude of the speaker?

- Ask the learners to summarise the key facts from the speech.
- At the end of the lesson, ask the learners to identify the speaker's purpose.

Use this discussion and that in Week 5 for Assessment Task 1.

ASSESSMENT

Formal: Assessment Task 1

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

- Asks and responds to challenging questions using appropriate language
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas
- Distinguishes cause from effect in a variety of contexts
- Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. journal. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
- Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register
- Uses figurative language eg similes, metaphors, personification
- Changes word order for focus and emphasis

Spelling and Grammar

- Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary
- Explores origins of words
- Identifies parts of speech (nouns, pronouns, articles and modals)
- Uses complex tenses correctly eg He will have finished by now

Investigation

- Develops an hypothesis using different sources to research
- Collects information from different sources
- Processes, compares and evaluates the information
- Presents a balanced and logical argument, contrasting different perspectives
- Draws conclusions
- Writes a short report on the findings (at least one paragraph).

NOTES TO TEACHER

- Make sure the learners have copies, at least to share, of the class reader (novel).
- Choose a short story that has a less familiar setting and theme. Ensure that you have sufficient copies for the learners to share easily.
- Ensure there are adequate books / articles for learners to use for their research for the Investigation

DAILY ACTIVITIES

Shared Reading - a short story

1. **Before reading the story**

- Introduce the story. Share the title with the learners.
- Draw on their previous knowledge of the situation dealt with by the story. If it is an unfamiliar situation give some background.
- Explore any new words needed for their understanding of the story.

2. **Read the story**

- After reading the first two paragraphs of the story ask the learners to take turns reading aloud to the class.

3. **After reading**

- Check the learners' understanding of the story through questioning.
  - What is the plot (main idea) of the story?
  - Who is the main character?
  - What is the setting?
- Turn the focus of the lesson from the obvious content of the story to the writer and underlying messages in the text.
  - What is the writer's purpose in writing the story?
  - What is his/her message?
  - Is this different to the main idea?
  - Who is the target reader/audience of this story? How do we know this?
  - Can we relate to this story/message? In what way?
  - How can we apply the message of the story to our own lives and community?

  Once more the emphasis in this lesson should be on making the learners aware of the existence of layers of meaning within a piece of writing. They need to become aware of the writer's attitude and his/her ability to manipulate the perception of the reader.

Spelling and grammar/word and sentence level work

Prefixes and suffixes

- Write four or five words containing prefixes from the story on the board.
- Ask four or five learners to underline the prefixes of the words.
- Ask four or five other learners the meaning of the prefixes. (They may use a dictionary if necessary.)
- Remind the learners of the prefixes they learnt in Term 2.
- Ask the learners the function of a prefix.
  A prefix generally alters, or adds to, the meaning of the word.
- Ask three or four learners each to write a word with a suffix.

- Ask three or four other learners to identify the suffix and explain how it is used in each particular word.
- Write six to eight words on the board containing either prefixes, suffixes or both.
- The learners copy down the words and then put them in the following table under the correct columns: eg

Word	Prefix	Stem	Suffix
forceful			
unreasonable			
selfish			
disappointed			

Group, guided and independent reading/writing

Investigation

- Learners research and make notes for the Investigation.

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Ask the learners to note particularly the writer's choice of words (register).

ASSESSMENT

- Observe the learners' reading and note making for the Investigation.

Week 4 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Make sure the learners have copies, at least to share, of the class reader (novel).
- Choose a short newspaper, magazine or newsletter article on the same, or similar, topic as the talk delivered by the guest speaker in the oral lesson. You are going to look at different register and style for different target audiences. Have sufficient copies of the article for each learner to share.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared reading: magazine or newspaper article

1. **Before reading**

- Orientate the learners to the article you are about to read.
- Remind them, through questioning, of the talk they listened to during the oral lesson,
- Explore any new vocabulary from the article, which the learners copy into their personal dictionaries.

2. **Read the article**

3. **After reading**

- Divide the learners into groups and give learners a copy of the article.
  They are not given the article before you read, in order to create a similar environment to that of listening to the talk during the oral lesson.
- Ask the learners to read the article and then identify the main point of it.
- Once they have done so, ask each group to summarise the article in not more than four sentences.
- Ask the learners to identify the target audience/reader of the article.
  - In what way is this group different / similar to that of the talk?
  - How do they know this?
  - How is the choice of words affected by the target reader/ audience?
    The register (choice of words) must be aimed at the age group and knowledge level of the reader.
- Once the groups have arrived at answers to the questions, they report back to the class.

Word and sentence level work

- Write four or five words containing suffixes on the board, preferably using words from the text.
- Again ask learners to identify the suffix, and to explain the function of the suffix in the words written on the board.
- Divide the class into groups.

- Have a competition to see who can remember the most functions of a suffix.
  Suffixes have various functions.
    - *They change the word class of a word*
      e.g. rich (adjective) → rich ly (adverb)
    - *They change the tense of the verb.*
      look → look ed
    - *They form participles from the verb*
      eat → eat ing (present participle)
      eat → eat en (past participle)
    - *They add plurals*
      child → child ren
    - *They add steps of comparison.*
      e.g. fast → fast er → fast est
    - *They change the meaning of a word.*
      pitiful → piti less
    - *They indicate gender*
      lion → lion ess
- Once the groups have all got their answers, share them with the class. The group that has the most correct functions wins.

Obviously the learners will not remember all the functions of a suffix. The first four functions are the most important at this stage. Suffixes will be dealt with again in Term 4.

Group, guided and independent reading/writing

Investigation

- Learners carry on their research and make notes for the Investigation.
- Remind learners of the tasks they need to do in order to prove or disprove the hypothesis on which their **Investigation** is based. This needs to be completed by their first **Writing** lesson in Week 5.

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Ask the learners to note particularly the writer's choice of words (register).

LANGUAGE DEVELOPMENT: WRITING

Writing - a report on the Investigation

- The learners begin to write their report on the Investigation.
- Start by giving learners an overview of the report that they need to write. You could write it in point form on chart paper so learners can refer to it to check their progress in completing the report. Subheadings could be:

- Introduction (purpose, hypothesis, how the information was collected)
- Background information (from the research from books or the Internet)
- Other findings (eg from interviews)
- Analysis of findings: a paragraph in which learners evaluate their findings and give a concluding sentence

- Learners begin to write a first draft of their report. They can start by writing a paragraph describing the purpose of the Investigation and what they expect to find.

ASSESSMENT

- Observe the learners' reading and note making for the Investigation.

Week 4 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Make sure the learners have copies, at least to share, of the class reader (novel).
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading - a novel

The emphasis in this lesson will be on the fact that unlike a short story, a novel does not consist of only one climax or peak, but rather a series of conflicts which build and release, and build and release until the plot reaches its major climax.

- Ask a member of the class to summarise the events of the novel so far.
- Read an extract from the novel, which deals with one of these minor conflicts.
- Ask the learners to identify the context of the extract.
  - Ask the learners to name any of the characters involved in this section of the novel.
  - What impact does the event described have on the plot?
  - Is this event central to the main theme of the novel?
  - If not, why not? Or if so, why?
  - What impact does this event have on the main character of the novel?
- It is important to make the learners aware that the course of a novel covers a series of minor conflicts, which give rise to a build up of tension and a mini-resolution before the plot builds to the major climax and resolution.

Spelling and grammar/word and sentence level work

Exploring the origin of words

- Choose three or four words with prefixes from the text of the novel.
- Write them on the board and ask the learners to find out the meaning of the prefix by using a dictionary.
- Direct the learners to look more closely at the dictionary entries.
- They will find that the end of an entry refers to the words and the language from which it is derived. e.g. transport is derived from the prefix *trans- from L*[Latin] ***trans*** *meaning across, and L.* ***portare*** *meaning carry.*
- Convey to the learners that many of the words used in English today are derived from other languages.
- Write a list of six to eight words on the board that are derived from other languages.
- Ask the learners to look in their dictionaries to identify the languages from which the words are derived.
- Help the learners by putting some of the abbreviations for those languages on the board.
- Introduce the learners to the word **ETYMOLOGY** which refers to the history of the origin of a word.

Group, guided and independent reading/writing

Written task on dictionary use

- Create a written task based on one page of a dictionary that all learners have access to, e.g.
  - Ask the learners to trace the history of two or three words.
  - Ask the learners the meanings and word class (part of speech) of two or three words.
  - Ask the learners if they can think of two or three other words that come from other South African languages that are used in Standard South African English today.
    e.g. trek, kraal, naartjie, indaba, vuvuzela etc.

Use this written task to rate the learners against a Spelling and Grammar milestone for Assessment Task 1.

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Ask the learners to note particularly the writer's choice of words. (register).

LANGUAGE DEVELOPMENT: WRITING

Shared writing - a paragraph for the report on the Investigation

- The learners continue to write their report on the Investigation.
- They share the results of their findings with other learners in their group before working in small groups to write a paragraph giving the background to the topic of the Investigation. They must use the information that they have gathered from their research this week, summarising it into a coherent paragraph.
  Observe the group discussion for Assessment Task 1 for the Investigation.

ASSESSMENT

Formal: Assessment Task 1

Use the shared and group reading of a novel and different articles and short stories during the first five weeks to rate the learners against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas
- Distinguishes cause from effect in a variety of contexts
- Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.

