Foundations For Learning

Intermediate Phase Language Lesson plans

Fourth term

Grade 6

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

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

Private Bag X895
Pretoria
0001

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

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

Table of Contents

1 Grade 6: Language: Fourth term overview 5
2 Lesson plans:
Week 1: Overview 9
Week 1: Lesson plans 11
Assessment Task 1 Overview 20
Week 2: Overview 23
Week 2: Lesson plans 25
Week 3: Overview 35
Week 3: Lesson plans 37
Week 4: Overview 49
Week 4: Lesson plans 51
Week 5: Overview 61
Week 5: Lesson plans 63
Week 6: Overview 73
Week 6: Lesson plans 75
Assessment Task 2 Overview 84
Week 7: Overview 87
Week 7: Lesson plans 89
Week 8: Overview 99
Week 8: Lesson plans 101
Week 9: Overview 109
Week 9: Lesson plans 111
Week 10: Overview 117
Week 10: Lesson plans 119

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	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details • Asks and responds to challenging questions using appropriate language • Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect • Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back. • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations					• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details • Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations • Listens critically to debates and manipulates language to argue and persuade others • Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations				
	Listens to an oral presentation.	Listens to and critiques an oral presentation.	Presents an oral presentation.	Presents an oral presentation.	Listens to and discusses an extract from a biography.	Introduction to a debate.	Takes part in a debate.	Listens to a narrative poem.	Listens to and discusses a talk	Humorous poetry.
Reading	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response • Discusses the diversity of social and cultural values in texts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem					• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice • Understands and uses information in a range of information texts and summarises main and supporting ideas • Follows fairly complex instructions and directions • Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer				
	Group, guided and independent reading weekly									
	Reads a one-act play.	Reads a one-act play as a play-reading.	Reads narrative poetry.	Reads extract from a biography and a short story. Shared writing of a dialogue	Reads extracts from an autobiography.	Reads advertise-ments.	Views television adverts. Reads sets of instructions.	Views a television drama.	Reads a non fiction text. Reads newspaper articles.	Reads cartoons.

Writing	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs) • Uses the passive voice effectively • Shifts from one tense to another consistently and appropriately					• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register • Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article • Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article • Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics				
	Writes a synopsis to a one-act play.	Writes a plan for the Investigation. Prepares questions for survey.	Drafts and edits an argumentative essay.	Publishes an argumentative essay.	Completes the writing of a dialogue. Publishes a report on an investigation.	Publishes own advertisement.	Drafts and publishes a set of instructions.	Drafts a story	Publishes a story. Writes a newspaper article.	Writes captions to cartoons. Writes a journal entry.

Writing in personal journal weekly

<table>
<tr><td rowspan="4">Spelling and grammar</td><td colspan="5">• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions
• Uses prefixes, stems and suffixes/extensions to form words
• Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
• Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.</td><td colspan="5">• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions
• Identifies parts of speech (nouns, pronouns, articles and modals)
• Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
• Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.</td></tr>
<tr><td>Explores spelling rules governing the use of prefixes and suffixes.</td><td>Explores spelling rules governing the use of prefixes and suffixes.</td><td>Creates verbs using affixes.

Explores the passive voice.</td><td>Uses the passive voice.

Writes complex sentences.</td><td>Revises prefixes, stems and suffixes.</td><td>Works with nouns.</td><td>Works with modals.</td><td>Works with complex sentences.</td><td>Vocabulary work</td><td>Plays group scrabble.</td></tr>
<tr><td colspan="5">Investigation
• Develops an hypothesis and describes preferred results
• Uses different sources to research
• Processes and evaluates the information
• Offers alternative solutions to problems
• Draws conclusions and makes recommendations
• Writes a short report on the research and findings</td><td colspan="5"></td></tr>
</table>

FOURTH TERM: WEEK 1 OVERVIEW

COMPONENT	MILESTONES	WEEK 1
ORAL **LO 1**: AS 1, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4 .	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details • Asks and responds to challenging questions using appropriate language • Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect • Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back. • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations	Speaking and listening activities • Listens to a speaker. • Discusses elements of presentation.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 6, 7, 8. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response • Discusses the diversity of social and cultural values in texts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem	Shared reading and writing • Reads a short one-act play. Word and sentence level work • Explores various spelling rules. Group, guided and independent reading and writing • Explores play-reading. • Personal dictionaries/vocabulary words/sentences. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs) • Uses the passive voice effectively • Shifts from one tense to another consistently and appropriately	Writing • Writes a single paragraph: synopsis of a one-act play.

SPELLING AND GRAMMAR **LO 5**: AS 1, 2., 3, 4. **LO 6**: AS 1, 2, 3, 4, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions • Uses prefixes, stems and suffixes/extensions to form words • Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction • Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Explores suffixes / extensions.
INVESTIGATION **LO 3**: AS 9, 11. **LO 5**: AS 1, 2, 3.	• Develops an hypothesis and describes preferred results • Uses different sources to research • Processes and evaluates the information • Offers alternative solutions to problems • Draws conclusions and makes recommendations • Writes a short report on the research and findings	

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

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details
- Asks and responds to challenging questions using appropriate language
- Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect
- Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back.
- Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations

NOTES TO TEACHER

- Invite a speaker, eg a member of the community, to give a short talk to the class, on a topic which interests the learners.

DAILY ACTIVITIES

Listening activity

- Welcome and introduce the speaker to the class.
- Once the speaker has completed his/her talk, invite the learners to ask a few questions.
- Should the learners be hesitant in speaking, lead with one or two questions of your own.
- When question time is over arrange for one of the learners to thank the speaker.
- Escort the speaker either to the office or to the school gate.
- Once the speaker has left, discuss the talk with the class.
  - Check the learners' understanding of the talk.
    - What was the main idea?
    - How does this relate to the learners' own lives?
  - Ask a few questions about specific details in the talk.

During Literacy focus time learners can write a short summary of the talk. This could be in point form.

Use your observations of learners during the talk and their written summaries for Assessment Task 1.

ASSESSMENT

Formal: Assessment Task 1

Use your observations of learners during the talk and their written summaries to assess them against the following ORAL milestone:

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

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

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response
- Discusses the diversity of social and cultural values in texts
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs)
- Uses the passive voice effectively
- Shifts from one tense to another consistently and appropriately

Spelling and Grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions
- Uses prefixes, stems and suffixes/extensions to form words
- Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
- Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.

Investigation

- Develops an hypothesis and describes preferred results
- Uses different sources to research
- Processes and evaluates the information
- Offers alternative solutions to problems
- Draws conclusions and makes recommendations
- Writes a short report on the research and findings

NOTES TO TEACHER

- Choose a short one-act play to read with the learners. It should be a play to which they may easily relate, preferably one which deals with social issues. Choose a play which they may easily perform in a play reading in the classroom.
- Have sufficient copies of the play for each learner.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading - a one-act play

1. **Before reading the play**
   - Orientate the learners to the play.
     - Read the title of the play to the learners.
     - