Foundations For Learning

Intermediate Phase Language Lesson plans

Fourth term

Grade 4

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FOURTH 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	• Listens for the main idea and specific details in stories, dialogues and interviews • Comments on the social, moral and cultural values in oral texts • Describes a set of actions in sequence • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback					• Listens for the main idea and specific details in stories, dialogues and interviews • Asks and responds to higher order questions • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback • Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace				
	Interviews a partner (sportsperson)	Listens and responds to a story	Group discussion (A natural disaster)	Listens to a story (fable or story with clear message)	Retells a story to a partner	Listening comprehension based on interview	Group discussion (Differences of what?)	Group discussion and presentation of poem	Oral presentation	
Reading	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning • Identifies and comments on the plot, characters and setting in a story • Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed • Discusses cause effect relations in a story • Uses terms such as direct and indirect speech, quotation marks, simile, proverbs					• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning • Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps • Interprets simple visual texts (tables, charts, posters, graphs, maps) • Changes text from one form to another eg from a table to a graph • Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports • Reads aloud clearly and with expression				
	Group, guided and independent reading weekly									
	Fiction story (shared reading, finding main idea, shared writing of story summary) Skimming texts and matching with appropriate title	Two poems (shared reading,identification of text features, comprehension task)	A traditional story (shared reading, comprehension task on moral, cultural, social values and meanings conveyed)	A poem (shared reading, figurative language, shared writing of a poem, e.g. free verse)	A story and a comic/ carton story (comparing features, scanning for details)	A non-fiction text (include table: what I know, what I want to know, what I found out)	Non-fiction texts: a map and a weather report	A non-fiction text (focus on converting text from one form to another)	A set of instructions A timetable A poster (Interpreting and explaining)	A non-fiction text (focus on labelled diagrams and a mind map to summarise information)

Writing	• Plans writing, recording ideas on mind maps, flow charts and lists • Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2- 3 paragraphs), using a variety of vocabulary and both simple and compound sentences • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Uses a thesaurus to find new vocabulary			• Writes for playful and creative purposes eg letter, simple brochure • Writes and designs visual and information texts using headings, topic and supporting sentences eg short report • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Records words in a personal dictionary • Uses neat, legible handwriting for all written work		
	A story	A creative description (paragraph)	A summary and a response (investigation)	A brochure	An information report	A letter
	Writing in personal journal weekly					

<table>
<tr><td rowspan="3">Spelling and grammar</td><td colspan="5">• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports
• Explores the origin of words eg from Afrikaans or African languages
• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions</td><td colspan="5">• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports
• Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation</td></tr>
<tr><td>Grammar: revise direct and indirect speech

Spelling: sight words & new vocabulary</td><td>Sound words

Spelling: word stems + prefixes, sight words & new vocabulary</td><td>Grammar: conjunctions and pronouns

Spelling: ‘str’ and ‘tr’, sight words & new vocabulary</td><td>Grammar: parts of speech: revising nouns, verbs, adjectives and adverbs

Spelling: ‘th’ and ‘wh’, sight words & new vocabulary</td><td>Grammar: prepositions and revision of parts of speech

Spelling: vowel blends ‘au’ and ‘ai’, sight words and new vocabulary</td><td>Grammar: conjunctions, pronouns and punctuation (linking sentences into a paragraph); revise simple present, past and future tenses
Spelling: vowel blends ‘ay’ and ‘ea’, sight words & new vocabulary</td><td>Grammar: revision of present and past progressive tenses

Spelling: dictionary and thesaurus work; vowel blends ‘ee’ and ‘ey’</td><td>Grammar: parts of a sentence (subject/predicate); identifying parts of speech (revision)

Spelling: vowel blends ‘oo’ and ‘ou’, sight words and new vocabulary</td><td>Grammar: revision of punctuation and apostrophe (possession and contraction)

Spelling: ‘ei’, ‘ie’</td><td>Revision of two grammar items taught this term/ year

Spelling: revision of commonly misspelt words learnt this term, sight words & new vocabulary</td></tr>
<tr><td colspan="5">• Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children’s encyclopaedias, textbooks and reference books
• Makes predictions and identifies alternative options or possibilities and explains why and how they are different
• Sequences and summarises the information into paragraphs, a diagram or table
• Makes judgments and draws conclusions

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

OVERVIEW OF ASSESSMENT TASKS

	ACTIVITIES THAT CAN BE USED FOR ASSESSMENT				
	ORAL	**READING**	**WRITING**	**SPELLING & GRAMMAR**	**INVESTIGATION**
WEEK 1		Group reading (throughout the term) Shared reading (skimming)			
WEEK 2	Listening to stories		A story	Spelling in writing activity (A story)	
WEEK 3	Read aloud and group discussion	Written comprehension task			
WEEK 4	Listening to stories			Written task on using figurative language	Oral questions/ obtaining information/ sequencing and recording information
WEEK 5		Shared reading (skimming) Written comprehension task		Written task on parts of speech	Drawing conclusions, drafting, revising, editing and publishing a response to questions
ASSESSMENT TASK 1 COMPLETED					
WEEK 6	Listening to interview	Group and guided reading (throughout the term)		Written task (connecting words, pronouns, punctuation)	
WEEK 7	Group discussion	Shared reading (scanning)	A brochure		
WEEK 8		Written task (changing text from one form to another)			
WEEK 9	Oral presentation	Shared reading (scanning)	**An information report**	Spelling in writing activity (an information report)	
WEEK 10	Oral presentation				
ASSESSMENT TASK 2 COMPLETED					

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

FOURTH TERM: WEEK 1 OVERVIEW

COMPONENT	MILESTONES	WEEK 1
ORAL **LO 1**: AS 4,6,8 **LO 2**: AS 1,3,4	• Listens for the main idea and specific details in stories, dialogues and interviews • Comments on the social, moral and cultural values in oral texts • Describes a set of actions in sequence • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback	Speaking and listening activities • Interviews a partner • Identifies main ideas
READING **LO 3**: AS 1, 5,6,8 **LO 5** AS 1,2,3,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning • Identifies and comments on the plot, characters and setting in a story • Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed • Discusses cause effect relations in a story • Uses terms such as direct and indirect speech, quotation marks, simile, proverbs	Shared reading and writing • Introduce a shared text – a story • Discusses main idea / sequence of events • Shared writing of story summary • Skimming texts and matching with appropriate title Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Personal dictionaries /vocabulary words / sentences added • Written task based on direct speech Reading for enjoyment
WRITING **LO 4**: AS 1,2,4	• Plans writing, recording ideas on mind maps, flow charts and lists • Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2- 3 paragraphs), using a variety of vocabulary and both simple and compound sentences • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Uses a thesaurus to find new vocabulary	Writing: • Pre-writing discussion: a story plan • Drafting: a story

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3,6	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports • Explores the origin of words eg from Afrikaans or African languages • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions	<u>Phonics & Spelling</u> • Learns 20 spelling words for the week from the sight (high frequency) words and vocabulary from the shared reading text / short test <u>Grammar</u> • Revises direct and indirect speech
INVESTIGATION **LO 5:** AS 2, 3	• Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books • Makes predictions and identifies alternative options or possibilities and explains why and how they are different • Sequences and summarises the information into paragraphs, a diagram or table • Makes judgments and draws conclusions	

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

MILESTONES:
Oral:

- Listens for the main idea and specific details in stories, dialogues and interviews
- Comments on the social, moral and cultural values in oral texts
- Describes a set of actions in sequence
- Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback

DAILY ACTIVITIES

Interviewing a partner

- Divide learners into pairs to interview each other. Learners take it in turns to pretend that they are a famous sportsperson. They decide which sport they are famous for and what they have done to be so famous. Write questions on the board, e.g.
    - *What sport do you play?*
    - *How did you become interested in that sport?*
    - *What was your greatest sporting moment?*
- Learners use the list of questions and ask additional questions to interview each other.
- Walk around the class and listen to some of the interviews. Observe and record any problems you notice.
- To end the lesson, have 5-6 learners stand up and tell the class about the 'famous sportsperson' they interviewed. After each presentation, talk about how the way we speak changes according to whom we speak and why we are speaking, i.e. audience and purpose, e.g. learners would have spoken differently to their friends (in their pairs) than to the whole class.

ASSESSMENT: A note on the Assessment Tasks for Term 4

- The Foundations for Learning Assessment Framework for the Intermediate Phase spells out the milestones to be covered for each of the two Assessment Tasks (pages 33 – 35). **The main focus of the first Assessment Task in Oral is on listening for details in stories and interviews; participating in discussions and giving constructive feedback and commenting on the social, moral and cultural values in oral texts.**
- **For this week's Oral work, Assessment will be informal and unrecorded, unless you notice specific problems.** You should focus on how learners participate in discussions, asking and answering questions.

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

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning
- Identifies and comments on the plot, characters and setting in a story
- Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed
- Discusses cause effect relations in a story
- Uses terms such as direct and indirect speech, quotation marks, simile, proverbs

Writing:

- Plans writing, recording ideas on mind maps, flow charts and lists
- Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2- 3 paragraphs), using a variety of vocabulary and both simple and compound sentences
- Uses appropriate grammar, spelling, punctuation and different tenses in writing
- Uses a thesaurus to find new vocabulary

Spelling and Grammar:

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports
- Explores the origin of words eg from Afrikaans or African languages
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions

Investigation:

- Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books
- Makes predictions and identifies alternative options or possibilities and explains why and how they are different
- Sequences and summarises the information into paragraphs, a diagram or table
- Makes judgments and draws conclusions

NOTES TO TEACHER:

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

DAILY ACTIVITIES

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

Choose a story for shared reading.

- Prepare learners for the story. Introduce the text by reading the title and looking at the cover.
- Ask 2-3 learners to predict what they think the story will be about.
- Remind learners that we can skim or read a text very quickly to get the general idea of it (an overview). 'Skimming' is a useful strategy to get general information, e.g. we read the headlines of a newspaper to get an idea of what the main news stories of the day are.

- To demonstrate skimming, ask learners to read the text to themselves quickly and silently and then tell you who are the main characters in the story and/or where the story takes place.
- Re-read the story through properly (slowly) together with the learners.
- Afterwards, ask 2-3 questions to check understanding, e.g.
  - *What happens in the story? (plot)*
  - *How does the story end?*
- Ask learners questions to help them think about the reasons for actions in the story, e.g. *Why do you think _____ happened? What happened when _____ did _____?*

Word and sentence level work

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

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

Group, guided and independent reading/writing

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

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

ASSESSMENT

- **The focuses of the first Assessment Task** in Reading, Spelling, Grammar and Writing are on reading **poems and stories**, using reading strategies such as **skimming** and **scanning**, commenting on the **social, moral and cultural values** and explaining **cause and effect** in stories, using **figurative language, identifying and using** various **parts of speech, and writing stories.**
- **This week,** for Reading, Spelling, Grammar and Writing work**, Assessment will be informal** unless you notice specific problems. You should focus on assessing learners' reading skills, noting any specific concerns in your Assessment Notebook.

Week 1 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Use the same text (a story) that you used on Day 1.
- Select a sentence from the shared reading text or make up a sentence using the theme of the story to use for Word and Sentence Level work.

DAILY ACTIVITIES

Shared reading and writing – writing a story summary

- Re-read the story from the previous lesson aloud with the learners joining in. Briefly revise the vocabulary words.
- If possible, use the text to demonstrate 'scanning' as a reading strategy, e.g. scanning the text for a specific detail.
- **Introduce shared writing.** Talk about how all stories have a beginning, middle and an end. Explain that you are going to write a brief story summary (of the shared reading text). Aim to use the vocabulary, high frequency words and sentence patterns from the shared reading text but plan to make it much shorter.

Word and sentence level work

Direct speech

- Remind learners that there are two ways you can report what another person has said: in direct speech or in reported or indirect speech.
- Write a sentence on the board to revise direct speech. Ideally this sentence should come from the shared reading text.
- Read the sentence together with the learners. Remind learners that in direct speech the quotation marks show us the actual words spoken.
- Draw attention to any direct speech used in the shared text.
- Write a few sentences on the board in direct speech but leave out the punctuation marks, e.g. *When can I go asks Rebecca*.
- Have different learners come up and fill in the correct punctuation for each of the sentences.

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups.
- The rest of the class completes a written task on direct speech. You can use an activity from a Learner's Book or write sentences on the board for learners to punctuate.

Reading for enjoyment

In addition to Reading and Writing focus time, remember that there should be time each day or week for reading for enjoyment. During this time learners choose what they want to read and read independently. Each learner needs to record what he/she reads on a reading record card. If there are no books to read, you can use this time to read aloud to the class.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING DISCUSSION AND PLANNING – A STORY

- Ask learners whether they ever help family members (e.g. mother, father, uncle) to do things. Talk about the different things learners do to help, e.g. wash dishes, sweep lawns, carry groceries, etc.
- Explain that learners are going to write a short story of their own based on one of the things they do to help, e.g. washing the dishes. Their stories will need to have a clear beginning, middle and end (2-3 paragraphs). They will need to imagine something happening (an action) for the middle and end part of their story.
- Depending on the level of your learners, you may choose to give them a frame for the paragraphs in their story, e.g.

	Washing Dishes
Beginning	Say who you were helping, what you did, e.g. Helping mother wash the dishes: *Last night I helped _____. First I _____. Then I packed _____. After filling the sink _____.*
Middle	Say what happened, e.g. the tray slipped and all the dishes broke: *Remember to use descriptive words and say what you thought/felt.*
End	Say how it ended, e.g. father said it was an accident and so it was okay.

- In pairs, learners talk about what they want to include in their story.
- Learners complete a story plan (See Term 2 Week 1 for a planning frame). Explain that learners do not have to use full sentences in the plan. Including main points will be enough to help them structure their stories.
- Learners write their story plan.

ASSESSMENT: Informal

- Check Personal Dictionaries to see if learners are writing legibly and correctly.
- Note any learners who cannot identify and punctuate direct speech.

Week 1 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare a selection of short texts for learners to use (in pairs) for shared reading. The texts can be short stories from the newspaper or magazines, story summaries you have written and/or other short texts. Cut the titles off the texts.

DAILY ACTIVITIES

Shared reading – skimming

- Divide learners into pairs. Give each pair three short texts (that you have prepared beforehand). Make sure you have cut the titles off the texts.
- Have learners skim the texts. Depending on the level of your learners, you can either give them the cut-off titles and let them match the texts appropriately or let them make-up their own appropriate titles. **Use for Assessment Task 1.**

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

- Revise indirect speech. In indirect speech you report what the person has said without quotation marks. You usually have to change some of the words, especially the pronouns and verbs.
- To demonstrate this, write a pair of sentences on the board in direct/indirect speech, e.g.
  - 'I want some cookies,' said Nuno. (Direct)
  - Nuno said **that he wanted** some cookies. (Indirect)
- Talk about how the pronoun has changed from 'I' to 'he'; the word 'that' was used to introduce the reported (indirect) speech and the verb has changed from the present to the past tense: 'want' – 'wanted'.
- Draw attention to any indirect speech in the shared text.
- Write a few sentences on the board in direct speech and have different learners come up and change the sentences into indirect speech. (You should only use simple verbs in the sentences. The conversion from present to past tense in indirect speech can be difficult.)
- Do a short spelling test.

Group, guided and independent reading/writing

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

LANGUAGE DEVELOPMENT: WRITING

DRAFTING – A STORY

- Learners complete their story plan and then write a draft story.

ASSESSMENT: Formal: Assessment Task 1
Use the Shared Reading activity (skimming) to rate the learners, recording any problems you have noticed, against the following READING milestone:

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

You will have other opportunities to assess against this milestone during the term (Week 5).

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

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

Use your observations during the first five weeks to rate learners against the following READING milestone:

- Uses terms such as direct and indirect speech, quotation marks, simile, proverbs

SUGGESTED ASSESSMENT TASKS: TASK 1: WEEKS 1 / 5

COMPONENT	MILESTONES	WKS	TASKS
ORAL **LO 1** AS 1,2,4,6,7,8 **LO 2** AS 1,2,3,4	• Listens for the main idea and specific details in stories, dialogues and interviews • Describes a set of actions in sequence	2	• Listens to stories
	• Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback	3	• Read aloud and group discussion
	• Comments on the social, moral and cultural values in oral texts	4	• Listens to stories
READING **LO 3** AS 1,2,3,4,5,6,7,8,9, 10,12 **LO 5** AS 1, 2,3,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books	1-5	○ Group Reading
	• Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning	1 + 5	○ Shared reading (skimming activity matching titles to texts ○ Shared reading (written comprehension task)
	• Identifies and comments on the plot, characters and setting in a story • Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed	3	○ Written comprehension task
	• Discusses cause effect relations in a story	5	○ Written comprehension task
	• Uses terms such as direct and indirect speech, quotation marks, simile, proverbs	1-5	○ Use your observations during Literacy time
WRITING **LO 4** AS 1, 2,3,4	• Plans writing, recording ideas on mind maps, flow charts and lists • Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2- 3 paragraphs), using a variety of vocabulary and both simple and compound sentences • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Uses a thesaurus to find new vocabulary	1-2	• A story

SPELLING AND GRAMMAR **LO 6** AS 1 – 3,4,6	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports	2	• A story
	• Explores the origin of words eg from Afrikaans or African languages	4	• Written activity
	• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions	5	• Written activity
INVESTIGATION **LO 5** AS 1,2,3,4	• Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books • Makes predictions and identifies alternative options or possibilities and explains why and how they are different • Sequences and summarises the information into paragraphs, a diagram or table • Makes judgments and draws conclusions	4 + 5	• Oral discussions / interviews, summarising/ finding information, drawing conclusions in response to question posed

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

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	Outstanding / Excellent Achievement	70 – 100
3	Satisfactory Achievement	50 – 69
2	Partial Achievement	35 – 49
1	Not Achieved	1 - 34

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

FOURTH TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL **LO 1**: AS 1,2 **LO 2**: AS 1	• Listens for the main idea and specific details in stories, dialogues and interviews • Comments on the social, moral and cultural values in oral texts • Describes a set of actions in sequence • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback	Speaking and listening activities: • Listens to stories
READING **LO 3**: AS 1,2,3,4,7,8 **LO 5** AS 1,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning • Identifies and comments on the plot, characters and setting in a story • Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed • Discusses cause effect relations in a story • Uses terms such as direct and indirect speech, quotation marks, simile, proverbs	Shared reading and writing • Read shared texts – two poems • Discussion of the text features, language used e.g. rhythm, rhyme, sound words, comparisons Word and sentence level work • Sound words • Comprehension task based on poem Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming and scanning • Vocabulary words / sentences added to personal dictionaries • Writes new entry into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1, 2, 3,4	• Plans writing, recording ideas on mind maps, flow charts and lists • Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2- 3 paragraphs), using a variety of vocabulary and both simple and compound sentences • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Uses a thesaurus to find new vocabulary	Writing: • Revises, edits, publishes: A Story

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports • Explores the origin of words eg from Afrikaans or African languages • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions	<u>Phonics & Spelling</u> • Making new words (word stem and prefix) • Learns 20 spelling words for the week from the spelling (word stem and prefixes), sight (high frequency) words and vocabulary from the shared reading text / short test
INVESTIGATION **LO 5** AS 2, 3	• Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books • Makes predictions and identifies alternative options or possibilities and explains why and how they are different • Sequences and summarises the information into paragraphs, a diagram or table • Makes judgments and draws conclusions	

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

MILESTONES:
Oral:

- Listens for the main idea and specific details in stories, dialogues and interviews
- Comments on the social, moral and cultural values in oral texts
- Describes a set of actions in sequence
- Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback

NOTES TO TEACHER

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

DAILY ACTIVITIES

Listening to stories

- Introduce the story you have prepared to the class and link the topic to their prior knowledge (their worlds). Show learners the cover/read the title and discuss what the story might be about. Introduce any new words needed.
- Read the story in a lively, interactive way.
- Afterwards, write a few questions about the story on the board, e.g.
  - *What is the story about? (the main idea)*
  - *How does the story begin?*
  - *Who are the characters in the story?*
  - *Describe the events in sequence.*
- Have learners write answers to the questions. **Use for Assessment Task 1.**

ASSESSMENT: Formal: Assessment Task 1:

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

- Listens for the main idea and specific details in stories, dialogues and interviews
- Describes a set of actions in sequence

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

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning
- Identifies and comments on the plot, characters and setting in a story
- Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed
- Discusses cause effect relations in a story
- Uses terms such as direct and indirect speech, quotation marks, simile, proverbs

Writing:

- Plans writing, recording ideas on mind maps, flow charts and lists
- Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2- 3 paragraphs), using a variety of vocabulary and both simple and compound sentences
- Uses appropriate grammar, spelling, punctuation and different tenses in writing
- Uses a thesaurus to find new vocabulary

Spelling and Grammar:

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports
- Explores the origin of words eg from Afrikaans or African languages
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions

Investigation:

- Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books
- Makes predictions and identifies alternative options or possibilities and explains why and how they are different
- Sequences and summarises the information into paragraphs, a diagram or table
- Makes judgments and draws conclusions

NOTES TO TEACHER

- Select a new text for shared reading – a poem. It should be a longer or slightly more complex than the ones you have used in the previous terms and it should contain figurative language, eg when one thing is compared to something else. The poem could be from a textbook, a reader or a Big Book.
- Prepare Week 2's spelling words (vocabulary words and high frequency words from the shared text + new words).
- Readers for individual, paired and group and guided reading.

DAILY ACTIVITIES

Shared reading and writing – a poem

- Choose a poem. Write it on a chart or the board.
- Orientate learners to the poem, e.g. using the title. Elicit learners' prior knowledge of the topic.
- Read the poem, running a pointer under the lines as you read.
- Check understanding by asking 2 - 3 oral questions, e.g. *What is the poem about?*

- Talk about the way the poem is organized, for example if it is in stanzas, uses rhyming words, has examples of alliteration, etc. Point out any special language and patterns used in the poem and talk about how these create the poem's rhythm. (Note: You will deal with any comparisons in the poem on Day 2.)
- Remind learners that in poetry, the words, patterns and rhythm help us to imagine what people, places and/or events look, sound, feel, taste, and smell like. They create pictures in our minds (word pictures).

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

- Play a game with learners. Write these letters on the board:
  me p ch pl r gi gr tru w
- Have learners make new words by writing the letters in front of the word **'ant'**. Explain that if learners think a word sounds right but don't know what it means, they should look up the meaning in a dictionary.
- Learners can do this activity with other 'small words', e.g. making a list of all the letters that can go in front of **'all'** to make new words or thinking of words that have **'the'** in the middle or at the beginning.
- Revise the use of the dictionary by having learners look up one or two words in the dictionary. Discuss the information that is given – in addition to the meaning, a dictionary also provides an indication of the origin of a word. Talk about words that have been borrowed from Afrikaans or an African language.
- Use approximately 10-15 of the words for this week's spelling.
- Choose new vocabulary words (3 – 7) and sight words from the text to add to the weeks' spelling words.

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

Group, guided and independent reading/writing

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence of their own.
- Learners write their spelling words for the week into their Spelling books and make sentences with some of the words.
- Learners who have completed their tasks in time can write an entry into their journals about their news, e.g. something they have done or that has happened recently.
- Do **guided reading** with one of your groups. Focus on reading strategies such as skimming and scanning. Before each learner reads they can skim the text and say what they think it will be about. Learners can also scan the text for specific details before reading.

ASSESSMENT:

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

Week 2 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Continue using the poem from Day 1 for shared reading.
- Prepare a comic strip to demonstrate 'sound words' for Word and Sentence level work. (You will need to photocopy multiple copies of a page from a comic for learners to use.)

DAILY ACTIVITIES

Shared reading and writing – a poem

- Re-read the poem from the previous lesson with the learners joining in.
- Point out any images used in the poem, where one thing is compared to another, e.g. a snail's shell is compared to a caravan, the moon is compared to a piece of cheese.
- Ask learners some more detailed questions based on the poem, e.g. *What do you think is meant by _____? Which word in the poem means _____?*
- Talk about whether learners enjoyed the poem or not and why.

Word and sentence level work

'Sound words'

- Find a comic strip that demonstrates 'sound words'. Comic strips often use bubble writing and other special text features to show 'sound words'.
- Show learners how in each frame a word is used to show an action or sound being made. For example, when the person turns the switch the 'click' is depicted and when the player kicks the ball the sound 'swoosh' is depicted.
- Give learners a page from a comic book. (You will have prepared and photocopied multiple copies for the learners beforehand.) Have learners work in pairs to identify all the 'sound words'.
- You could also write a few sentences on the board and have learners write down the sound they would hear if they did these things, e.g. sat down on a packet of crisps, dropped a tray of glasses, etc.