Use the written task on dictionary work to rate the learners against the following SPELLING and GRAMMAR milestones:

- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary
- Explores origins of words

THIRD TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	WEEK 5
ORAL **LO 1**: AS 1, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map • Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language • Asks and responds to challenging questions using appropriate language • Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument	<u>Speaking and listening activities</u> • Listens to the recording of a talk. • Discusses various aspects of a speech.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 6, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas • Distinguishes cause from effect in a variety of contexts • Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.	<u>Shared listening and writing</u> • Reads short story. • Continues reading the novel. <u>Word and sentence level work</u> • Discusses register and content choice. <u>Group, guided and independent reading and writing</u> • Personal dictionaries/vocabulary words/sentences. • Continues to explore features of the novel. <u>Reading for enjoyment</u>
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. journal. descriptive paragraph, argumentative essay (minimum of 3 paragraphs) • Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register • Uses figurative language eg similes, metaphors, personification • Changes word order for focus and emphasis	<u>Writing</u> • Refines, edits and publishes a report as the results of research and investigation. • Draft, edits and publishes a paragraph giving a personal response.

SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary • Explores origins of words • Identifies parts of speech (nouns, pronouns, articles and modals) • Uses complex tenses correctly eg He will have finished by now	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Uses prefixes, suffixes and stems of words.
INVESTIGATION **LO 3**: AS 1, 2, 4, 5, 7, 11. **LO 5**: AS 1, 2, 3, 4.	• Develops an hypothesis using different sources to research • Collects information from different sources • Processes, compares and evaluates the information • Presents a balanced and logical argument, contrasting different perspectives • Draws conclusions • Writes a short report on the findings (at least one paragraph).	• Completes the writing of a report on the findings of the Investigation

Week 5 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language
- Asks and responds to challenging questions using appropriate language
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument

NOTES TO TEACHER

- Choose a different recorded talk to play to your learners. Aim at a speaker whose presentation and manner are quite different to the speaker used in Week 4. Try to find a speaker who deals with a similar matter to the topic covered in Week 4, though this is not essential. The aim of the lesson is to compare the techniques and language of the two speakers. Have the previous recording available in the class for comparison.
- Make sure you have listened to the recording at least twice before sharing it with your learners. It is important that you are familiar with the aural text.

DAILY ACTIVITIES

Listening to a recorded speaker

- Orientate the class.
  - Explain that they are about to listen to another speaker.
  - Introduce the topic the speaker deals with.
  - Check the learners' familiarity with this topic.
  - Explain any new or difficult words.
  - Ask the learners to focus on the way in which the speaker delivers the message rather than the message itself, and the kind of language the speaker uses.
- Play the recording.
- Check the learners' understanding of the text.
  - What is the main idea expressed by the speaker?
  - Who is the target audience?
  - What is the speaker's purpose?
- Ask the learners to identify the tone of voice used by the speaker.
  - What does this tone signify about the attitude of the speaker?
- Play two or three minutes of the recording of the previous speaker to remind the learners of the previous lesson.
- Ask the learners to compare the purposes of the two speakers.
- Ask the learners to compare the tone of voice of each speaker.

- What, do the learners think, is the difference in attitude of each speaker?
- Which of the two speakers do the learners find most convincing?
  - Why? What influences their choice?
  - What influence does the speaker's choice of words have on the learners?

Use this discussion and that in Week 4 for Assessment Task 1.

ASSESSMENT

Formal: Assessment Task 1

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

- Asks and responds to challenging questions using appropriate language
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas
- Distinguishes cause from effect in a variety of contexts
- Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. journal. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
- Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register
- Uses figurative language eg similes, metaphors, personification
- Changes word order for focus and emphasis

Spelling and Grammar

- Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary
- Explores origins of words
- Identifies parts of speech (nouns, pronouns, articles and modals)
- Uses complex tenses correctly eg He will have finished by now

Investigation

- Develops an hypothesis using different sources to research
- Collects information from different sources
- Processes, compares and evaluates the information
- Presents a balanced and logical argument, contrasting different perspectives
- Draws conclusions
- Writes a short report on the findings (at least one paragraph).

NOTES TO TEACHER

- Choose an extract from a short story or novel (different to the one being read by the class) to which your learners will relate, and which will be easy for them to follow and understand. It should not take longer than three or four minutes to read.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading - a short story

1. **Before reading the story**

- Introduce the story. Share the title with the learners.
- Draw on their previous knowledge of the situation dealt with by the story.
- Explore any new words vital to their understanding of the story.

2. **Read the story**

- After reading the story, explain to the learners that they are going to write a listening comprehension test.
- Orientate them with books, pens, etc.
- Read the story again, slightly more slowly and deliberately than usual.

3. **After reading the story**

- Orally ask the learners the comprehension questions you have prepared beforehand.
- Make sure the questions are clear and unambiguous.
- Ask content-based questions. You are testing the learners' listening and retention skills, rather than interpretive skills in this task.

Spelling and grammar/word and sentence level work

Prefixes and suffixes

- Write four or five words containing prefixes meaning 'not' on the board.
  e.g. unnecessary, illegal, irreligious, unlawful, insane, etc.
  In each case the prefix means 'not', and has formed an antonym. What is important is the spelling of the new word.
- Ask four or five learners to underline the prefixes of the words.
- Ask four or five other learners the meaning of the prefixes. (They can use a dictionary if necessary.)
- Ask the learners what they notice about the spelling of the words.
- Write the words 'disappear' and 'dissatisfy' on the board.
- Ask the learners to explain the difference in the spelling of the two words.
  If the prefix ends with the same letter as the beginning of the word, that letter is doubled.
- Give the learners a list of five new prefixes and ask them to find three new words beginning with each prefix, as well as the meaning of the prefix, e.g.

Prefix	Meaning		Word
dis-		1	
		2	
multi-		1	
		2	

Group, guided and independent reading/writing

Investigation

- Learners complete their draft of their report by adding a paragraph in which they analyse the findings from the investigation. They must keep in mind the original hypothesis and weigh up the different viewpoints. Ultimately they will need to make a conclusion.

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Ask the learners to note particularly the writer's choice of words (register).

ASSESSMENT

- Informal assessment of learners' ability to explain prefixes.

Week 5 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose another short story, on a different and less familiar theme. Have sufficient copies of the story for every learner to share.
- Make cards or photocopy a sheet containing the prefixes and words/parts of words for the Word Game.

DAILY ACTIVITIES

Shared reading - a short story

1. **Before reading the story**

- Orientate the learners to the story you are about to read and give some background information if necessary. Take time to explain to the learners the setting of the story.
- Draw on their previous knowledge of the time and place in which it is set.
- Explore any new vocabulary from the story, which the learners copy into their personal dictionaries.

2. **Read the story**

3. **After reading the story**

- Divide the class into groups and ask them to discuss the following questions.
  - Ask the learners to identify the main point of the story.
  - Ask them to identify and comment on the main character of the story.
    - What type of person is the main character when we meet him/her for the first time?
    - How are they, or their lives, changed by the end of the story?
    - Does the description of the setting help us to understand the main character of the story? If so, how?
    - Is there an underlying message in this story? Can we apply it to our own lives?
  - Once the groups have arrived at answers to the questions, they report back to the class.
- Ask the learners to identify the target audience/reader of the story.
  - How do they know this?
  - How does the choice of words determine the target reader/ audience?
    The register (choice of words) must be aimed at the age group and knowledge level of the reader.

Word and sentence level work

Prefixes

- Play a word game with the learners.
  - Write out and copy the following prefixes onto cards, one card per group. Each card must contain all the prefixes below.

    pro-, con-, com-, tele-, il-, ob-, ex-, dis-, circum-, sub-, trans-, bi-, re-, co-, hyper-, di-, anti-, pre-, e-, im-, ab-,

- On separate cards, one for each group, write out the following words/parts of words, e.g. -date, -vision, -dict, -marine, -lateral, -sensitive, -noun, -noxious, -navigate, -continue, -bine, -rupt, -cuperate, -mit, -strain, -throne, -legal, -port, -verge, -moral.
- The aim of the game is for the groups to match up the prefix with the words/parts of words to make as many words as they can. Give the class a time limit.
- The group with the most words wins.

- Give the learners a short spelling test on the first half of the term's words. **Use for Assessment Task 1.**

Group, guided and independent reading/writing

Investigation

- The learners refine and write a neat version of their reports on the Investigation. **Use for the Investigation milestones for Assessment Task 1.**

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Ask the learners to note particularly the writer's choice of words (register).

LANGUAGE DEVELOPMENT: WRITING

Writing - a descriptive paragraph

- Explain to learners that you want them to write a paragraph giving a personal response to the topic of the Investigation. Up to this point they have read various factual texts and spoken to others about their views. Now they can give their own personal opinion, whether it is right or not. But they must explain their views.
- Learners write a first draft of their paragraph.

ASSESSMENT

Formal: Assessment Task 1

Use the shared and group reading of a novel, different articles and short stories during the first five weeks together with the written comprehension on Day 3 to rate the learners against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas
- Distinguishes cause from effect in a variety of contexts
- Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.

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

- Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports

Use the written reports and your observation of learners' work and discussions to rate them against the following INVESTIGATION milestones:

- Develops an hypothesis using different sources to research
- Collects information from different sources
- Processes, compares and evaluates the information
- Presents a balanced and logical argument, contrasting different perspectives
- Draws conclusions
- Writes a short report on the findings (at least one paragraph).

Week 5 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Learners should complete the reading of the novel by the end of Week 8.

DAILY ACTIVITIES

Shared Reading - a novel

The emphasis in this lesson will be on sub-themes of the novel

- Read an extract from the novel, which deals with one of the sub-themes.
- Ask the learners to place the extract in context.
  - Ask the learners to name any of the characters mentioned and to describe the part they play in the novel.
    NB this does not mean they must describe the character. They must look at the part the character plays in the development of the plot.
- Ask the learners to identify the underlying message of the extract you have read.
- Ask if they have come across any other underlying messages in the novel so far.
- What is the writer's particular point of view on these issues?
- Does the writer pass any judgements on the characters we have met so far, which indicate his/her point of view?
  The learners must be encouraged to look for underlying meanings and opinions expressed by the writer, through the development of his/her characters and plot. They need to become aware of the existence of worldviews different from their own. At the same time it is very important that enjoyment of reading be the primary aim of sharing this novel with the learners.