Group, guided and independent reading/writing

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

LANGUAGE DEVELOPMENT: WRITING

REVISING, EDITING – A STORY

- Learners read their draft story to a partner to check that it makes sense and that sentences are in the correct tense. The partners can make suggestions to improve the story.
- Learners then read their draft story to themselves to check for spelling, grammar and punctuation errors.
- Encourage learners to use a dictionary to check the spelling of words and a thesaurus to find interesting vocabulary.
- They check that their story is written in paragraph form and that they have included spaces between paragraphs.

Week 2 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

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

DAILY ACTIVITIES

Shared reading and writing – a poem

- Choose another poem. Write it on a chart or the board. Do not include the title of the poem.
- Read the poem, running a pointer under the lines as you read.
- Check understanding by asking 2 - 3 general questions, e.g. *What is the poem about?*

Word and sentence level work

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

  - Which word in the poem rhymes with _____?
  - Do you notice any repetition in the poem?
  - Can you think of a good title for the poem?
  - Why do you think the writer _____?
  - Which word in the poem means _____?
  - What is meant by _____?
- Do a short spelling test.

Group, guided and independent reading/writing

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

LANGUAGE DEVELOPMENT: WRITING

PUBLISHING - A STORY

- The learners make final changes to their stories and write a final, neat copy. **Use for Assessment Task 1.**

Formal: Assessment Task 1

Use the Writing activity in weeks 1 & 2 (A story) to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR and WRITING milestones:

- Plans writing, recording ideas on mind maps, flow charts and lists
- Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2- 3 paragraphs), using a variety of vocabulary and both simple and compound sentences
- Uses appropriate grammar, spelling, punctuation and different tenses in writing
- Uses a thesaurus to find new vocabulary
- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports

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

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

FOURTH TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	WEEK 3
ORAL **LO 1**: AS 1,2,8 **LO 2**: AS 1,2	• Listens for the main idea and specific details in stories, dialogues and interviews • Comments on the social, moral and cultural values in oral texts • Describes a set of actions in sequence • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback	Speaking and listening activities: • Read aloud and group discussion (passage on a natural disaster)
READING **LO 3**: AS 1,3,5,6, 8,9 **LO 5** AS 1,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning • Identifies and comments on the plot, characters and setting in a story • Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed • Discusses cause effect relations in a story • Uses terms such as direct and indirect speech, quotation marks, simile, proverbs	Shared reading and writing • Read a shared text – a traditional story • Discussion of the plot, characters and setting Word and sentence level work • Vocabulary related to the text. • Comprehension task: social, cultural and moral values and meanings conveyed Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming, scanning, prediction and self correction • Vocabulary words / sentences added to personal dictionaries • Writes new entries into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Plans writing, recording ideas on mind maps, flow charts and lists • Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2- 3 paragraphs), using a variety of vocabulary and both simple and compound sentences • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Uses a thesaurus to find new vocabulary	Writing: • Creative writing: plans, drafts, revises and publishes a descriptive paragraph

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3,6	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports • Explores the origin of words eg from Afrikaans or African languages • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions	<u>Phonics & Spelling</u> • Spelling: 'tr' and 'str' • Learn 20 spelling words for the week from the spelling words, sight (high frequency) words and vocabulary from the shared reading text / short test <u>Grammar</u> • Conjunctions (e.g. and, so, but, therefore, because) and pronouns
INVESTIGATION **LO 5** AS 2, 3	• Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books • Makes predictions and identifies alternative options or possibilities and explains why and how they are different • Sequences and summarises the information into paragraphs, a diagram or table • Makes judgments and draws conclusions	[Activity?]

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

MILESTONES:
Oral:

- Listens for the main idea and specific details in stories, dialogues and interviews
- Comments on the social, moral and cultural values in oral texts
- Describes a set of actions in sequence
- Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback

NOTES TO TEACHER

- Prepare a short text about a natural disaster to read aloud, e.g. an earthquake, a volcano erupting, famine etc. The text can be from a textbook in another Learning Area, the newspaper, a reference book, etc.

DAILY ACTIVITIES

Read aloud and group discussion

- Read the text that you have prepared about a natural disaster. Try to find a text that briefly explains what happens, e.g. *An earthquake happens when the surface of the earth suddenly moves and huge cracks appear in the earth. Buildings fall down and people are often buried alive or killed by falling buildings. Fires and floods are caused when the electric wires and water pipes are broken.*
- Introduce the text to the learners and draw on their prior knowledge. Introduce any new words needed.
- After reading, ask learners some questions, e.g. *What is a _____?*
- Write some open-ended questions on the board, e.g.
  - *Do you think you will ever live through _____?(Closed) What makes you say so?*
  - *What do you think it might be like to live through _____?*
  - *If there were a _____ now, what would you do?*
- Learners work in small groups to discuss the questions and report back on their discussions.
- Afterwards, learners can fill in a Peer Assessment form.

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

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

ASSESSMENT: Formal: Assessment Task 1

Use the oral discussion and peer assessment activity to rate learners against the following ORAL milestone:

- Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback

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

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning
- Identifies and comments on the plot, characters and setting in a story
- Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed
- Discusses cause effect relations in a story
- Uses terms such as direct and indirect speech, quotation marks, simile, proverbs

Writing:

- Plans writing, recording ideas on mind maps, flow charts and lists
- Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2- 3 paragraphs), using a variety of vocabulary and both simple and compound sentences
- Uses appropriate grammar, spelling, punctuation and different tenses in writing
- Uses a thesaurus to find new vocabulary

Spelling and Grammar:

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports
- Explores the origin of words eg from Afrikaans or African languages
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions

Investigation:

- Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books
- Makes predictions and identifies alternative options or possibilities and explains why and how they are different
- Sequences and summarises the information into paragraphs, a diagram or table
- Makes judgments and draws conclusions

NOTES TO TEACHER

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

DAILY ACTIVITIES

Shared reading and writing – a traditional story

- Choose a traditional story for shared reading, e.g. How the Leopard Got its Spots, Why the Dassie has No Tail, The Girl and the Mantis, etc.
- Prepare learners for the story. Introduce the text by explaining that every country in the world has traditional stories. Through these stories, knowledge is passed on from generation to generation. The stories often contain lessons (moral, social and cultural values) and children learn from the stories how to live with other people.

- Talk about the title of the story and look at the cover and any illustrations. Ask 2-3 learners to predict what they think the text will be about.
- Read the story aloud while the learners follow.
- Model stopping at punctuation marks, using correct pronunciation and intonation.
- Afterwards, ask 4-5 questions to check understanding of the characters, plot and setting:
  - *Who are the main characters?*
  - *What happens? (What is it about?)*
  - *How does the story end?*

Word and sentence level work

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

- Spelling: briefly revise words with the 'tr' and 'str' letter combinations and use approximately 10-15 of the words as part of Week 3's spelling words:
  - 'tr', e.g. train, traffic, transport, tray, treasure, trick, tried, tree, travel, treat
  - 'str', e.g. stranger, strength, strong, strip, stretch, stream, strange, string, struggle, destroy, instruction
- Choose new vocabulary words (3-7) and sight words from the text to add to the week's spelling words.

Group, guided and independent reading/writing

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Learners write their spelling words for the week into their Spelling books and make sentences with some of the words.
- Do **guided reading** with one of your groups. Focus on reading strategies such as skimming, scanning and prediction.
- Learners who have completed their tasks in time can do paired or individual reading.

Week 3 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Use the same text (traditional story) that you used on Day 1.
- Prepare comprehension questions based on the shared reading text for Word and Sentence Level Work.
- Prepare a writing frame to use for the Writing activity.

DAILY ACTIVITIES:

Shared reading and writing – a traditional story

- Re-read to read aloud the traditional story from the previous lessons with the learners joining in.
- Discuss with learners (a) if anything like that has ever happened to them and how they would feel if it did, and (b) what they have learnt from the story.

Word and sentence level work

Comprehension Task: set questions based on the story. Have the questions written up separately. The questions should focus on learners identifying the moral, social and/or cultural values in the text and explaining how meanings not obviously stated are conveyed, e.g.

- What is the title of the story?
- What type of story is it?
- What is the setting of the story?
- Who is/are the main character(s) in the story?
- What does the story teach us?
- Do you think what happens to _____ is fair? What makes you say so?
- How do you know that _____ feels/does _____?

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

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. Focus on reading strategies such as skimming, scanning and prediction. You can also work with learners on their strategies for self-correction, e.g. what learners should do if a word doesn't sound 'right' when they read it.
- At the same time, the rest of the class can complete their Word and Sentence Level Work.
- Learners who have completed their tasks in time can write an entry into their journals about something they have read about in the newspaper or seen on television.

LANGUAGE DEVELOPMENT: WRITING

CREATIVE WRITING – PLANNING A DESCRIPTION

- For this writing activity have learners imagine that they are a cat/dog/horse/goat, etc. (**Note:** Choose an animal that is familiar to the learners' context.) Explain that they are not just an ordinary cat/dog/horse/goat, but a special one who knows how to write!
- Show learners the writing frame you have prepared, e.g.

I Am a Cat

I am a _____. My fur is _____and I have _____ eyes. My favourite food is _____. I am fed_____.
My mother _____. I left her _____. My new owner is _____.
During the day _____. At night _____. My best animal friend is _____.

- Explain that learners will use the sentence beginnings in the frame to write a short description of their lives. (**Note:** the amount of detail you include in the frame will depend on the level of your learners.)
- Before writing, learners discuss the details they plan to include in their writing with a partner and then they write a draft of their paragraph.
- **Note:** this activity may/may not work with the learners in your context. You can therefore substitute the activity with a more appropriate task. The activity you use must however give learners an opportunity to write for imaginative and creative purposes.

ASSESSMENT: Formal: Assessment Task 1

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

- Identifies and comments on the plot, characters and setting in a story
- Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed

Week 3 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare sentences to demonstrate using conjunctions to join sentences (for Word and Sentence Level Work).

DAILY ACTIVITIES

Shared reading and writing – a traditional story

- Re-read the traditional story you used on Days 1 and 2 with the learners joining in.
- Discuss whether learners enjoyed the story or not. Talk about similar stories that the learners know or have heard.

Word and sentence level work

Joining sentences

- Revise using conjunctions (e.g. and, so, but, therefore, because) and pronouns with the learners.
- Write a sentence on the board to demonstrate how conjunctions link sentences together and how nouns are often changed into pronouns as a result, e.g. **Venu was very tired but <u>he</u> kept walking.** (Try to use a sentence from the shared text or based on the theme of the text.)
- You can use an activity from a Learner's Book or write pairs of sentences on the board for learners to join using conjunctions and substituting pronouns, e.g. *The animals were very excited. The animals set off immediately. (so)*
- Do a short spelling test.

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. Focus on reading strategies such as skimming, scanning, prediction and self-correction.
- Learners who have completed their tasks in time do either individual or paired reading.
- **Group reading** in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.) **Use for Assessment Task 1.**

LANGUAGE DEVELOPMENT: WRITING

CREATIVE WRITING – REVISING, EDITING, PUBLISHING A DESCRIPTION

- Learners read their draft description to a partner to check that it makes sense and that the sentences are in the correct tense. The partners can make suggestions to improve the description.
- The writers make the final changes to the description and write a final, neat copy.