Spelling and grammar/word and sentence level work

Suffixes

- Write a series of words plus suffixes on the board.
  e.g. freeze + ing; manage + ment; large + est; manage + er; pronounce + able; manage + ing; pronounce + ing; manage + able; etc.
- Ask the learners to combine the words using the correct spelling.
- Using the above, ask the learners in their groups to work out spelling rules for the combination of these suffixes and their root words.

Group, guided and independent reading/writing

Written comprehension based on the sub-themes in the novel

- Give learners a short written comprehension to assess the learners' understanding of the sub-themes. **Use for Assessment Task 1.**

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Ask the learners to note particularly the writer's choice of words (register).

LANGUAGE DEVELOPMENT: WRITING

Writing - a descriptive paragraph

- Learners revise and edit their paragraph, with the help of a partner.
- Remind them that they must explain their views.
- Talk about the order of words and how we can change the order of words in a sentence to emphasise our point.
- Learners write a final version of their paragraph. **Use for Assessment Task 1.**
- Give learners the opportunity to read their paragraphs to others in their group.

ASSESSMENT

Formal: Assessment Task 1

Use the descriptive paragraph to rate the learners against the following WRITING milestones:

- Writes for personal and exploratory purposes using a wide variety of language e.g. journal. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
- Changes word order for focus and emphasis

THIRD TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	WEEK 6
ORAL **LO 1**: AS 1, 2, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language • Comments on the social, moral and cultural values in different texts eg Is there any stereotyping? • Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation • Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument • Listens and shows sensitivity to social and cultural differences through affirmation and language usage	Speaking and listening activities • Listens to a short story. • Discusses various cultural aspects of the text.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1,3,4, 6, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 5, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text • Understands and uses information in a range of information texts and summarises main and supporting ideas • Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.	Shared listening and writing • Reads an extract from a journal. • Continues reading the novel. Word and sentence level work • Discusses point of view and context. Group, guided and independent reading and writing • Personal dictionaries/vocabulary words/sentences. • Continues to explore features of the novel. Reading for enjoyment

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. descriptive paragraph, argumentative essay (minimum of 3 paragraphs) • Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries • Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television	Writing • Journal entry. • Drafts a syllable poem.
SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports • Uses complex tenses correctly eg He will have finished by now • Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation	Phonics & Spelling • Learns selected words from shared reading text. Grammar • Uses prefixes, and suffixes to form antonyms. • Forms complex sentences using correct punctuation.

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

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language
- Comments on the social, moral and cultural values in different texts eg Is there any stereotyping?
- Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument
- Listens and shows sensitivity to social and cultural differences through affirmation and language usage

NOTES TO TEACHER

- Choose a brief short story representative of a culture different to that of your learners. Make sure that you acquaint yourself with the culture that is represented in order to be able to discuss it effectively with the learners.
- Make sure you have read the story before so that you can confidently read it aloud with plenty of dramatic expression.

DAILY ACTIVITIES

Shared reading - a short story

1. **Before reading the story**
   - Orientate the class.
     - Briefly discuss the 'physical' context of the story, i.e. where it comes from.
     - Check the learners' familiarity with the location.
     - Explain any new or difficult words.
     - Ask the learners to listen for the cultural clues in the story.

2. **Read the short story**

3. **After reading**
   - Check the learners' understanding of the text.
     - What is the main idea of the short story?
     - Who is the main character?
     - What is the underlying message of the story?
     - Who is the speaker? Is it the writer, or a character in the story?
   - What clues are there to indicate that it is representative of a different culture to the culture of most of the learners? Compare these with our own culture.
   - What social values are expressed by the story?

- Are these different to our own values?
  - If so, in what way?
  - If not, why not?
- You may rate some of the learners on their participation in the discussion on an **Oral** milestone for Assessment Task 2.

ASSESSMENT

Formal: Assessment Task 2

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

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language
- Comments on the social, moral and cultural values in different texts eg Is there any stereotyping?

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text
- Understands and uses information in a range of information texts and summarises main and supporting ideas
- Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
- Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries
- Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television

Spelling and Grammar

- Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports
- Uses complex tenses correctly eg He will have finished by now
- Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences
- Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation

NOTES TO TEACHER

- Create a worksheet for the learners to check their understanding of the novel so far, focusing their attention on the cultural and social values expressed in the text.
- Choose an extract from a journal or diary to read to the learners, preferably one to which they may easily relate. Make sure that you are conversant with both the writer and the circumstances in which the journal was written. Have sufficient copies of the extract for the learners to easily share.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading - a journal entry

1. **Before reading the journal entry**
   - Ask the learners what they understand by the word 'journal'.
   - Refer them to their own journals in which they write an entry at least once a week.
   - Ask what other types of journal one may find.
     E.g. medical journal, scientific journal, etc, i.e. a magazine containing published articles on a particular sphere of interest.
   - Talk about the writer and place the journal as a whole, and the entry in particular, in context.
   - Explore any new and unknown words vital to their understanding of the journal entry.

2. **Read the Journal entry**
   - After reading the first two or three paragraphs, allow the learners to take turns reading aloud to the class.

3. **After reading the entry**
   - Check the learners' understanding of the text.
   - What is different about this writer and, for example, the writer of the novel, or other short stories that have been read in class?
     This writer writes of his own experiences in the first person. He writes of actual experiences i.e. non-fiction. He writes from his own point of view.
   - What can we learn of the writer's character from the entry that has just been read?
   - What clues does the entry give us about the writer's point of view?
   - Does it differ from our own?
     - If so, in what way?
     - If a point of view is different does it mean it is wrong?
     - If not, why not?

Spelling and grammar/word and sentence level work

Antonyms

- Remind the learners of how to form **antonyms** with prefixes, e.g.
  unnecessary,
  illegal,
  irreligious,
  unlawful,
  insane, etc.
  In each case the prefix means 'not', and has formed the antonym.
- Ask four or five learners to underline the prefixes of the words.

- Write three or four words containing suffixes which form antonyms on the board, e.g.
  pitiful/ pitiless;
  fruitful/fruitless;
  truthful/truthless, etc
- Ask the learners to work out a definition for the word **ANTONYM.** Remind them of week 5's lesson on the origins of words, and the meaning of prefixes.
- Ask the learners if all antonyms are formed in this way. (*Obviously not*.)
- Ask the learners to suggest, orally, examples of other antonyms.
- Consolidate the lesson by writing four or five sentences on the board and ask the learners to substitute the underlined words with antonyms, e.g.
  The shortest player in our team won the chance to play for our province.
  An enemy is filled with hatred and is easily identified. etc.
  It is important that the learners replace the word with an antonym ***that is the same part of speech.***

Group, guided and independent reading/writing
Written task based on the novel

- Remind the learners of the discussion about cultural and social differences which took place during the oral lesson.
- Give learners the worksheet you have prepared to check their understanding of the novel so far, focusing their attention on the cultural and social values expressed in the text. **Use for Assessment Task 2.**

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Focus their attention on the cultural and social values expressed in the text.

ASSESSMENT
Formal: Assessment Task 2
Use the shared and group reading of a novel, the journal entries and short stories during weeks 6 and 7 together with the written comprehension on Day 1 of this week to rate the learners against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text

Week 6 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose another entry from the journal you have already read to the learners. Have sufficient copies of this entry for learners to share easily.
- Choose three or four syllable poems to read to the class as preparation for the writing lesson.

DAILY ACTIVITIES

Shared reading - journal entry

1. **Before reading the entry**
   - Orientate the learners to the entry you are about to read.
   - Ask the learners about the previous entry that was read and draw on their previous knowledge of the time and place in which it is set.
   - Explore any new vocabulary from the entry, which the learners copy into their personal dictionaries.

2. **Read the entry**
3. **After reading the entry**
   - Divide the class into groups to discuss the following questions.
     - Ask the learners to identify the main point of the entry.
     - Ask the learners how many incidents this entry deals with.
     - How many did the previously read entry have?
     - What does this imply about journal entries?
     - Is there an underlying message in this entry?
     - What cultural and social values are mentioned in the text?
   - Once the groups have arrived at answers to the questions, they report back to the class.
   - Ask the learners if they think the writer meant this journal to be read by others or not, and to give reasons for their answers.
   - **Use for Assessment Task 2 for READING and ORAL.**

Word and sentence level work.

Complex sentences

- Write three simple sentences on the board, e.g.

  The principal shouted.

  The principal was so angry.

  The principal saw the broken windscreen.
- Ask a learner to underline the verbs in the sentences.

- Ask a different learner to combine the sentences into one sentence, and write that sentence on the board.

  The principal <u>shouted</u> because he <u>was</u> so angry when he <u>saw</u> the broken windscreen.

  OR

  Because he <u>was</u> so angry, the principal <u>shouted</u> when he <u>saw</u> the broken windscreen.

  OR

  When he <u>saw</u> the broken windscreen, the principal <u>shouted</u> because he <u>was</u> so angry.
- Ask the learner to underline the verbs in his/her new sentence.
- Ask the learner to mark the most important verb. This is the main verb. (shouted)
- Ask the learners why this is the main verb.

  'because he was so angry' - gives a reason for the shouting.

  'when he saw the broken windscreen' - tells us when he shouted.
- Ask the learners what they notice about the punctuation of the new sentence.

  It has a comma after the first clause.
- A sentence with only one complete verb is called a simple sentence; a sentence that has two or more complete verbs, but has only one main clause (a clause that can stand on its own as a sentence) is called a complex sentence.

Group, guided and independent reading/writing

Paired writing of complex sentences

- Write four or five groups of simple sentences and allow the learners to work in pairs to combine them into a single complex sentence.
- Remind learners not to use the connectives 'and' or 'but'.

  These would create compound rather than complex sentences, because they would have two main clauses.

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Focus their attention on the cultural and social values expressed in the text.

LANGUAGE DEVELOPMENT: WRITING

Writing of a journal entry

- Ask the learners to keep in mind the journal entries that they have been reading in class in order to write an entry in their own journals about **their own recent experiences.**

ASSESSMENT:

Formal: Assessment Task 2

Use the discussion on the journal entry to rate the learners against the following READING and ORAL milestones:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument

Week 6 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose an extract from the biography of a well-known figure, someone to whom the learners may easily relate. Make sure that every learner has a copy to share.

DAILY ACTIVITIES

Shared Reading -an extract from a biography

1. **Before reading the extract**
   - Ask the learners what they understand by the term 'biography'. (They may consult a dictionary.)
   - Remind them of the lessons on prefixes and word origins.
     'bio' means life; 'graphe' means writing in Greek
   - Draw on their previous knowledge of the person of whom the biography is written.
   - Explore any new vocabulary from the extract, which the learners copy into their personal dictionaries.

2. **Read the extract**
   - Check the learners understanding of the passage read.
   - What is the main point made by the extract?
   - What is the writer's attitude to the person about whom he/she writes?
   - Ask the learners the major difference between a **biography** and a **journal.**
     A journal is a personal text written by the writer about his own experiences; a biography is written about somebody else.
   - What similarities are there between a biography and a journal?
     Both are intensely personal texts dealing with life-experiences.

Spelling and grammar/word and sentence level work

Complex sentences

- Write a complex sentence on the board, e. g.
  After the sun had gone down the animals gathered in their pens
- Ask one of the learners to underline the verbs in the sentence and to identify the main verb.
- Ask another learner to add the missing punctuation marks.
- Ask the learners to separate the two simple sentences that formed this complex sentence.
  The sun went down.
  The animals gathered in their pens.
- Ask the learners what has happened to the verb in the first simple sentence.
  It has changed tense after the conjunction, 'after" as it describes an action that happened before the action of the main verb 'gathered'.

- Remind the learners how they combined simple sentences into one complex sentence.

Group, guided and independent reading/writing
Written task on forming complex sentences

- Create a written task of six to eight pairs of sentences which the learners must individually combine into one complex sentence, checking that they use the correct punctuation and tenses.
- This task will be used to assess the learners against a **Spelling and Grammar** milestone for **Assessment Task 2.**

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Focus their attention on the cultural and social values expressed in the text.

LANGUAGE DEVELOPMENT: WRITING

Independent writing: a syllable poem

- Read the syllable poems to the class.
- Ask the learners to respond to each of them as it is read.
- Look at the use of imagery, figures of speech, descriptive words (adjectives and adverbs), etc.
- Ask the learners to notice that the poets do not always use rhyme, or full sentences.
- Explain to the learners that they are going to write their own syllable poem.
- Model the following poems:

  e.g. Haiku: A three-lined poem consisting of a five-syllabled line, followed by a seven-syllabled line, followed by another five-syllabled line.

<u>Dragonfly</u>	
Crystal dragonfly	(5)
Floats weightless, wings a-shimmer	(7)
Fragile wanderer.	(5)

or you may choose your own poetic form.

e.g

Rain
Slight (1)
whisper (2)
moves the grass (3)
treetops bending (4)
the storm is here (5)
thunder crashes (4)
clouds gather (3)
bringing (2)
rain! (1)

Or

Childhood
Boys! (1)
Running, (2)
young, happy (3)
rejoicing, free (4)
glad to be alive! (5)

- Either give the learners topics for their poems, or, if they wish, allow them to choose their own.
- In pairs, let them brainstorm ideas for their poem.
- Then let the learners write down the first draft of their own poems.

ASSESSMENT

Formal: Assessment Task 2

Use the task on combining sentences to rate the learners towards the following SPELLING and GRAMMAR milestone:

- Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences

THIRD TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	WEEK 7
ORAL **LO 1**: AS 1, 2, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language • Comments on the social, moral and cultural values in different texts eg Is there any stereotyping? • Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation • Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument • Listens and shows sensitivity to social and cultural differences through affirmation and language usage	Speaking and listening activities • Listens to an article on a cultural event. • Discusses various cultural differences.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 6, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 5, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text • Understands and uses information in a range of information texts and summarises main and supporting ideas • Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.	Shared listening and writing • Reads extracts from a journal and a biography. • Continues reading the novel. Word and sentence level work • Explores journal writing. Group, guided and independent reading and writing • Personal dictionaries/vocabulary words/sentences. • Writes comprehension task. Reading for enjoyment

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. descriptive paragraph, argumentative essay (minimum of 3 paragraphs) • Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries • Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television	Writing • Illustrates and publishes poem. • Brainstorms a first draft of an argumentative essay.
SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports • Uses complex tenses correctly eg He will have finished by now • Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation	Phonics & Spelling • Learns selected words from shared reading text. Grammar • Antonyms and synonyms. • Examines connectives, and extended paragraphs.

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

MILESTONES
Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language
- Comments on the social, moral and cultural values in different texts eg Is there any stereotyping?
- Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument
- Listens and shows sensitivity to social and cultural differences through affirmation and language usage

NOTES TO TEACHER

- Choose a brief article about a cultural event/ritual from a culture different to that of your learners, e.g. marriage ceremony, initiation, burial etc. Make sure that you know about the event that is represented, and the culture which it represents, so that you can discuss it effectively with the learners.

DAILY ACTIVITIES

Shared Reading - a cultural article

1. **Before reading the article**
   - Orientate the class.
     - Briefly discuss the culture from which the event/ritual emanates. i.e. where it comes from.
     - Check the learners' existing knowledge of the culture in question.
     - Explain any new or difficult words.
     - Ask the learners to focus on the cultural differences in the way the event/ritual takes place in the article, to the way a similar event takes place in their own culture.

2. **Read the article**

3. **After reading**
   - Let the learners discuss the text in groups.
     - What clues are there to indicate that it is representative of a different culture to the culture of most of the learners
     - What is the purpose of the event described?
     - Do we have similar rituals in our different South African cultures? If so what are they?

- Ask learners representing different cultures to share their cultural experiences with the class.

It is important that this takes place in a non-judgemental and supportive atmosphere in the classroom. The learners must be made aware that this is an opportunity to celebrate our differences, not to criticize one another.

Use the group discussion for Assessment Task 2.

ASSESSMENT:

Formal Assessment: Task 2

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

- Listens and shows sensitivity to social and cultural differences through affirmation and language usage

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text
- Understands and uses information in a range of information texts and summarises main and supporting ideas
- Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
- Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries
- Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television

Spelling and Grammar

- Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports
- Uses complex tenses correctly eg He will have finished by now
- Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences
- Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation

NOTES TO TEACHER

- Choose another extract from the journal or diary you have been reading to the learners. Choose an entry which reflects the writer's social and cultural values. Have sufficient copies of the extract for the learners to easily share.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading - a journal entry

1. **Before reading the entry**
   - Hand out the copies of the journal entry.
   - Ask the learners what they have learned so far about the writer of the journal.
   - Place this entry in context within the journal as a whole. You may have to look back as well as forward.
   - Explore any new and unknown words vital to their understanding of the entry.

2. **Read the Journal entry**
   - After reading the first two or three paragraphs, let the learners take turns reading aloud to the class.

3. **After reading the entry**
   - Check the learners' understanding of the text.
     - What can we learn of the writer's character from the entry that has just been read?
     - In which ways is the writer of the journal's culture different to that of the learners?
     - What clues does this entry give us about the writer's culture?
   - Ask each group to brainstorm and write a similar entry from their own point of view as regards:
     - age;
     - culture;
     - social values.
   - The groups can complete this activity during group, guided and independent reading/ writing time.

Spelling and grammar/word and sentence level work

Synonyms

- Remind the learners of **ANTONYMS** and the origins of the word.
- Ask a learner to give you an example of an antonym and an explanation of the term.
- Write the word **SYNONYM** on the board.
- Ask the learners to look up the prefix **syn-** (*together, alike - Greek)*.
- Once they have the meaning of the prefix, ask the learners to deduce the meaning of the word 'synonym'.
- Hand out thesauruses to the class.
- Model finding synonyms in the thesaurus.
- Point out to the learners that although synonyms are basically interchangeable, each word has its own character and connotations. (a*ssociations or suggestions)* Some words may be slightly more negative or positive than others.

- Write two or three sentences on the board containing words that have synonyms.
- Underline the words and ask the learners to give suitable synonyms.
  e.g. She has a wonderful singing voice, but her speaking voice is so boring.
  glorious/ beautiful etc *monotonous/unexciting/dreary etc.*
  As with antonyms, it is important that the learners replace the word with a synonym ***that is the same part of speech.***
- Divide the learners into groups and collect the thesauruses.
- Write eight to ten words on the board. Ask the learners to find as many synonyms as possible for each word.
- Give the groups a time limit and then write the correct responses on the board.
- The group with the most synonyms wins.

Group, guided and independent reading/writing

Writing a journal entry

- In their groups, the learners complete their journal entry task from the shared reading and writing lesson.

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Focus their attention on the cultural and social values expressed in the text.