ASSESSMENT: Formal: Assessment Task 1

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

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

FOURTH TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	WEEK 4
ORAL **LO 1**: AS 1,2 **LO 2**: AS 1	• Listens for the main idea and specific details in stories, dialogues and interviews • Comments on the social, moral and cultural values in oral texts • Describes a set of actions in sequence • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback	Speaking and listening activities: • Listens to stories
READING **LO 3**: AS 1,3,4,6,7,8 **LO 5** AS 1,2,3	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning • Identifies and comments on the plot, characters and setting in a story • Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed • Discusses cause effect relations in a story • Uses terms such as direct and indirect speech, quotation marks, simile, proverbs	Shared reading and writing • Reads shared text – poem • Shared writing – a poem (free verse) Word and sentence level work • Figurative language Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming and scanning • Vocabulary words / sentences added to personal dictionaries • Writes new entry into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Plans writing, recording ideas on mind maps, flow charts and lists • Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2- 3 paragraphs), using a variety of vocabulary and both simple and compound sentences • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Uses a thesaurus to find new vocabulary	Writing: • Pre-writing: interview and discussion • Uses a writing frame to plan an investigation of foods eaten: writes questions / recording responses in sequence

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3,4,6	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports • Explores the origin of words eg from Afrikaans or African languages • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions	<u>Phonics & Spelling</u> • Spelling: 'th' and 'wh'' • Learns 20 spelling words for the week from the spelling words, sight (high frequency) words and vocabulary from the shared reading text / short test <u>Grammar</u> • Revise nouns, adjectives, verbs and adverbs
INVESTIGATION **LO 5:** AS 2, 3	• Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books • Makes predictions and identifies alternative options or possibilities and explains why and how they are different • Sequences and summarises the information into paragraphs, a diagram or table • Makes judgments and draws conclusions	• Asks questions / obtains information / sequences and records information on partner's food choices

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

MILESTONES:
Oral:
- Listens for the main idea and specific details in stories, dialogues and interviews
- Comments on the social, moral and cultural values in oral texts
- Describes a set of actions in sequence
- Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback

NOTES TO TEACHER

- Choose a story and prepare to read it to your class. Use a fable or a story with clear social, moral and cultural values.

DAILY ACTIVITIES

Listening to stories
- Introduce the story you prepared to the class and draw on their prior knowledge (their worlds). Show the cover/read the title and discuss what the story might be about. Introduce any new words needed.
- Read the story in a lively, interactive way.
- Afterwards, talk about the main idea, characters and setting of the story.
- Write a few questions on the board to draw out the social, moral and cultural values in the story, e.g.
  - *What did you learn from the story?*
  - *Do you think this is a good lesson to learn? What makes you say so?*
- Have learners write answers to the questions. **Use for Assessment Task 1.**

ASSESSMENT: Formal: Assessment Task 1

Use the listening to stories activity to rate learners against the following ORAL milestone:
- Comments on the social, moral and cultural values in oral texts

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

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning
- Identifies and comments on the plot, characters and setting in a story
- Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed
- Discusses cause effect relations in a story
- Uses terms such as direct and indirect speech, quotation marks, simile, proverbs

Writing:

- Plans writing, recording ideas on mind maps, flow charts and lists
- Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2- 3 paragraphs), using a variety of vocabulary and both simple and compound sentences
- Uses appropriate grammar, spelling, punctuation and different tenses in writing
- Uses a thesaurus to find new vocabulary

Spelling and Grammar:

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports
- Explores the origin of words eg from Afrikaans or African languages
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions

Investigation:

- Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books
- Makes predictions and identifies alternative options or possibilities and explains why and how they are different
- Sequences and summarises the information into paragraphs, a diagram or table
- Makes judgments and draws conclusions

NOTES TO TEACHER

- Select a new text for shared reading – a poem. It must include figurative language, e.g. similes. The poem could be from a textbook, a reader or a Big Book.
- Prepare Week 4's spelling words (vocabulary words and high frequency words from the shared text + new words).
- Readers for individual, paired and group and guided reading.

DAILY ACTIVITIES

Shared reading and writing – a poem

- Choose a poem. Write it on a chart or the board.
- Orientate learners to the poem, e.g. using the title. Elicit learners' prior knowledge of the topic.
- Read the poem, running a pointer under the lines as you read.
- Check understanding by asking 2 - 3 oral questions, e.g. *What is the poem about?*

- Point out the way the poem is organized and any special language patterns used to create the poem's rhythm.
- Point out any figurative language used to make pictures in our minds, e.g. similes. A simile helps us picture one thing as being similar to another. The words 'like' or 'as' are used to link the pictures in our mind, e.g. He's as strong as an ox.

Word and sentence level work

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

- Spelling: briefly revise words with the 'th' and 'wh' letter combinations and use approximately 10-15 of the words as part of Week 4's spelling words:
  - 'th', e.g. thank, thick, third, thought, throw, thousand, thirteen, thief, think, threw, thumb, Thursday, thermometer, throat
  - 'wh', e.g. whale, white, whisker, whisper, which, wheel, while, whistle, whenever, whatever
- If applicable, choose new vocabulary words (3-7) and sight words from the text to add to the week's spelling words.
- Revise the use of the dictionary by having learners look up one or two words in the dictionary. Discuss the information that is given – in addition to the meaning, a dictionary also provides an indication of the origin of a word. Talk about words that have been borrowed from Afrikaans or an African language.

Group, guided and independent reading/writing

- Learners write their spelling words for the week into their Spelling books and make sentences with some of the words.
- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
  Next to each word they write a short sentence (if applicable).
- Write 10 – 15 words on the board that have been borrowed from Afrikaans or an African language. Learners look them up in the dictionary and identify the origin of some of the words. (Make sure that the words you choose provide this information in the dictionary.) **Use for Assessment Task 1.**
- Learners who have completed their tasks in time can write an entry into their journals about their favourite sport. They can say what the sport is, whether they enjoy watching/playing it and why, what equipment you need to play the sport, etc.
- Do **guided readin**g with one of your groups. Focus on reading strategies such as skimming, scanning, prediction and self-correction.

ASSESSMENT:
Assessment Task 1

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

- Explores the origin of words eg from Afrikaans or African languages

Informal: unrecorded assessment of learners' journals. **Over the term try to read** each learner's journal at least twice. Make positive comments, responding to the content. Journals are a good place to 'set up' personal dialogues with your learners. For example, if you notice that a child is often upset or frequently absent, you can write a note in his/her journal expressing your concern and asking if there is anything he/she would like to 'talk' about.

Week 4 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Continue using the poem from Day 1 for shared reading.
- Prepare an activity on figurative language (similes) for Word and Sentence Level Work.

DAILY ACTIVITIES

Shared reading and writing – a poem

- Re-read aloud the poem from the previous lesson with the learners joining in.
- Point out and discuss the similes used in the poem.
- Ask learners some more detailed questions based on the poem, e.g. *What do you think is meant by _____? What word in the poem means _____?*
- Talk about whether learners enjoyed the poem or not and why.

Word and sentence level work

Figurative language

- Explain that similes help us picture one thing as being similar to another. The words 'like' or 'as' are used to link the pictures in our mind, e.g. She ran as fast as the wind.
- Write a few sentences using similes on the board, e.g. *The girl's face turned <u>as</u> white <u>as</u> a sheet with fright; Thabo walked into the room <u>like</u> a peacock parading its feathers; Melissa's eyes are <u>like</u> bright stars sparkling in the night sky.*
- Discuss the comparison being made in each sentence and why it is effective.
- Use an activity from a Learner's Book or develop a your own activity on figurative language, e.g. learners can write 'simile' sentences by matching sentence beginnings and endings to make good comparisons:

The thunder rolled	like a bright red carpet.
The flowers were	wrinkled like a prune.
The runner raced by	like a big drum.
The old lady's face was	like a flash of lightning.
... etc.	

- Afterwards, learners can make up more 'simile' sentences of their own.

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. Focus on reading strategies such as skimming, scanning, prediction and self–correction.
- At the same time learners can complete their Word and Sentence Level Work.
- Learners who have completed their tasks in time can do paired or individual reading.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING - AN INVESTIGATION

- Talk about the foods that learners enjoy eating. Together with the learners, formulate a series of questions they could ask to find out about a partner's eating habits. Ask: *What questions could you ask to find out about your partner's eating habits?*
- Write a list of questions on the board as they are given to you, e.g.
    - *What do you like/not like eating?*
    - *Are there any foods you do not eat?*
    - *List the things you usually eat in a day.*
    - *Which foods do you eat or drink which other people might find unusual?*
- Have learners work in pairs to ask and answer the questions. Learners jot down brief notes on their partner's answers to the questions. You may need to demonstrate to learners how to take brief notes. **Keep notes for Assessment Task 1.**
- Explain that learners must keep their notes for the next lesson.

ASSESSMENT:

- Informal assessment of learners' use of figurative language e.g. simile

Week 4 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare an activity to revise parts of speech for Word and Sentence Level Work.

DAILY ACTIVITIES

Shared reading and writing – shared writing

- Explain that you are going to write a poem together with the learners. You can use a simple poem as a frame, e.g. a free verse about a particular food. In free verse the words at the end of a line do not have to rhyme. Some of the lines can be short and others long. To write free verse learners should think of as many expressive words, phrases and sentences to describe what the food you have chosen looks and tastes like, e.g.

  Strawberry
  Soft leaves, red and round
  Sweet and juicy
  Dripping red juice
  Delicious with ice-cream!

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

Word and sentence level work
Revising parts of speech

- Revise parts of speech: nouns, adjectives (or describing words), verbs and adverbs. Use an activity from a Learner's Book or develop an activity of your own.
- Do a short spelling test.

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. Focus on reading strategies such as skimming, scanning, prediction and self-correction. You should also practise more focused or careful reading by asking learners questions aimed at inferred meaning. (These questions involve thinking about the text, and understanding the links between ideas, for example, 'Why...?' 'Because....'. The answers to such questions are not directly stated in the text.)
- At the same time learners can complete their Word and Sentence Level Work.
- Learners who have completed their tasks in time can do paired or individual reading.
- **Group reading** in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.) **Use for Assessment Task 1.**

LANGUAGE DEVELOPMENT: WRITING

WRITING A SUMMARY PARAGRAPH OF INVESTIGATION FINDINGS

- Learners bring their notes on their partner's answers to questions about food, i.e. the results of their investigation, to class.
- They record the answers to their questions in a logical sequence in their books. They should write in full sentences, using their personal dictionaries, as well as published dictionaries if necessary, for help with spelling, e.g. *Cindy likes to eat _____. She doesn't enjoy _____. Cindy usually eats _____ in a day. Sometimes she eats _____.* **Keep notes for Assessment Task 1.**
- Write this question on the board: Are _____ eating habits healthy or unhealthy?
- Explain to learners that now that they have written a summary of their partner's eating habits, in the next lesson, they will find information on healthy eating and use the information to decide whether their partner's habits are healthy/unhealthy.
- To conclude the lesson let each learner read through their summary paragraph and predict whether they think their partner's food habits will be found to be healthy/unhealthy. **Keep notes for Assessment Task 1.**

Formal: Assessment Task 1

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

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

FOURTH TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	WEEK 5
ORAL **LO 1**: AS 1,7 **LO 2:** AS 1	• Listens for the main idea and specific details in stories, dialogues and interviews • Comments on the social, moral and cultural values in oral texts • Describes a set of actions in sequence • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback	Speaking and listening activities: • Retells a story
READING **LO 3**: AS 1,2,4, 5, 6, 8,10,12 **LO 5** AS 1,2,3	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning • Identifies and comments on the plot, characters and setting in a story • Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed • Discusses cause effect relations in a story • Uses terms such as direct and indirect speech, quotation marks, simile, proverbs	Shared reading and writing • Does shared reading based on a story and comic/cartoon story • Written comprehension Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming, scanning, prediction, inference • Vocabulary words / sentences added to personal dictionaries • Writes new entries into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Plans writing, recording ideas on mind maps, flow charts and lists • Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2- 3 paragraphs), using a variety of vocabulary and both simple and compound sentences • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Uses a thesaurus to find new vocabulary	Writing: • Writes a response (to investigation task/question posed)

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3,6	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports • Explores the origin of words eg from Afrikaans or African languages • Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions	<u>Phonics & Spelling</u> • Spelling: vowel blends – 'ai' and 'au' • Learns 20 spelling words for the week from the spelling words, sight (high frequency) words and vocabulary from the shared reading text / short test <u>Grammar</u> • Prepositions • Parts of speech
INVESTIGATION **LO 5** AS 1,2,3,4	• Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books • Makes predictions and identifies alternative options or possibilities and explains why and how they are different • Sequences and summarises the information into paragraphs, a diagram or table • Makes judgments and draws conclusions	• Finds relevant information, summarise information, makes judgements and draws conclusions on partner's food choices

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

MILESTONES:
Oral:

- Listens for the main idea and specific details in stories, dialogues and interviews
- Comments on the social, moral and cultural values in oral texts
- Describes a set of actions in sequence
- Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback

DAILY ACTIVITIES

Re-telling a story

- Explain how a story can be re-told in your own words to make it more interesting, e.g. by using adverbs and adjectives, adding in your own thoughts, changing or adding to the ending, etc.
- Explain how you need to maintain eye-contact with the person you are talking to, change tone or pitch and use facial gestures if necessary.
- Have learners work in pairs to choose a story they have heard this term and re-tell it to their partner in an interesting way.
- Stop the learners after 5 minutes and say that the other learner must have a turn.
- Afterwards, learners can fill in a Peer Assessment form, writing *yes* or *no.*
- Observe the pairs as they work. Use your Assessment Notebook.
- Collect the peer assessment forms.

Peer Assessment Form:

Name	**Told part of a story**	**Made it interesting**	**Spoke clearly and well**

Informal assessment of learners' ability to express their thoughts and feelings in an imaginative way by telling a story.

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

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning
- Identifies and comments on the plot, characters and setting in a story
- Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed
- Discusses cause effect relations in a story
- Uses terms such as direct and indirect speech, quotation marks, simile, proverbs

Writing:

- Plans writing, recording ideas on mind maps, flow charts and lists
- Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2- 3 paragraphs), using a variety of vocabulary and both simple and compound sentences
- Uses appropriate grammar, spelling, punctuation and different tenses in writing
- Uses a thesaurus to find new vocabulary

Spelling and Grammar:

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports
- Explores the origin of words eg from Afrikaans or African languages
- Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions

Investigation:

- Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books
- Makes predictions and identifies alternative options or possibilities and explains why and how they are different
- Sequences and summarises the information into paragraphs, a diagram or table
- Makes judgments and draws conclusions

NOTES TO TEACHER

- Select a new text for shared reading – a story. Prepare questions based on the story written on the board or on a large sheet of paper to display at the front of the class.
- Prepare Week 5's spelling words (new vocabulary words and high frequency words from the shared text).
- Readers for individual, paired and group reading.

DAILY ACTIVITIES

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

Choose a story for shared reading.

- Prepare learners for the story. Introduce the text by reading the title and looking at the cover and any illustrations. Discuss the title and illustrations.
- Ask 2-3 learners to predict what they think the text will be about.
- Before reading, write 4-5 questions based on the text on the board or on a large sheet of paper. (They will write answers to these on Day 2.) The questions should require learners to look for specific information as they read (i.e. scan), e.g. *What does Tselane trade her chicken for? Where is Tselane's father?.* Include questions that focus on cause and effect relations in the story, e.g. *Why do you think* _____ *happens? What happens when* _____ *does* _____*?*
- Read the story aloud while the learners follow.
- Model stopping at punctuation marks, using correct pronunciation and intonation and using illustrations to make meaning.
- Check broad understanding of the story by discussing the main idea and events in the story.

Word and sentence level work

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

- Spelling: briefly revise words with the 'ai' and 'au' vowel blends and use approximately 10-15 of the words as part of Week 5's spelling words:
  - 'ai', e.g. again, afraid, train, remain, wait, waist, brain, complain, straight, fail, rail
  - 'au', e.g. autumn, audience, daughter, taught, sauce, cause, caught
- Choose new vocabulary words (3-7) and sight words from the text to add to the week's spelling words.

Group, guided and independent reading/writing

- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page. Next to each word they write a short sentence.
- Learners that have completed their tasks in time can do either paired or individual reading.
- Do **guided reading** with one of your groups. Focus on reading strategies such as skimming, scanning, prediction and self-correction. You should also practise more focused or careful reading by asking learners questions for inferred meaning.

Week 5 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
• Use the same text that you used on Day 1. Make sure that the questions based on the story (Day 1) are visible to all the learners, i.e. on the board or a large sheet of paper.
DAILY ACTIVITIES

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

- Re-read aloud the story from the previous lesson with the learners joining in.
- Afterwards, ask learners to write their answers to the questions you have written on the board (on Day 1). Make sure learners have access to the questions and the text for this. **Use for Assessment Task 1.**

Word and sentence level work

Prepositions

- Revise prepositions with the learners. Depending on the level of your learners, you may choose to teach them the distinction between commonly confused prepositions e.g. on/onto, between/among. (Into and onto are used when there is movement, e.g. 'Isabel dived into the water' but not 'Isabel stood into the water'. Between refers to two persons (things) only, e.g. Jenny divided the cake between her two children. Among refers to more than two persons (or things), e.g. The teacher divided the cake among the children in the class.)
- Use an activity from a Learner's Book or develop an activity of your own.

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. Focus on reading strategies such as skimming, scanning, prediction and self-correction. You should also practise more focused or careful reading by asking learners questions for inferred meaning.
- At the same time learners can complete their Word and Sentence Level Work.
- Learners who have completed their tasks in time can discuss with a partner their most/least favourite story this term (or year) and explain why.

LANGUAGE DEVELOPMENT: WRITING

INVESTIGATING A RESPONSE

- Write this question on the board: Are _____ eating habits healthy or unhealthy?
- At the end of the last writing lesson (Week 4) learners were asked to predict whether they thought their partner's eating habits were healthy/unhealthy. Explain that this week learners will find information on healthy eating and use the information to support (or disprove) their view.
- Ask learners what kind of information might help them to decide whether their partner's eating habits are healthy/unhealthy, e.g. information on healthy eating in textbooks from other Learning Areas, posters of the 'Healthy Food Pyramid', information in reference books, etc.
- In this lesson learners use different sources of information to help them answer the question: Are _____ eating habits healthy or unhealthy?
- Encourage learners to use dictionaries to look up any new or difficult words.
- Learners should write short notes as they read. They will use their notes to write a response to the investigation question in the next lesson.

ASSESSMENT: Formal: Assessment Task 1

Use the written comprehension in Shared Reading activity to rate the learners, recording any problems you have noticed, against the following READING milestones:

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning
- Discusses cause effect relations in a story

You would have had other opportunities to assess against this reading milestone (skimming and scanning) in Week 1.

Week 5 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Select a new text for shared reading – a comic /cartoon strip. This should be slightly more detailed/complex than the comic/cartoon strip you used in Term 3 (Week 5).
- Prepare an activity based on sentence types for Word and Sentence Level Work.

DAILY ACTIVITIES

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

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

Word and sentence level work

Parts of speech

- Have learners complete a written activity based on identifying and using different parts of speech, e.g. learners can identify the different parts of speech in a set of sentences and then use particular nouns/verbs/adjectives/adverbs/ prepositions/pronouns in sentences of their own. **Use for Assessment Task 1.**
- Do a short spelling test.

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. Focus on reading strategies such as skimming, scanning, prediction and self-correction. You should also practise more focused or careful reading by asking learners questions aimed at inferred meaning.
- At the same time learners can complete their Word and Sentence Level Work.
- Learners who have completed their tasks in time can write a journal entry about their best friend.
- **Group reading** in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.) **Use for Assessment Task 1.**

LANGUAGE DEVELOPMENT: WRITING

DRAWING CONCLUSIONS – WRITING A RESPONSE

- Remind learners of the question they were given to investigate:
  - Are _____ eating habits healthy or unhealthy?
- Learners work with a partner to read aloud their summary paragraph (Week 4), compare/ discuss their information, and talk about their ideas for responding to the question.
- Learners write a short response (conclusion) to the question. Learners should also include a sentence to say how their partner's eating habits might be improved.
- You may want to provide a writing frame, e.g.

I think my partner_____ eating habits are quite _____ because_____. To be healthy we need to eat _____ and _____. My partner _____ eats _____ and so _____. I think _____ eating habits can be improved if _____.

- **Use for Assessment Task 1.**

ASSESSMENT: Formal: Assessment Task 1

Use the Word and Sentence Level Work (identifying and using parts of speech) to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR milestone:

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

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

- Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books
- Makes predictions and identifies alternative options or possibilities and explains why and how they are different
- Sequences and summarises the information into paragraphs, a diagram or table
- Makes judgments and draws conclusions

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

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

Informal: unrecorded assessment of learners' journals. **Over the term try to read** each learner's journal at least twice. Make positive comments, and try to encourage learners to write further on topics/issues of their choice.

FOURTH TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	WEEK 6
ORAL **LO 1**: AS 1,2, 6	• Listens for the main idea and specific details in stories, dialogues and interviews • Asks and responds to higher order questions • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback • Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace	Speaking and listening activities: • Listens to an interview and answers questions
READING **LO 3**: AS 1, 8,10 **LO 5** AS 1,2,3,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning • Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps • Interprets simple visual texts (tables, charts, posters, graphs, maps) • Changes text from one form to another eg from a table to a graph • Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports • Reads aloud clearly and with expression	Shared reading and writing • Does shared reading based on a new, non-fiction text • Tables: What I know, want to know and found out (before and after reading) Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming, scanning, using contents page, headings etc. • Vocabulary words / sentences added to personal dictionaries • Writes new entries into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,4	• Writes for playful and creative purposes eg letter, simple brochure • Writes and designs visual and information texts using headings, topic and supporting sentences eg short report • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Records words in a personal dictionary • Uses neat, legible handwriting for all written work	Writing: • Pre-writes, plans and drafts: a brochure

SPELLING AND GRAMMAR **LO 6:** AS 1,2,6	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports • Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation	Phonics & Spelling • Spelling: Words with 'ay' and 'short ea' vowel blends • Learns 20 spelling words for the week from the spelling, sight (high frequency) words and vocabulary from the shared reading text / short test Grammar • Conjunctions, pronouns, punctuation • Revises present, past and future tense

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

MILESTONES:
Oral:

- Listens for the main idea and specific details in stories, dialogues and interviews
- Asks and responds to higher order questions
- Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback
- Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace

NOTES TO TEACHER

- Prepare (and record) an interview and questions based on the interview.

DAILY ACTIVITIES

Listening to an interview

- Record an example of an interview. This can either be from the radio (if appropriate) or you can role-play being interviewed about your life (include an interviewer asking you questions such as where you were born, where you went to school etc.)
- Prepare the learners by teaching them a few of the key or new words and phrases.
- Write three or four questions about the interview on the board (before the learners listen to the interview). Read through the questions and make sure all the learners know what to listen out for.
- Learners listen to the interview and write answers to the questions. Have a class discussion to check learners' answers. **Use for Assessment Task 2.**

Note: if you do not have equipment to record the interview you can simply read the interview aloud to the learners. If you do this, make sure you only read it through once in a clear and steady voice.

ASSESSMENT: Formal: Assessment Task 2

Use the listening to an interview activity to rate the learners, recording any problems you have noticed, against the following ORAL milestone:

- Listens for the main idea and specific details in stories, dialogues and interviews
- Asks and responds to higher order questions

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

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning
- Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps
- Interprets simple visual texts (tables, charts, posters, graphs, maps)
- Changes text from one form to another eg from a table to a graph
- Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports
- Reads aloud clearly and with expression

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports
- Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation

Writing:

- Writes for playful and creative purposes eg letter, simple brochure
- Writes and designs visual and information texts using headings, topic and supporting sentences eg short report
- Uses appropriate grammar, spelling, punctuation and different tenses in writing
- Records words in a personal dictionary
- Uses neat, legible handwriting for all written work

NOTES TO TEACHER

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

DAILY ACTIVITIES

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

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

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

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

Word and sentence level work

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

- Spelling: briefly revise words with the 'ay' and 'short ea' vowel blends and use approximately 10-15 of the words as part of Week 6's spelling words:
  - 'ay': e.g. bay, delay, stay, pay, today, crayon, mayor, say, way, play
  - 'ea': e.g. feather, leather, health, measure, heaven, peace, each, Easter, treasure, breakfast, jealous, wealth, bread
- Choose new vocabulary words (3-7) and sight words from the text to add to the week's spelling words.
- ***Note: t****he spelling focus outlined in these lesson plans is offered as a guideline. You are free to use a systematic, progressive spelling programme in your school and/or focus on words that your learners come across frequently in your context.*

Group, guided and independent reading/writing

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they create a short sentence.
- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either paired or individual reading.
- Do **guided reading** with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes in non-fiction books to find information. For example, before each learner reads, they can use headings to predict what they think the section will be about. You can also ask learners to scan for particular details on a page before they read it. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 8.**

ASSESSMENT: Formal: Assessment Task 2

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

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

Week 6 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare a language activity based on linking sentences into a paragraph for Word and Sentence Level Work (to be completed during Guided Reading).
- Prepare a brochure to show learners during the Writing activity. (Ideally this should be for a particular tourist destination.)