LANGUAGE DEVELOPMENT: WRITING

Writing - a syllable poem

- Let the learners read each other's poems that they wrote the previous week and make comments and suggestions about them. They also discuss how to illustrate and / or decorate their poems.
- Each learner writes a final version of his/her poem on a sheet of paper, adding an illustration and / or decoration.

ASSESSMENT

- Informal assessment of learners' poems

Week 7 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
• Use the same journal entry used in the previous Shared Reading lesson. • Make sure each group has its copy of its own journal entry in class for the Shared Reading lesson. • Prepare a comprehension task based on the journal entries, focusing on the underlying meaning and figurative language. • Prepare for learners to begin writing an argumentative essay. Choose a topic that learners are familiar with and one which they will find it easy to identify opposing viewpoints.
DAILY ACTIVITIES
Shared reading: a journal entry • Remind the learners of the entry they read in the previous Shared Reading lesson and reread one or two paragraphs of the entry to orientate them. • Invite the different groups to share their versions of a journal entry. • After each entry allow some time for discussion. • **Use these lessons on the reading of a journal for Assessment Task 2.** **Word and sentence level work.** **Use of conjunctions** • Write a paragraph containing four or five complex sentences on the board or on an overhead transparency. • Ask the learners to identify the conjunctions or connecting words in the paragraph. • Once they have done so, ask them to rewrite the paragraphs, changing each conjunction for a different but equally suitable one. • Have the learners share the changes they have made with the class. **Group, guided and independent reading/writing** **Comprehension task** • Hand out copies of the comprehension task you have prepared based on the entries from the journal that have been read to the class. • Make sure the questions investigate the underlying meaning and any figurative use of language. • Use this task to rate the learners against a **Reading** milestone for **Assessment Task 2**. **Group reading** • The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Ask the learners to note particularly the writer's choice of figurative language.

LANGUAGE DEVELOPMENT: WRITING

Writing: an argumentative essay

- Remind the learners about previous discussions in which differing points of view emerged. For example, the views expressed in the different journal entries may well be different from those of the learners. Everyone's opinion is valid although we don't have to support a different opinion to that which we believe in.
- Explain to the learners that when one supports or disagrees with a statement in writing, one can do so in the form of an ARGUMENTATIVE ESSAY.
- Ask the learners what they would expect in an argumentative essay.
- Explain to them that it is important to understand both sides of an argument, before making a statement.
- Like any other essay, it needs to begin with an introduction in which you state your position, i. e. what you believe in.
- You then support this position with facts/information to prove it in the body of the essay.
- In the conclusion of your essay you sum up your argument.
- It is important to start each paragraph with a topic sentence which introduces the substance of that paragraph (its main idea).
- Give the learners a framework for an argumentative essay so they can write down their thoughts in a logical manner.

An Argumentative Essay.	
Title of the essay.	
Introduction	Topic sentence + one supporting statement. 1. 2.
Body 1st paragraph 2nd paragraph	Topic sentence + one sentence explaining the opposite point of view. 1. 2. Topic sentence + at least two sentences explaining your point of view. 1. 2. 3.
Conclusion	Topic sentence + one statement to explain your conclusion. 1. 2.

- Discuss and decide upon the topic for the essay. It should be one that learners are familiar with and that they can identify different points of view.
- The groups will brainstorm the topic, identifying and noting different points of view.

ASSESSMENT

Formal: Assessment Task 2

Use the written work and discussion on the Journal entries, and the Comprehension test to rate the learners against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text

Week 7 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose a well-known myth or legend, one to which the learners may easily relate. If possible choose a creation myth, because these are often culture-based. Ensure you have sufficient copies for the learners to share easily.

DAILY ACTIVITIES

Shared Reading -a myth

1. **Before reading the myth**
   - Ask the learners what they understand by the term 'myth'. (This was covered in Term 2).
   - Explore any new vocabulary from the myth which you are about to read, which the learners copy into their personal dictionaries.

2. **Read the myth**

3. **After reading the myth**
   - Check the learners understanding of the myth.
     - What is the main idea of the narrative?
     - Who are the main characters?
     - What purpose do myths have in a culture?

     They are traditional narratives usually involving supernatural characters, or the supernatural, as a means of explaining certain natural phenomena in a culturally specific way.
   - Ask the learners for examples of the myths they know.

- In groups the learners discuss the form or characteristics of a myth.
  - They need to look at the construction of the narrative (story).
  - How does the introductory paragraph open?
  - How is the supernatural introduced into the story?
  - Does it mention gods/sorcerers/other magical beings?
  - Look at the kind of language used - figurative or factual?
  - **Use for Assessment Task 2 for READING and ORAL.**

Spelling and grammar/word and sentence level work

Complex sentences

- Write a paragraph containing several complex sentences.
- In each case instead of writing the correct form of the verb, use the infinitive form and leave out the commas at the end of sub-ordinate clauses.
  e.g. After he (to go) to the dentist he (to decide) etc.
- The learners rewrite the paragraph as a class, making sure that they fill in the correct form and tense of the verb and any missing punctuation.

Group, guided and independent reading/writing

Written task on complex sentences

- Write another paragraph containing several complex sentences, once again writing the verb in the infinitive form and leaving out the commas at the end of sub-ordinate clauses.
- The learners rewrite the paragraph, making sure that they fill in the correct form and tense of the verb and any missing punctuation.

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Ask the learners to note particularly the writer's choice of figurative language.
- The reading of the novel should be completed by the end of Week 8.

LANGUAGE DEVELOPMENT: WRITING

Writing of an argumentative essay

- Using the information from the group discussions, the learners work in pairs on a rough draft of an argumentative essay.
- They must base their work on the model given in the previous lesson.
- This essay will be used to rate the learners against **WRITING** and **SPELLING AND GRAMMAR** milestones for Assessment Task 2.

ASSESSMENT

Formal: Assessment Task 2

Use the discussion on the myth to rate the learners against the following READING and ORAL milestones:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument

THIRD TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	WEEK 8
ORAL **LO 1**: AS 1,2, 3, 6, 7 **LO 2**: AS 1, 2, 3, 4	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language • Comments on the social, moral and cultural values in different texts eg Is there any stereotyping? • Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation • Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument • Listens and shows sensitivity to social and cultural differences through affirmation and language usage	Speaking and listening activities • Listens to a short fairy tale. • Discusses various stereotypes.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 6, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 5, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text • Understands and uses information in a range of information texts and summarises main and supporting ideas • Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.	Shared listening and writing • Reads an extract from a biographical article and an obituary. • Continues reading the novel. Word and sentence level work • Discusses purpose and context. Group, guided and independent reading and writing • Personal dictionaries/vocabulary words/sentences. • Explores biographical writing. Reading for enjoyment

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. descriptive paragraph, argumentative essay (minimum of 3 paragraphs) • Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries • Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television	Writing • Drafts, refines, argumentative essay
SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports • Uses complex tenses correctly eg He will have finished by now • Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation	Phonics & Spelling • Learns selected words from shared reading text. • A spelling test Grammar • Works with complex sentences and paragraphs.

Week 8 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1,2, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language
- Comments on the social, moral and cultural values in different texts eg Is there any stereotyping?
- Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument
- Listens and shows sensitivity to social and cultural differences through affirmation and language usage

NOTES TO TEACHER

- Choose a brief fairy tale or similar type of story, one with which your learners are familiar.
- Make sure you that you can confidently read it aloud with plenty of dramatic expression.

DAILY ACTIVITIES

Shared reading - a fairy tale

1. **Before reading the fairy tale**
   - Orientate the class.
     - Briefly discuss the context and purpose of the story as opposed to a myth.
     - What are the differences?
     - What are the similarities?
     - Explain any new or difficult words, if there are any.
     - It is important to emphasise that the learners need to approach this story as a specific literary form.

2. **Read the short story**

3. **After reading**
   - Check the learners' understanding of the text.
     - What is the main idea of the plot?
     - What is the underlying message of the story?
     - Who is the main character?
     - What characters are there in this story that one generally finds in all fairy tales?
   - Divide the learners into groups.
   - Ask the learners, on the basis of this fairy tale and of others that they know, to write down a description of the basic characters/characteristics in a fairy tale. *E.g.*
     - *Always a beautiful girl/handsome young man, the hero/heroine who marries a prince/ princess in the end. Always a villain - nasty stepmother/wicked witch/ evil sorcerer etc., who must be overcome and who works against the hero/heroine.*

- *There is generally a quest or some great difficulty to overcome.*
- *Very often some 'good' magical force/person (e.g. fairy godmother) comes to the aid of the hero, or their own innate goodness overcomes evil and breaks an evil spell.*

Preparation for Oral presentations in Week 9.

- Introduce the idea of the '30 second speech':
- Explain that each learner is going to be given the opportunity to speak on a topic for 30 seconds, the following week.
- Link the topic(s) to one of the themes from the novel if possible.
- There are a few rules viz:
  - The speaker must announce the title clearly and then pause.
  - He/she must speak clearly on the topic without rushing.
  - He/she should not pause too long, use 'um' or 'ah', or stutter or stumble.
- Learners can make rough notes and practise during this week.

ASSESSMENT:

Formal Assessment: Task 2

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

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language
- Comments on the social, moral and cultural values in different texts eg Is there any stereotyping?