DAILY ACTIVITIES

Shared reading – a non-fiction text

- Finish reading the **non-fiction/information text** to the learners.
- Afterwards check understanding by asking 4 - 5 *wh* questions.
- To demonstrate using an index have individual children come up and use the index to find information, e.g. *Show me where in the book I will find information on building ships.*

Word and sentence level work

Conjunctions – linking sentences into a paragraph

- Revise **conjunctions** and their purpose with the learners.
- Find and discuss conjunctions used in the shared text and list them on the board. These might include the following: *and, but, because, although, when, so, therefore*
- Write three pairs of sentences on the board. Learners choose one of the conjunctions to join the sentences. Discuss why some of the other conjunctions would not be appropriate for these sentences, although more than one conjunction might well be suitable.
- Remind learners of the need to change some of the nouns into pronouns when you join two sentences together. Show how the punctuation changes. Work through all three pairs of sentences so learners understand which conjunctions to use and when to change nouns to pronouns.
- Explain the task that learners will do during guided reading (a cloze procedure in which learners have to choose the correct conjunctions to join sentences into a paragraph).

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming and scanning. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 8.**
- Do a written task: Learners complete a cloze procedure in which they have to choose the correct conjunctions to link sentences into a paragraph. The task should require changing some of the nouns into pronouns. **Use for Assessment Task 2.**
- Learners who have completed their tasks in time can write a journal entry describing a favourite outfit or item of clothing that they have or would like to buy. Learners should describe the outfit, say when/where they usually wear it and what makes it special (how they feel when they wear it).

Reading for enjoyment

In addition to Reading and Writing focus time, remember that there should be time each day or week for reading for enjoyment. During this time learners choose what they want to read and read independently. Each learner needs to record what he/she reads on a reading record card. If there are no books to read, you can use this time to read aloud to the class.

LANGUAGE DEVELOPMENT: WRITING

DRAFTING – A BROCHURE

- Explain that learners are going to design a simple brochure advertising the town (or city) in which they live as a holiday destination. (Depending on the level of your learners you may choose to extend this and let learners decide on the place they want to advertise in their brochure, e.g. a historical monument, a particular theme park or restaurant etc.)
- Remind learners that a brochure is a thin booklet that gives information or advertises something. Many businesses make brochures to advertise their products. (Brochures were dealt with in Term 2 Week 7).
- Introduce a brochure to the learners. Read the information included in the brochure and show the pictures.
- Afterwards check understanding by asking 3 - 4 *wh* questions, e.g. *What place does the brochure tell you about? Where is this place? etc.*
- Together with the learners write a list of the kind of information included in a brochure e.g. where the place is (how to get there), the things you will find to see/do in the place (why you should visit), the prices (for tours etc.), contact information (phone, fax, email), map to the place, photographs, etc.
- Explain that, to begin designing their own brochure, learners must first plan the details they want to include.
- Ask learners to brainstorm in pairs:
    - *What place will you advertise in your brochure?*
    - *What information about the place do you think you need to include?*
- Learners should make notes of their ideas and keep these for the next lesson.

ASSESSMENT: Formal: Assessment Task 2

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

- Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation

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

- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning
- Reads aloud clearly and with expressio**n**

Week 6 Day 3
LITERACY FOCUS TIME
DAILY ACTIVITIES

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

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

Word and sentence level work

Revising tenses

- Revise the simple present, past and future tense.
- Use an activity from a Learner's Book or develop an activity of your own based on tenses, e.g. give learners a set of sentences written in the present tense to rewrite in the past and future tenses.
- Do a short spelling test.

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming and scanning. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 8.**
- At the same time learners can finish their Word and Sentence Level Work.
- **Group reading** in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.) Use a variety of fiction and non-fiction texts such as textbooks, reference books, maps, charts, graphs, short reports and pictures, fiction stories, traditional stories, fables, comic stories etc. for group reading in this second half of the term. **Use for Assessment Task 2.**

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

LANGUAGE DEVELOPMENT: WRITING

DRAFTING – A BROCHURE

- Have learners briefly review their notes from the initial brainstorming session.
- Remind learners that brochures are advertisements. Talk about the visual design and language used in brochures and ask questions like:
    - *what kind of information can be conveyed as pictures? (Ideas are hard to show as words)*
    - *why are pictures used in brochures? (e.g. to make a place look so nice we want to go there)*
    - *how should pictures/diagrams be placed? (In a way that is easy to see, not crowded)*
- Talk about the use of text in brochures:
    - *phrases and words are often used instead of sentences. persuasive language – to make us want to visit the place*
    - *text is short and easy to read.*
    - *headings are used to attract attention.*
    - *differently sized and interesting fonts are often used to attract attention.*
- Learners create a draft brochure with information and illustrations. You may need to give learners some specific guidelines, e.g. learners will need to fold a piece of A4 paper in half lengthways for their brochure and include:
    - Side One: an inviting picture and message, e.g. Come to .....
    - Sides Two and Three: two attractions in the town/city (Pictures and words)
    - Side Four: phone, fax and email contacts.
- Note: Learners don't need to draw illustrations for their draft but can include a sentence describing the illustration(s) they aim to include. Learners can plan to draw pictures or cut and paste pictures from magazines in their final version.
- Learners can make up the information they need like the contact telephone number etc.

ASSESSMENT: Formal: Assessment Task 2

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

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

SUGGESTED ASSESSMENT TASKS: TASK 2: WEEKS 6 / 10

COMPONENT	MILESTONES	WKS	TASKS
ORAL **LO 1** AS 1, 2, 6, 7, 8 **LO 2** AS 1, 2,	• Listens for the main idea and specific details in stories, dialogues and interviews • Asks and responds to higher order questions	6	• Listen to an interview and answer questions
	• Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback	7	• Group discussion (differences)
	• Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace	9 + 10	• Presentation on what was enjoyed/not enjoyed in English lessons this year.
READING **LO 3** AS 1, 2, 3, 8, 10, 11, 12 **LO 5** AS 1, 2, 3, 4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books	6-10	• Group reading
	• Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning • Reads aloud clearly and with expression	6-8	• Guided reading
	• Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps • Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports	7 + 9	• Shared reading of weather report, map, bus timetable, set of instructions
	• Interprets simple visual texts (tables, charts, posters, graphs, maps)	9	• Interpreting a poster
	• Changes text from one form to another eg from a table to a graph	8	• Shared reading and written activity
WRITING **LO 4** AS 1, 2, 3, 4	• Writes for playful and creative purposes eg letter, simple brochure	6 + 7	• A brochure
	• Writes and designs visual and information texts using headings, topic and supporting sentences eg short report • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Records words in a personal dictionary • Uses neat, legible handwriting for all written work	8 + 9	• An information report

SPELLING AND GRAMMAR **LO 6** AS 1, 2, 3, 6	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports • Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation	8 + 9 6	• An information report • Written task

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

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	Outstanding / Excellent Achievement	70 – 100
3	Satisfactory Achievement	50 – 69
2	Partial Achievement	35 – 49
1	Not Achieved	1 - 34

FOURTH TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	WEEK 7
ORAL **LO 1**: AS 8 **LO 2:** AS 1,2	• Listens for the main idea and specific details in stories, dialogues and interviews • Asks and responds to higher order questions • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback • Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace	Speaking and listening activities: • Group discussion (talking about differences)
READING **LO 3**: AS 1, 8,10,11 **LO 5** AS 1,2,3,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning • Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps • Interprets simple visual texts (tables, charts, posters, graphs, maps) • Changes text from one form to another eg from a table to a graph • Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports • Reads aloud clearly and with expression	Shared reading and writing • Does shared reading based on non-fiction texts (map and weather report) • Table and sentences comparing two texts Word and sentence level work • Dictionary/Thesaurus work Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming, scanning, using contents page, headings etc. • Writes new entries into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Writes for playful and creative purposes eg letter, simple brochure • Writes and designs visual and information texts using headings, topic and supporting sentences eg short report • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Records words in a personal dictionary • Uses neat, legible handwriting for all written work	Writing: • Revises, edits and publishes: a brochure

SPELLING AND GRAMMAR **LO 6:** AS 1,2,6	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports • Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation	<u>Phonics & Spelling</u> • Spelling: Words with 'ee' and 'ey' vowel blends • Learns 20 spelling words for the week from the spelling / short test <u>Grammar</u> • Revises present and past progressive tenses

Week 7 Day 1

ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING

LO/ASs	**LO 1:** AS 8 **LO 2:** 1,2

MILESTONES:
Oral:

- Listens for the main idea and specific details in stories, dialogues and interviews
- Asks and responds to higher order questions
- Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback
- Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace

DAILY ACTIVITIES

Group discussion – talking about differences

- Talk about how everyone is different. Have learners sit in small groups and, one by one, tell the other group members what makes them different.
- Write some open-ended questions on the board, e.g. *Why is it special to be different? What do you think the world would be like if everyone looked the same, talked the same and dressed the same?*
- Learners discuss the questions in their groups and report back on their discussions.
- Afterwards, learners can fill in a Peer Assessment form.

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

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

ASSESSMENT: Formal: Assessment Task 2

Use the group discussion activity to rate the learners, recording any problems you have noticed, against the following ORAL milestone:

- Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback

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

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning
- Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps
- Interprets simple visual texts (tables, charts, posters, graphs, maps)
- Changes text from one form to another eg from a table to a graph
- Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports
- Reads aloud clearly and with expression

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports
- Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation

Writing:

- Writes for playful and creative purposes eg letter, simple brochure
- Writes and designs visual and information texts using headings, topic and supporting sentences eg short report
- Uses appropriate grammar, spelling, punctuation and different tenses in writing
- Records words in a personal dictionary
- Uses neat, legible handwriting for all written work

NOTES TO TEACHER

- Select a new text for shared reading – a map. This can be from a wall chart, a textbook in another Learning Area or a map you have drawn yourself on a large sheet of chart paper e.g. a map of South Africa, a street map (simplified), a map showing the route to school, etc.
- Prepare Week 7's spelling words.
- Readers for individual, paired and group reading.

DAILY ACTIVITIES

Shared reading – a non-fiction text: a map

- Show learners the map you have prepared beforehand. (Either enlarged and displayed as a wall chart, photocopied as multiple copies or from a textbook in another Learning Area).
- Talk about the different places (and place names) included on the map. Link the discussion to the learners' own experiences, e.g. *Who has been to Kwa-Zulu Natal before? What was the same/different there?*
- Write questions based on the text on the board. The questions should require learners to scan the text for specific details, e.g.:
    - *How many provinces are there in South Africa?*
    - *Which province is the biggest?*
    - *Which provinces border on the sea? etc.*

- Learners write down their individual responses. Use learners' written responses for **Assessment Task 2.**

Note: the kinds of questions you ask and the amount of detail you require in the answers will vary according to the level of your learners and the map you use.

Word and sentence level work

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

- Spelling: briefly revise words with the 'ee' and 'ey' vowel blends and use approximately 10-20 of the words as part of Week 7's spelling words:
  - 'ee': e.g. been, sixteen, steel, succeed, need, cheese, deep, seem, teeth, speech, reef
  - 'ey': e.g. hockey, journey, money, kidney, valley, jersey, donkey, chimney, turkey, honey, trolley, monkey

Group, guided and independent reading/writing

- Learners write their spelling words for the week into their Spelling books and create sentences with some of the words.
- Learners who have completed their tasks in time can do either paired or individual reading.
- Do **guided reading** with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming and scanning. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 8.**

ASSESSMENT: Formal: Assessment Task 2

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

- Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps
- Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports

You will have other opportunities to assess against this milestone on Day 2 this week and also during Week 9.

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

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

Week 7 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare a weather report from a newspaper. You will need to prepare this by photocopying (enlarging or multiple copies). All learners must have access to the text. Try to use a slightly more complex report than the one you used in Term 3 Week 7, e.g. use one that includes a map.
- Prepare a language activity based on the present and past progressive tenses for Word and Sentence Level Work.

DAILY ACTIVITIES

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

Show learners the weather report you have prepared beforehand. (Either enlarged and displayed at the front of the class or photocopied multiple copies).

- Ask learners to skim the text and say what it is about (purpose).
- Talk about the different places (and place names) included on the map. Explain the key used for the report – point out each symbol and say what it stands for.
- Write 2-3 questions based on the text on the board. The questions should require learners to scan the text for specific details, e.g.
    - *What will the weather in _____ be like?*
    - *Where will it be _____?*
- Learners write down their individual responses. Use learners' written responses for **Assessment Task 2.**

Note: the kinds of questions you ask and the amount of detail you require in the answers will vary according to the level of your learners and the weather report you use.