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text
- Understands and uses information in a range of information texts and summarises main and supporting ideas
- Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
- Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries
- Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television

Spelling and Grammar

- Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports
- Uses complex tenses correctly eg He will have finished by now
- Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences
- Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation

NOTES TO TEACHER

- Choose a biographical article from a magazine to read to the learners, preferably one about a person with whom they are familiar. Have sufficient copies of the article for the learners to easily share.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading - a biographical article

1. **Before reading**
   - Orientate the learners.
   - Ask the learners what they would expect to read in a biographical article.
   - Draw on their prior knowledge of the person about whom the article is written.
   - Place this particular article in context. Tell learners the name of the publication in which the article is printed.
   - Ask the learner if this changes their expectations at all.
   - Explore any new and unknown words vital to their understanding of the story.

2. **Read the article**
   - After reading the first two or three paragraphs, allow the learners to take turns reading aloud to the class.

3. **After reading the article**
   - Check the learners' understanding of the text.
   - What is different about the way this writer (a journalist) has handled his content and the way a biographer writes about a person?
     - *This writer writes of a specific time in the life of a celebrity, or about the celebrity in the context of a specific event.*
     - *A journalist generally writes from the point of view of the editorial team of the magazine he/she represents.*
     - *A biographer tries to cover the whole of a person's life, painting as accurate and full a picture as he/she believes possible. He writes from his own point of view.*
   - What clues does the article give us about the magazine's/writer's point of view?
   - What is the purpose of the article?

Spelling and grammar/word and sentence level work

Complex tenses

- Either create your own, or use an activity from a Learner's Book to consolidate the learners' experience of the sequence of tenses in complex sentences, especially after verbs of stating, e.g.

  He said that he <u>would</u> go home after tea. etc.
- Identify and discuss various complex sentences in the biographical article that learners read.
- Do a short spelling test based on new vocabulary introduced this term.

Group, guided and independent reading/writing

Writing a journal entry

- Learners write a journal entry about the person featured in the biographical article.

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Focus their attention on the cultural and social values expressed in the text.
- The reading of the novel should be completed by the end of this week.

ASSESSMENT

Formal: Assessment Task 2

Use the written work and discussion on the biographical article to rate the learners against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text

Week 8 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose an obituary from a newspaper, or create your own, to read to the class. You need to have sufficient copies for learners to share easily. Be sensitive about this and use a replacement activity if it is not appropriate at this time.

DAILY ACTIVITIES

Shared reading: an obituary

1. **Before reading**
   - Orientate the learners to the newspaper article you are about to read.
   - Ask the learners what they understand by the term 'obituary'. Ask a learner to look it up in a dictionary.
   - Once they know the meaning of the word, ask the learners to predict what the article will be about.
   - Draw on their previous knowledge of the person (if any) about whom the obituary is written.
   - Explore any new vocabulary from the obituary, which the learners copy into their personal dictionaries.
2. **Read the obituary**

3. **After reading**
   - Divide the class into their groups to discuss the following questions.
     - Ask the learners to identify the writer's purpose in writing this article/obituary.
     - Ask the learners to look at the register of the obituary.
     - Why, do they think, has the writer chosen this particular style?

Word and sentence level work.

Connectives / conjunctions

- Remind the learners of the work done on topic sentences and ask one of the learners to explain a topic sentence to the class.
- Remind the learners about the work done by connectives/conjunctions.
- Choose an extract from the novel the learners have been reading, or an extract from a learner's language book.
- Ask the learners to identify any conjunctions, and any topic sentences in the chosen extract.

Group, guided and independent reading/writing

Written task on conjunctions

- Learners identify and copy 4 – 6 sentences containing different conjunctions from the novel, underlining the conjunctions.

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Focus their attention on the cultural and social values expressed in the text.

LANGUAGE DEVELOPMENT: WRITING

Writing of an argumentative essay

- The learners check each other's first draft of the argumentative essay for spelling and grammar errors.
- They need to check too, that their partner has used topic sentences to introduce each paragraph. At this stage of the learners' development, they will not yet have the skills to end a paragraph with a topic sentence.
- Once their work is edited, the learners need to refine their essays, in preparation for their publishing in the next lesson.

ASSESSMENT

- Informally assess learners' ability to identify conjunctions in sentences.

Week 8 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- The learners should complete their reading of the novel by the end of this lesson.
- Use the biographical article read on day 1 and the obituary read on day 2. Make sure you still have enough copies of each for the learners to share.

DAILY ACTIVITIES

Shared Reading -an extract from a biographical article and an obituary

1. **Before reading**
   - Remind the learners of the two articles that have been read.

2. **Read two paragraphs of each of the extracts**
   - Check the learners' memory of the two passages.
   - In groups the learners now compare the characteristics of the two articles,
   - They need to consider
     - The purpose of each article
     - The register of each article
     - The attitude or point of view of the writer
     - The main idea of each
     - Any similarities
     - The target reader of each

Spelling and grammar/word and sentence level work

Complex tenses, conjunctions and topic sentences

- Remind the learners of the work done so far on conjunctions, complex tenses and topic sentences.
- Choose a topic familiar to the learners.
- Write a string of related points on the board. (A point form summary).
- Explain to the learners that these are not full sentences. They must rewrite each point as a full sentence. They can include more than one point in a single sentence.
- The learners need to turn the point form summary into a cohesive paragraph showing their ability to use a topic sentence, complex sentences and the correct sequence of tenses.

Group, guided and independent reading/writing

Written task on grammar

- Learners complete the task of changing a point form summary into a cohesive paragraph. This task will be used to assess the learners against **SPELLING AND GRAMMAR** milestones for **Assessment Task 2.**

Group reading

- The learners continue to read aloud the novel in group reading. Work with one group each day to introduce and reinforce different reading and comprehension strategies. Focus their attention on the cultural and social values expressed in the text.
- The reading of the novel should be completed by this lesson. Give learners a chance to reflect on whether they enjoyed reading it and what was special for them.

LANGUAGE DEVELOPMENT: WRITING

Writing of an argumentative essay

- The learners check each other's final draft of the argumentative essay for spelling and grammar errors, the use of complex sentences, and the inclusion of topic sentences to introduce each paragraph.
- The learners write a final, correct version of their essays.
- Give learners the chance to discuss their final versions with a different partner. Encourage the giving of positive feedback but also self-reflection. *Next time, how could I improve my work?* **Use to assess the WRITING and SPELLING AND GRAMMAR** milestones **for Assessment Task 2.**

ASSESSMENT

Formal: Assessment Task 2

Use the task on combining point form into a paragraph to rate the learners against the following SPELLING AND GRAMMAR milestones:

- Uses complex tenses correctly eg He will have finished by now
- Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation
- Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences

Use the learners' argumentative essays to rate them against the following WRITING and SPELLING AND GRAMMAR milestones:

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Writes for personal and exploratory purposes using a wide variety of language e.g. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports

THIRD TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	WEEK 9
ORAL **LO 1**: AS 1,2, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language • Comments on the social, moral and cultural values in different texts eg Is there any stereotyping? • Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation • Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument • Listens and shows sensitivity to social and cultural differences through affirmation and language usage	Speaking and listening activities • 30 second speeches.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 6, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 5, 6	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text • Understands and uses information in a range of information texts and summarises main and supporting ideas • Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.	Shared listening and writing • Reads various graphic texts. • Views television advertisements. Word and sentence level work • Interprets graphic texts. • Explores vocabulary of film. Group, guided and independent reading and writing • Personal dictionaries/vocabulary words/sentences. • Writes a review. Reading for enjoyment

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. descriptive paragraph, argumentative essay (minimum of 3 paragraphs) • Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries • Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television	Writing • Writes a book review. • Plans a story board.
SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports • Uses complex tenses correctly eg He will have finished by now • Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation	Phonics & Spelling • Learns selected words from shared reading text. Grammar • Works with graphic texts. • Cloze procedure.

Week 9 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language
- Comments on the social, moral and cultural values in different texts eg Is there any stereotyping?
- Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument
- Listens and shows sensitivity to social and cultural differences through affirmation and language usage

NOTES TO TEACHER

- During the previous week learners were told to prepare for a short speech, 30 seconds, in total! During this lesson you should be able to listen to most, if not all, of the speeches. If necessary you could listen to some learners later this week. Alternatively the remainder of learners could present their speeches in Week 10.

DAILY ACTIVITIES

Making a 30 second speech

- Remind learners of the rules:
  - Each learner is going to be given the opportunity to speak on a topic for 30 seconds.
  - There are a few rules viz:
  - The speaker must announce the title clearly and then pause.
  - He/she must speak clearly on the topic without rushing.
  - He/she should not pause too long, use 'um' or 'ah', or stutter or stumble.
- Make sure that every learner gets the opportunity to speak.
- All learners can observe the speech and do peer assessment.

  Use for Assessment Task 2.

ASSESSMENT:

Formal: Assessment Task 2

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

- Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text
- Understands and uses information in a range of information texts and summarises main and supporting ideas
- Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
- Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries
- Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television

Spelling and Grammar

- Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports
- Uses complex tenses correctly eg He will have finished by now
- Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences
- Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation

NOTES TO TEACHER

- Choose one or two diagrams from another Learning Area, a geographical map and a simplified street map of a town (preferably not your own town). If you cannot find a street map, create one. Have sufficient copies of the street map for the learners to share easily.
- Select information texts containing graphics for use during the guided reading sessions.

DAILY ACTIVITIES

Shared Reading - a graphic text

1. **Before reading graphic texts**
   - Orientate the learners.
   - Put the diagrams and the geographical map on the board.
   - Ask the learners if they can identify each of them, and where they would expect to find them.
   - Ask the learners the purpose of each text.
   - Ask the learners why one could classify diagrams and maps as **graphic texts**.
     They are generally non-verbal, therefore graphic.
     They convey information, therefore texts.
   - Ask the learners for other examples of graphic texts.
     e.g. photographs, drawings, charts, mind maps, graphs, etc.
     They all convey information visually.