Word and sentence level work

Tenses - present and past progressive

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

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming and scanning. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 8.**
- Learners who have completed their tasks in time can write a journal entry describing something that they have heard/read about/experienced that they think is unfair, explaining why.

LANGUAGE DEVELOPMENT: WRITING

REVISING, EDITING – A BROCHURE

- Learners complete their draft brochures.
- They show their draft brochures to a partner for comments/suggestions.
- Learners adjust their brochures and begin to compose a final version.

ASSESSMENT: Formal: Assessment Task 2
Use learners' written responses to the shared reading activity to rate them, recording any problems you have noticed, against the following READING milestone:

- Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps
- Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports

You had another opportunity to assess against this milestone on Day 1 this week and will have a further opportunity in Week 9.

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

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

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

Week 7 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare a page from a dictionary/thesaurus and questions based on the page for Word and Sentence Level Work.

DAILY ACTIVITIES:

Shared writing – table comparing non-fiction texts

- Discuss and compare the information contained in this week's shared reading texts.
- Together with the learners draw up a table to demonstrate the similarities and differences between the texts, e.g.

	Text 1 (map)	**Text 2 (weather report)**
Gives information	x	X
Uses symbols	x	X
Says what the weather will be		
Includes place names, etc.	x	X

- Together with the learners write some comparing sentences about the two texts, e.g. Both the texts use a map of South Africa, etc.
- Remember that when doing shared writing (drawing up the table and writing the sentences) you should: 1. Ask prompt questions. 2. Help learners construct sentences 3. Involve learners as you write the sentences.

Word and sentence level work

Dictionary/Thesaurus work

- (Note: depending on the level of your learners you can base this activity on dictionary or thesaurus work.)
- Give learners a page (photocopied) from a dictionary/thesaurus and questions based on the page. For example, with **a dictionary,** you might ask questions such as:
    - Which word comes before 'bicycle'?
    - Write down the meaning of this word.
    - Rewrite these wrongly spelt words using the correct spelling from the dictionary page: _____
    - Give two meanings of the word _____, etc.
- **For thesaurus work** you might ask questions such as:
    - which word comes before 'teacher'?
    - write down the adjective that comes from the root word (noun) _____, etc.
- Do a short spelling test.

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming and scanning. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 8.**
- At the same time learners can finish their Word and Sentence Level Work.
- **Group reading i**n pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.) **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING

PUBLISHING – A BROCHURE

- Learners produce a final, neat copy of their brochures. These can be displayed in the classroom. **Use for Assessment Task 2.**

ASSESSMENT: Formal: Assessment Task 2

Use the Writing activity in Weeks' 6 and 7 (brochure) to rate the learners, recording any problems you have noticed, against the following WRITING milestone:

- Writes for playful and creative purposes eg letter, simple brochure

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

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

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

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

FOURTH TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	WEEK 8
ORAL **LO 1**: AS 1 **LO 2:** AS 3	• Listens for the main idea and specific details in stories, dialogues and interviews • Asks and responds to higher order questions • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback • Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace	Speaking and listening activities: • Group discussion and presentation of poem
READING **LO 3**: AS 1, 8, 10,11,12 **LO 5** AS 1,2,3	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning • Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps • Interprets simple visual texts (tables, charts, posters, graphs, maps) • Changes text from one form to another eg from a table to a graph • Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports • Reads aloud clearly and with expression	Shared reading and writing • Does shared reading based on new, non-fiction text • Changes text from one form to another Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming, scanning, using contents page, headings etc. • Vocabulary words / sentences added to personal dictionaries • Writes new entries into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,4	• Writes for playful and creative purposes eg letter, simple brochure • Writes and designs visual and information texts using headings, topic and supporting sentences eg short report • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Records words in a personal dictionary • Uses neat, legible handwriting for all written work	Writing: • Pre-Writes and plans: an information report • Pre-Writes and plans: summarising information in a mind map

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3, 6	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports • Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation	<u>Phonics & Spelling</u> • Spelling: Vowel blends with 'oo' and 'ou' • Learns 20 spelling words for the week from the spelling, sight (high frequency) words and vocabulary from the shared reading text / short test <u>Grammar</u> • Parts of a sentence

Week 8 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1** AS 1 **LO 2** AS 3
MILESTONES: **Oral:** • Listens for the main idea and specific details in stories, dialogues and interviews • Asks and responds to higher order questions • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback • Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace	
NOTES TO TEACHER	
• Choose 2 short poems based on a common theme e.g. pets. Make multiple copies of the poems or write them on the board.	
DAILY ACTIVITIES	
Presenting a poem • Divide learners into small groups. Explain that each group should select one of the poems (you have prepared) to read, discuss and present to the rest of the class. Learners can select different group members to read different parts of the poem, adding in 'sound effects' and/or actions. • Each group can present their poem to the rest of the class and explain why they have chosen that poem.	
Informal assessment • Check that learners are able to work together in groups and use appropriate body language and presentation skills to present a poem.	

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

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning
- Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps
- Interprets simple visual texts (tables, charts, posters, graphs, maps)
- Changes text from one form to another eg from a table to a graph
- Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports
- Reads aloud clearly and with expression

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports
- Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation

Writing:

- Writes for playful and creative purposes eg letter, simple brochure
- Writes and designs visual and information texts using headings, topic and supporting sentences eg short report
- Uses appropriate grammar, spelling, punctuation and different tenses in writing
- Records words in a personal dictionary
- Uses neat, legible handwriting for all written work

NOTES TO TEACHER

- Select a new text for shared reading – it should be an extract from a textbook or a non-fiction reference text.
- Prepare Week 8's spelling words.

DAILY ACTIVITIES

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

- Introduce a Grade 4 level **non-fiction/information text**. You can use an extract from a textbook or other non-fiction reference text.
- Orientate learners to the text as before. Do a picture walk. Revise the features of a non-fiction text, e.g. table of contents, index, glossary, and headings.
- Do a pre-reading activity with the learners: Show learners the contents page of the book and ask questions e.g. *Where will I find information on electricity? What can I expect to read about on page 10?*
- Show learners the index of the book and ask questions, e.g. *On which page will I find information on magnets?*
- Read the text to the learners, modelling analysing photographs, reading captions, linking photographs to text.
- Stop halfway through and continue on Day 2.

Word and sentence level work

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

- Spelling: briefly revise the 'oo' and 'ou' vowel blends and use approximately 10-15 of the words as part of Week 8's spelling words:
  - 'oo': e.g. afternoon, cartoon, school, smooth, balloon, mushroom, goose, loose, wood
  - 'ou': e.g. about, amount, around, count, south, found, outside, sound, group
- Choose new vocabulary words (3-7) and sight words from the text to add to the week's spelling words.

Group, guided and independent reading/writing

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they create a short sentence.
- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either paired or individual reading.
- Do **guided reading** with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes in non-fiction books to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 8.**

ASSESSMENT: Formal: Assessment Task 2

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

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

Week 8 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHE

- Prepare a language activity based on identifying parts of speech in a sentence for Word and Sentence Level Work.
- Prepare a short information report based on a familiar topic for the Writing activity.

DAILY ACTIVITIES

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

- Finish reading the **non-fiction/information text** to the learners.
- Afterwards check understanding by asking 4 - 5 *wh* questions.

Word and sentence level work

Parts of a sentence

- You can use an activity from a Learner's Book or prepare an activity to revise different parts of a sentence, including subject and predicate. For example learners can be given:
    - a sets of words to rewrite in the correct order to form meaningful sentences;
    - sentences in which to identify the different parts of speech.

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes in non-fiction books to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 8.**
- At the same time learners can finish their Word and Sentence Level Work.
- Learners who have completed their tasks in time can write their own story/poem/cartoon as a journal entry.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING: RESEARCHING A TOPIC FOR AN INFORMATION REPORT

- Information reports are factual texts that present information clearly. Information reports classify and describe different things. These reports are found in scientific texts, textbooks, information and reference books.
- Explain that learners will write a short information report based on a topic that they are currently studying (or are about to study) in another Learning Area. Learners will need guidance with this. They need to be able to do some research, so the topic should be based on a non-fiction book, an entry in an encyclopaedia or a textbook. Learners will also have to draw a picture to go with their report. Topics that you might suggest include a favourite/ interesting animal, a place of historical importance, a particular mode of transport (e.g. trains, aeroplanes), a scientific concept, etc.

- Show learners an example of a short information report. (You would have prepared this on a large sheet of paper to display to the class.) Talk about how the information is organised in the report and the language used. Generally, an information report has the following features:
    - an opening statement or topic sentence that introduces the topic (this is often a classification)
    - a series of facts about the topic (i.e. supporting sentences), often organised into paragraphs that may or may not have headings
    - written in the present tense and often in a formal way (third person)
    - use of descriptive adjectives to describe the topic's characteristics
    - possible use of technical terms
- In this lesson learners can choose the topic they want to research for their report and begin looking for information.
- Learners will have to find information using textbooks, encyclopaedias, books from the classroom library etc.

ASSESSMENT: Formal: Assessment Task 2

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

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

Week 8 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHE

- Prepare a table containing information that can be changed to / represented as a graph
- Prepare a language activity based on revising present, past, present progressive and past progressive tenses for Word and Sentence Level Work.

DAILY ACTIVITIES

Shared writing – changing text from one form to another

- **Introduce shared writing.** Show learners a table of information you have prepared. (Ideally this should be based on the theme of the shared text you used on Days 1 and 2). The table must include information that can be changed to/represented as a graph, e.g. different animal speeds, approximate weights of different animals/machinery, average life span of different animals. For example,

Animal	**Average life span**
Guinea-fowl	5 years
Impala	8 years
Cheetah	12 years
Baboon	20 years
Horse	30 years

- Use shared writing techniques to convert the information in the table into a simple bar graph, explaining how to plot the information on the horizontal and vertical axis. (Bar graphs were specifically dealt with in Term 3, Lesson 9.)
- Remember that whilst doing the shared writing you should: 1. Ask prompt questions.
  2. Involve learners and help them compare and contrast information in the different formats.

Word and sentence level work

Changing text from one form to another

- Let learners complete a written activity to practise changing information from one form to another. You can use an activity from a Learner's Book or prepare an activity similar to the one you completed with the learners as Shared Writing. **Use for Assessment Task 2.**
- Do a short spelling test.

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming, scanning and surveying the content pages, headings and indexes in non-fiction books to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 8.**
- At the same time learners can finish their Word and Sentence Level Work.
- **Group reading** in pairs or larger groups using graded texts. Use a variety of fiction and non-fiction texts such as textbooks, reference books, maps, charts, graphs, short reports and pictures, fiction stories, traditional stories, fables, comic stories etc. for group reading in this second half of the term. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING: RESEARCHING AND SUMMARISING INFORMATION

- Learners continue researching the topic of their choice.
- Remind learners how mind maps can be used to organize and summarise information. (Mind maps were dealt with in Term 2 Lesson 4.) To help prepare for writing their information report, learners can summarise information as a mind map.

ASSESSMENT: Formal: Assessment Task 2

Use the Word and Sentence Level activity (changing text from one form to another) to rate the learners, recording any problems you have noticed, against the following READING milestone:

- Changes text from one form to another eg from a table to a graph

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

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

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

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

FOURTH TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	WEEK 9
ORAL **LO 1**: AS 1 **LO 2:** AS 1,3,4	• Listens for the main idea and specific details in stories, dialogues and interviews • Asks and responds to higher order questions • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback • Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace	Speaking and listening activities: • Oral presentation (things I liked/did not like doing in language lessons this year)
READING **LO 3**: AS 1, 2, 8,10,11 **LO 5** AS 1,2,3	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning • Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps • Interprets simple visual texts (tables, charts, posters, graphs, maps) • Changes text from one form to another eg from a table to a graph • Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports • Reads aloud clearly and with expression	Shared reading and writing • Does shared reading based on new, non-fiction texts: set of instructions, timetable, poster • Questions based on texts: interpreting and explaining Word and sentence level work • Interpreting and explaining text • Word Search Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming, scanning, using contents page, headings etc. • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Writes for playful and creative purposes eg letter, simple brochure • Writes and designs visual and information texts using headings, topic and supporting sentences eg short report • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Records words in a personal dictionary • Uses neat, legible handwriting for all written work	Writing: • Drafts: an information report • Writes, revises, edits and publishes an information report

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3,6	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports • Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation	<u>Phonics & Spelling</u> • Spelling: Words with 'ei' and 'ie' • Learns 20 spelling words for the week from the spelling/ short test <u>Grammar</u> • Apostrophe and punctuation

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

MILESTONES:
Oral:

- Listens for the main idea and specific details in stories, dialogues and interviews
- Asks and responds to higher order questions
- Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback
- Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace

DAILY ACTIVITIES

Oral presentation

- Have learners think about the things they liked doing this year in language lessons and the things they did not like doing. Each learner can make brief lists, e.g.