2. **Reading and interpreting graphic texts**
   - Divide the learners into groups.
   - Hand out the street maps of the town.
   - Ask the groups to use the maps to give directions to a pedestrian to walk from one landmark to another.
     - Make sure the two points are some distance from each other.
     - Make sure the pedestrian has to cross streets, and turn both left and right. Nevertheless, it must be the shortest walking distance between the two points.
     - The directions must be written down.
   - Once the groups have completed their task, they share their answers with the rest of the class.

Group, guided and independent reading/writing

Writing a set of directions

- Learners use the maps to write a set of directions to a pedestrian to walk from another landmark on the map to a different point. The same rules apply as for the group activity:
  - The two points must be some distance from each other.
  - The pedestrian has to cross streets, and turn both left and right.
- This task may be used to rate learners against a **Reading** milestone for **Assessment Task 2.**

Guided reading

- Work with one group each day to introduce and reinforce different reading and comprehension strategies using an information text containing graphics eg maps, diagrams, graphs or photographs. Focus on identifying the main idea and key details.

ASSESSMENT

Formal: Assessment Task 2

Use the written task on the street map to rate the learners against the following READING milestone:

- Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.

Use the guided reading sessions during this week to rate the learners against the following READING milestone:

- Understands and uses information in a range of information texts and summarises main and supporting ideas

Week 9 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose several different examples of graphs e.g. line graphs, bar graphs and pie charts, or create your own. Make sure the pie chart and bar chart contain totally different information.

DAILY ACTIVITIES

Shared reading - graphs

- Orientate the learners, reminding them of different types of graphical texts.
- Put the bar graph, line graphs and pie charts on the board and discuss the information contained in the graphs with the learners.
- Discuss the different ways the information is shown on each graph.
- As a class activity, draw a pie chart and transfer the information from the bar graph to the pie chart. (Check with the Mathematics teacher to ensure that this has been covered in Mathematics. Keep the mathematical calculations simple. The purpose of this activity is not to develop learners' mathematical ability but for them to be able to see how the same data can be shown in different ways.)

Group, guided and independent reading/writing

Transferring information from one form to another

- Let learners draw a similar pie chart using information from another bar chart.
- They must use the information in their pie charts to write a paragraph containing the same information. Their paragraph should begin with a topic sentence.
- Use this task to rate the learners against a **Reading** milestone for **Assessment Task 2**.

Guided reading

- Work with one group each day to introduce and reinforce different reading and comprehension strategies using an information text containing graphics eg maps, diagrams, graphs or photographs. Focus on identifying the main idea and key details.

LANGUAGE DEVELOPMENT: WRITING

Writing a Book Review

- Guide the learners in how to write a book review of the novel they have read in class this term.
- Write the following guidelines on the board.

A Book Review.

- Introduce the name of the book and the author.
- Describe the setting in one sentence.
- Introduce the main characters in one sentence.
- Write two or three sentences on the plot.
- State the main idea/message of the book.
- Give your own opinion of the book, as well as the reason why you did or did not like it.

- Using these guidelines, the learners write their book review based on the novel the class read.
- Let learners discuss in pairs or small groups before writing and editing their review.
- This will be used to rate the learners against a **WRITING** milestone for **Assessment Task 2**.

ASSESSMENT

Formal: Assessment Task 2

Use the task on transferring information from a bar graph to a pie chart, and the task on writing a paragraph from information on a pie chart, to rate the learners against the following READING milestone:

- Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.

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

- Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries

Week 9 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Record two or three television advertisements. Chose advertisements that are quite different in their approach.
- Have copies of magazines available for the learners to consult.

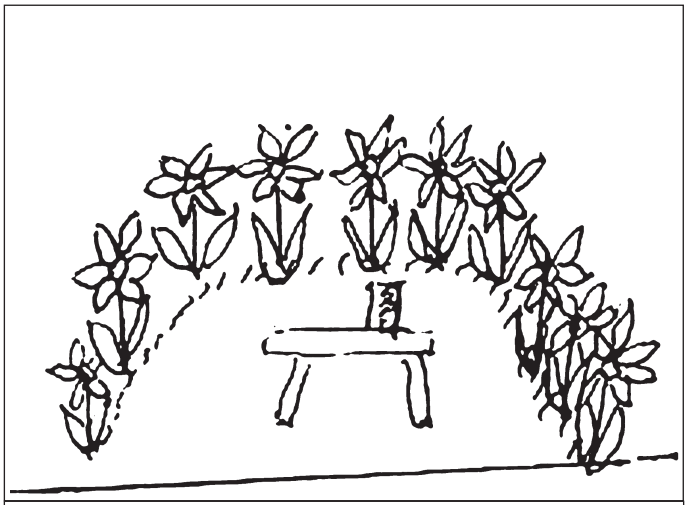
DAILY ACTIVITIES

Shared Viewing - television advertisements

- Orientate the learners to the lesson.
- Ask the learners about their favourite television advertisements and why they like particular advertisements.
- After describing four or five of the advertisements, ask the learners what it is about the advertisements that attracts them.
  - Humour?
  - The setting?
  - Famous people?
  - The product?
  - What makes them choose these particular advertisements above any others?
- Show the learners the advertisements you have chosen and ask the learners to discuss what they think is attractive about them.
- View one of the advertisements again and, together with the learners, time it.
- Ask the class to count every time the 'picture' changes. This is called a shot. Ask the learners to see how long these shots are.
- Review both advertisements.
- This time, ask the learners to take particular notice of the sounds they hear.
- List the different sounds on the board, and then play the recording once more to check that all the sounds have been noted.
- Ask the learners what they understand by the term 'sound effects'.

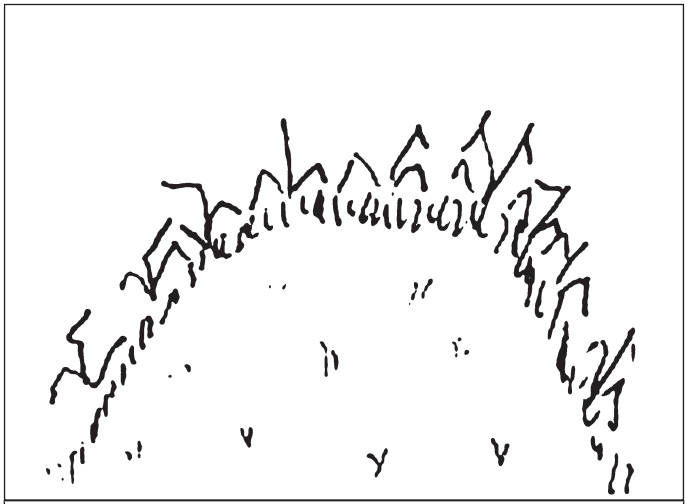
  The music and/or sounds used as background to various events or characters in a film to create atmosphere. E.g. a deep-sounding cello when the atmosphere gets tense, sweet-sounding violins during romantic scenes, etc. as well as non-musical sounds e.g. the growl of a monster, doors slamming etc. (It does not include songs / jingles.)
- Explain 'storyboards' with the learners.
- Use the simplest of the advertisements that you have already shown them.
- Break the advertisement down into four scenes.
- Explain to the learners that you are going to summarise the advertisement into four scenes and that they will use only four scenes when they create their own television ad.

- Model drawing the frame of a storyboard. Use stick figures so that the learners realise that they are not going to be assessed on their drawing ability.
- Impress on the learners that the most important aspect of a storyboard is the legend (written explanation) that accompanies it.
  e.g.

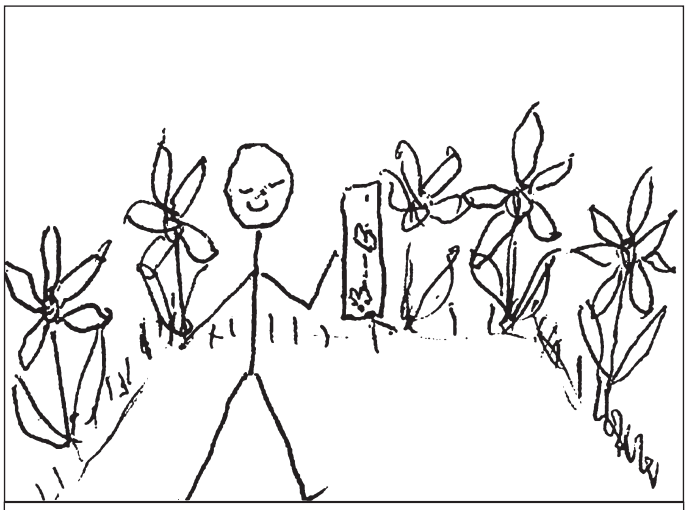


1. The scene is a garden, with a wooden table on a lawn surrounded by beautiful flowers.
2. On the table stands a bottle of Blooming Beauties fertilizer.
3. The sound of birds singing is heard.
4. A voice asks 'Does your garden look like this?

- It is important to describe the setting as well as the sounds you hear.
- The next storyboard would offer a contrast.



1. The scene is another garden with a lawn and flower beds.
2. The flowers are dead and overgrown with weeds.
3. There is no birdsong.
4. Voice over: "Or does it look like this?"



1. Same scene as the first story board.
2. Figure of a gardener (lady in casual clothes and wearing gardening gloves) holds up a tin of the product.
3. The camera zooms in to focus on the product.
4. Birdsong and buzzing of bees.
5. Voice over: "Use Blooming Beauties and you will be the envy of your neighbours with your beautiful garden."

- The final storyboard will be the same as the first but accompanied by beautiful music.

Spelling and grammar/word and sentence level work

Vocabulary

- List new words on the board and have the learners guess what they think they might mean in the world of television before clarifying their meanings. Vocabulary could include:
  - shot - *the 'picture' created by the camera.*
  - close-up - *when the object seems close enough to fill the screen*
  - long shot - *when the character or object is seen in the surrounding environment.*
  - zoom - *when the camera appears to move from far away to close-up*
  - sound effects - *all the sounds other than dialogue and theme music used in a film.*
  - story board - *a sketch containing all the information a director uses in one shot*
  - Voice over - *a recorded voice that is not part of the dialogue of a film.*
- Inform the learners that they will need all this information for their written task.

Group, guided and independent reading/writing

Vocabulary task

- Give learners a task based on the new vocabulary.

Guided reading

- Work with one group each day to introduce and reinforce different reading and comprehension strategies using an information text containing graphics eg maps, diagrams, graphs or photographs. Focus on identifying the main idea and key details.

LANGUAGE DEVELOPMENT: WRITING

Planning a television advertisement.

- Explain to the learners that they are going to plan a television advertisement using story boards and then dramatise it for the rest of the class.
- Divide the learners into groups and hand out the magazines.
- First of all they brainstorm their product.
  NB, *Impress on the learners that they must make up their own product name and advertisement. They are not being asked to describe an advertisement they have already seen. The magazines are to be used as reference and a source of ideas only.*
- Once they have chosen the type of product they wish to advertise, the learners need to create a rough draft of the 'story' of their television advertisement, before they begin work on their story boards.
- By the end of the lesson each group should have a rough draft of their 'advertisement'.
- This task will be used to rate the learners against a **Writing** milestone for Task 2.

ASSESSMENT

- Informally assess learners' participation in the class and group discussions.

THIRD TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	WEEK 10
ORAL **LO 1**: AS 1,2, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language • Comments on the social, moral and cultural values in different texts eg Is there any stereotyping? • Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation • Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument • Listens and shows sensitivity to social and cultural differences through affirmation and language usage	Speaking and listening activities • Discusses the effect stereotyping has on the perceptions of the listener/viewer.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 6, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 5, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text • Understands and uses information in a range of information texts and summarises main and supporting ideas • Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.	Shared listening and writing and viewing • Reads various advertising texts. • Views television advertisements. Word and sentence level work • Interprets advertising language. Group, guided and independent reading and writing • Personal dictionaries/vocabulary words/sentences. Reading for enjoyment

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. descriptive paragraph, argumentative essay (minimum of 3 paragraphs) • Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries • Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television	Writing • Publishes a television advertisement using story boards and a dramatisation
SPELLING AND GRAMMAR **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 6 .	• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports • Uses complex tenses correctly eg He will have finished by now • Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation	Phonics & Spelling • Learns selected words from shared reading text. • Spelling test Grammar • Works with figurative language and synonyms.

Week 10 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1,2, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.

MILESTONES
Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language
- Comments on the social, moral and cultural values in different texts eg Is there any stereotyping?
- Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation
- Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument
- Listens and shows sensitivity to social and cultural differences through affirmation and language usage

NOTES TO TEACHER

- Choose two or three photographs/pictures, atypical of the people they represent, i.e. chose a photograph of a beautiful fashion model type person who is actually a scientist, etc.

DAILY ACTIVITIES

Stereotypes

- Orientate the class.
- Briefly remind the learners of the discussions of stereotypes in previous lessons and ask them what they understand by the term 'stereotype'.
- Put up and number the pictures you have collected.
- Ask the learners in their groups to identify, and predict, the character and occupation of each person in the pictures. They need to describe what type of person they are and predict the type of work each person would do.
- Once they have discussed this and found their answers, have the groups share their findings.
- Then tell the learners who the pictures actually represent.
- Ask each group to share how stereotyping has affected their perceptions of the people in the photographs/pictures.
- Use this lesson to rate the learners against an **Oral** milestone for Assessment Task 2.

ASSESSMENT

Formal: Assessment Task 2

Use the lesson on stereotypes to rate the learners against the following ORAL milestone:

- Comments on the social, moral and cultural values in different texts eg Is there any stereotyping?

You had other opportunities to assess this milestone in Weeks 6 and 8.

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text
- Understands and uses information in a range of information texts and summarises main and supporting ideas
- Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)
- Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries
- Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television

Spelling and Grammar

- Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports
- Uses complex tenses correctly eg He will have finished by now
- Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences
- Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation

NOTES TO TEACHER

- Choose three or four advertisements from magazines or newspapers to share with the learners. The format of the advertisement must be big enough for the entire class to read easily, or you will need copies of each advertisement for each group.

DAILY ACTIVITIES

Shared Reading - a printed advertisement

1. **Before reading**
   - Orientate the learners. Remind them of the television advertisements you viewed in week 9.

- Share with the learners that the focus of the lesson will be on the elements that apply to both written and television advertising.
- Divide the learners into their groups and either display or hand out the advertisements.
- Ask each group to consider the following questions.
  - Look at the layout of the advertisement. In the TV advertisement, this will be the setting.
  - Look at the type of language used.
    Usually this is very descriptive - uses many adjectives and adverbs.
    Language also makes use of figures of speech e.g. metaphor, simile, alliteration, etc.
  - Does the advertisement use a slogan for the product? (A slogan is a catchy phrase that people connect with a particular product, e.g. *They taste so good because they eat so good!* or *Shop where South Africa Shops!*)
  - Who do they think would want to buy the product?
  - Does the product use stereotyping?
  - What cultural signals does the advertisement have? i.e. What type of people would want to use/buy these products?
  - Does the product suggest certain values?
- Once the groups have discussed the questions, discuss their responses to the class.
- Use the class and group discussions against an **ORAL** milestone for **Assessment Task 2.**

Spelling and grammar/word and sentence level work

Figures of speech

- Remind the learners of the figures of speech they learned earlier this year.
- Ask the learners what they understand by the term figures of speech.
- Write up the words metaphor, simile, alliteration, onomatopoeia on the board.
- Ask the learners to give you an example of each and write these next to the relevant term.
- Explain to learners that these are the figures of speech most often used in advertising.
- Create five or six sentences of the kind which would be used in advertising.
- Make sure there is a figure of speech in each sentence.

Group, guided and independent reading/writing

- The groups brainstorm a slogan for the product they have chosen for their television advertisement.
- Once they have done so they work on their storyboards.

Guided reading

- Work with one group each day to introduce and reinforce different reading and comprehension strategies using an information text. Focus on skimming and scanning skills.

ASSESSMENT

Formal: Assessment Task 2

Use the lesson on stereotypes to rate the learners against the following ORAL milestone:

- Comments on the social, moral and cultural values in different texts eg Is there any stereotyping?

Week 10 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose two or three different examples of television advertisements, which rely on humour to sell the product, to show your class.

DAILY ACTIVITIES

Shared viewing - television advertisements

1. **Before viewing the advertisements**
   - Orientate the learners and ask them what they have learned so far from their lessons on advertising.

2. **View the advertisements**
   - In their groups, ask the learners to interpret and discuss what they have just viewed.
   - What is the product being advertised?
   - Does the text appeal to a specific part of the population, if so who?
   - Why does the advertiser use humour?
     People remember the humour, and therefore the product.
     Humour puts people in a good frame of mind when viewing the advertisement.
     People are less likely to ignore an advertisement that contains humour, in case they miss out on the joke.
   - What sound effects are present in the advertisement?
   - Does the text contain figures of speech, alliteration or word jokes?
   - Are there any cultural or social values implied in the advertisement?

Word and sentence level work.

Spelling

- Give learners a spelling test on the term's words. Include prefixes and suffixes in the test.
  Use for Assessment Task 2 for SPELLING AND GRAMMAR.

Group, guided and independent reading/writing

- The learners work on their rough drafts of the storyboards.

Guided reading

- Work with one group each day to introduce and reinforce different reading and comprehension strategies using an information text. Focus on skimming and scanning skills.

LANGUAGE DEVELOPMENT: WRITING
Planning a television advertisement. • The groups need to circulate the rough drafts of their storyboards, so that they can check the grammar and spelling and make suggestions to one another. • Once the storyboards have been edited and refined, the learners begin work on dramatising their advertisement. They need to explain their story boards and then present their advertisement to the rest of the class during the next lesson. **Use the final versions of the story boards for Assessment Task 2 for WRITING.**
ASSESSMENT: **Formal: Assessment Task 2** **Use the Spelling test to rate the learners against the following SPELLING and GRAMMAR milestone:** • Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports **Use the story boards and the dramatisations on Day 3 to rate the learners against the following WRITING milestone:** • Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television

Week 10 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose three or four more humorous advertisements. This time try to choose advertisements that rely on stereotyping for their humour.

DAILY ACTIVITIES

Viewing -.television advertisements.

- Let each group of learners explain their advertisements using their story boards and then dramatise them to the rest of the class.
- Give time for positive feedback and discussion after each presentation. Encourage the use of correct vocabulary.

Group, guided and independent reading/writing

Editing task

- Choose a humorous paragraph and rewrite it. Include at least thirty obvious punctuation, spelling and grammar errors into it.
- Divide the class into its groups. Hand out the paragraphs and give the class a time limit to find the errors.
- The group that finds the most errors and **is able to correct them** is the winner.

Guided reading

- Work with one group each day to introduce and reinforce different reading and comprehension strategies using an information text. Focus on skimming and scanning skills.

LANGUAGE DEVELOPMENT: WRITING

Writing of a journal entry

- The learners write an entry into their journals, reviewing the term that has ended and their hopes and fears for the forthcoming term**.**

ASSESSMENT

Formal: Assessment Task 2

Use the story boards and the dramatisations to rate the learners against the following WRITING milestone:

- Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television

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