Things I liked	**Things I did not like**
Listening to fables	Writing stories
Role-playing	..... etc.

- Learners should prepare to present these lists as a 'speech' to the rest of the class. You may want to provide weaker learners with a frame for this presentation, e.g.

This year I liked _____ in language lessons because _____.
I also liked _____. Most of all I enjoyed _____
because _____. I did not enjoy _____ because
_____. I thought _____. Next year I
would like to do more/less_____.

- Remind learners to make eye contact, use facial expression and speak audibly and at a reasonable pace when making their presentation.
- Have learners make their presentations. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**

ASSESSMENT: Formal: Assessment Task 2

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

- Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace

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

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning
- Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps
- Interprets simple visual texts (tables, charts, posters, graphs, maps)
- Changes text from one form to another eg from a table to a graph
- Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports
- Reads aloud clearly and with expression

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports
- Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation

Writing:

- Writes for playful and creative purposes eg letter, simple brochure
- Writes and designs visual and information texts using headings, topic and supporting sentences eg short report
- Uses appropriate grammar, spelling, punctuation and different tenses in writing
- Records words in a personal dictionary
- Uses neat, legible handwriting for all written work

NOTES TO TEACHER

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

DAILY ACTIVITIES

Shared reading of a new text: a non-fiction text – simple instructions

- Introduce the set of instructions for doing a simple task you have prepared beforehand, e.g. for growing seeds.

1. Use string to mark out a space of ground
2. Dig the soil until it's loose
3. Water the soil
4. Rake the soil
5. Dig small holes in the soil. These should be in a row.
6. Put seeds in the holes.
7. Cover the seeds with soil
8. Water the seeds
9. Water the seeds every day
10. Pull up weeds
12. After about two-three weeks you will see little green sprouts.

- Read the instructions, running a pointer under the lines as you read.
- Check understanding by asking 1 – 2 broad, oral questions, e.g. *What is the set of instructions for?*
- Talk about the way the instructions are structured, e.g. numbered, short sentences or phrases.
- Write questions based on the text on the board. The questions should require learners to scan the text for specific details, e.g.
    - *What is the first thing you need to do to grow seeds?*
    - *What should you do just before you put the seeds in the ground?*
    - *Do you pull up the weeds before you plant the seeds? etc.*
- Learners write down their individual responses. Use learners' written responses for **Assessment Task 2.**

Note: the kinds of questions you ask and the amount of detail you require in the answers will vary according to the level of your learners and the set of instructions you use.

Word and sentence level work

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

- Spelling: briefly revise the 'i' before 'e' except after 'c' spelling rule by giving learners words with 'ei' and words with 'ie' spellings. Use approximately 15-20 of the words as part of Week 9's spelling words:
    - 'ei': e.g. eight, vein, ceiling, receive, protein
    - 'ie': e.g. achieve, piece, field, believe, niece, untie, die, pie

Group, guided and independent reading/writing

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

ASSESSMENT: Formal: Assessment Task 2

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

- reads a range of information texts, following short printed instructions, scanning for specific details, e.g. weather reports, bus timetables and maps

You will have had other opportunities to assess against this milestone during Week 7. You will also have another opportunity on Day 2 this week.

Week 9 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Select a new text for shared reading – a simplified bus or train timetable. You will need to prepare this beforehand and then write it on a large sheet of card or on the board.
- Prepare a language activity based on the apostrophe and punctuation for Word and Sentence Level Work.

DAILY ACTIVITIES

Shared reading – a non-fiction text: a bus/train timetable

- Show the learners the bus/train timetable you have prepared beforehand.
- Talk about the purpose of the text and check understanding by asking 1 – 2 broad, oral questions, e.g. *What time will the bus going to _____ arrive at the station?*
- Write questions based on the text on the board. The questions should require learners to scan the text for specific details, e.g.
    - *How many buses come to the station each day?*
    - *How often does bus _____ come to the station?*
    - *What time do the buses for _____ leave?*
    - *What time does the bus from _____ arrive? etc.*
- Learners write down their individual responses. Use learners' written responses for **Assessment Task 2.**
  Note: The kinds of questions you ask and the amount of detail you require in the answers will vary according to the level of your learners and the timetable you use.

Word and sentence level work

Punctuation and apostrophe

- Revise using the apostrophe to show contraction (e.g. it's = it is) and possession (Jane's book).
- Revise the punctuation learners have worked with this year, e.g. full stops, commas, quotation marks, question marks, etc.
- Write a few sentences on the board and let different learners come up and punctuate them correctly. The sentences should include opportunities for learners to insert the apostrophe correctly and quotation marks for direct speech.
- Let learners complete a written activity based on the apostrophe and punctuation. You can use an activity from a Learner's Book or develop an activity of your own.

Group, guided and independent reading/writing

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

LANGUAGE DEVELOPMENT: WRITING

DRAFTING: AN INFORMATION REPORT

- Learners use the information they have summarised in their mind map (Week 8) to draft a short information report.
- You may want to provide learners with a writing frame for their report, e.g.

TOPIC:
ILLUSTRATION:
CLASSIFICATION: It is an animal/ insect/ plant/object / person
DESCRIPTION **What it looks like** **What it has** **What it does**

ASSESSMENT: Formal: Assessment Task 2

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

- Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps
- Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports

You will have had other opportunities to assess against this milestone during Week 7. You will also have had another opportunity on Day 1 this week.

Week 9 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Select a new text for shared reading – a poster. Try to use a poster that advertises an event or a non-fiction poster providing information on health or safety issues.
- Prepare a Word Search for Word and Sentence Level Work.

DAILY ACTIVITIES

Shared reading – a non-fiction text: a poster

- Display the poster. Ask learners what immediately strikes them when they look at it, e.g. large, writing, lots of colour, appealing appearance, etc.
- Read the text together with learners from top to bottom. Explain any new vocabulary words. (If you are using a non-fiction poster there is likely to be a lot of new vocabulary so you will need to be selective.)
- Ask learners to tell you the message of the poster i.e. the central idea. It might be to advertise a forthcoming event, give information on health or safety issues or provide community or municipal news or information.
- Ask questions to link the text to the learners' lives, e.g. *Have you seen this type of poster before? What other kinds of posters have you seen?* **Use the written responses for Assessment Task 2.**

Word and sentence level work

Crossword puzzle or Word Search

- Prepare a Word Search to revise some of the vocabulary and sight words learnt this term (and/or year). You could use one from a Learner's Book or make your own. (Instructions for making your own were provided in Term 1, Lesson 9.)
- Do a short spelling test. (Note that there are no sight or vocabulary words for this week's spelling.)

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming and scanning.
- At the same time learners can finish their Word and Sentence Level Work.
- **Group reading** in pairs or larger groups using graded texts. Use a variety of fiction and non-fiction texts such as textbooks, reference books, maps, charts, graphs, short reports and pictures, fiction stories, traditional stories, fables, comic stories etc. for group reading in this second half of the term. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING

REVISING, EDITING, PUBLISHING: AN INFORMATION REPORT

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

ASSESSMENT: Formal: Assessment Task 2:

Use the Writing activity (information report) completed during Weeks 8 and 9 to rate the learners, recording any problems you have noticed, against the following WRITING and SPELLING AND GRAMMAR milestones:

- Writes and designs visual and information texts using headings, topic and supporting sentences eg short report
- Uses appropriate grammar, spelling, punctuation and different tenses in writing
- Records words in a personal dictionary
- Uses neat, legible handwriting for all written work
- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports

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

- Interprets simple visual texts (tables, charts, posters, graphs, maps)

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

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

FOURTH TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	WEEK 10
ORAL **LO 1**: AS 1 **LO 2:** AS 1,3,4	• Listens for the main idea and specific details in stories, dialogues and interviews • Asks and responds to higher order questions • Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback • Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace	Speaking and listening activities: • Oral presentation (things I liked/did not like doing in language this year)
READING **LO 3**: AS 1, 8, 10, 11 **LO 5** AS 1,4	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books • Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning • Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps • Interprets simple visual texts (tables, charts, posters, graphs, maps) • Changes text from one form to another eg from a table to a graph • Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports • Reads aloud clearly and with expression	Shared reading and writing • Does shared reading based on new, non-fiction text • Questions based on text: using contents page and index, diagrams • Mind-map as summary of text Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focusing on skimming, scanning, using contents page, headings etc. • Vocabulary words / sentences added to personal dictionaries • Writes new entries into personal journal (if time) • Group reading (pairs or larger groups)
WRITING **LO 4**: AS 1,2,3,4	• Writes for playful and creative purposes eg letter, simple brochure • Writes and designs visual and information texts using headings, topic and supporting sentences eg short report • Uses appropriate grammar, spelling, punctuation and different tenses in writing • Records words in a personal dictionary • Uses neat, legible handwriting for all written work	Writing: • Pre-writes and drafts: a letter • Writes, revises, edits and publishes a letter

SPELLING AND GRAMMAR **LO 6:** AS 1,2,3,6	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports • Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation	Phonics & Spelling • Spelling: Revision of commonly misspelt words learnt this term • Learns 20 spelling words for the week from the spelling/ sight (high frequency) words and vocabulary from the shared reading text / short test Grammar • Revision of two grammar items taught this term/year.

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

MILESTONES:
Oral:

- Listens for the main idea and specific details in stories, dialogues and interviews
- Asks and responds to higher order questions
- Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback
- Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace

DAILY ACTIVITIES

Oral presentation

- Continue to have learners make their presentations. Remind learners to make eye contact, use facial expression and speak audibly and at a reasonable pace when making their presentation. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**

ASSESSMENT: Formal: Assessment Task 2

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

- Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace

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

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books
- Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning
- Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps
- Interprets simple visual texts (tables, charts, posters, graphs, maps)
- Changes text from one form to another eg from a table to a graph
- Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports
- Reads aloud clearly and with expression

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports
- Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation

Writing:

- Writes for playful and creative purposes eg letter, simple brochure
- Writes and designs visual and information texts using headings, topic and supporting sentences eg short report
- Uses appropriate grammar, spelling, punctuation and different tenses in writing
- Records words in a personal dictionary
- Uses neat, legible handwriting for all written work

NOTES TO TEACHER

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

DAILY ACTIVITIES

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

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

Word and sentence level work

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

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

Group, guided and independent reading/writing

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

Week 10 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHE

- Prepare a language activity to revise/consolidate a grammar item learnt this term/year.

DAILY ACTIVITIES

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

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

Word and sentence level work

Consolidation/Revision

- Choose a grammar item dealt with this term/year to consolidate/revise, e.g. different tenses. Use an activity from a Learner's Book or develop an activity to consolidate/revise the item.

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming and scanning.
- At the same time learners can finish their Word and Sentence Level Work.
- Learners who have completed their tasks in time can write a journal entry describing their hopes/ambitions for next year.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING DISCUSSION AND DRAFTING – A LETTER

- Explain to learners that they will write a simple letter to a friend describing their holiday plans.
- Learners write a draft letter.

Week 10 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare a language activity to revise/consolidate a grammar item learnt this term/year.

DAILY ACTIVITIES

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

- Re-cap the **non-fiction/information text t**ogether with the learners. You can do this by asking learners to summarise the main and supporting ideas in a mind map on the board.
- Re-read parts of the text together with the learners.

Word and sentence level work

Consolidation/Revision

- Choose another grammar item dealt with this term/year to consolidate/revise, e.g. different sentence types. Use an activity from a Learner's Book or develop an activity to consolidate/ revise the item.
- Do a short spelling test.

Group, guided and independent reading/writing

- Do **guided reading** with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on reading strategies such as skimming and scanning.
- At the same time learners can finish their Word and Sentence Level Work.
- **Group reading** in pairs or larger groups using graded texts. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING

WRITING, REVISING, EDITING AND PUBLISHING – A LETTER

- Learners read their draft letters to a partner to check that they make sense.
- They self-edit for spelling.
- Learners write a final, neat copy of their letters into their books.

ASSESSMENT:
Formal: Assessment Task 2

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

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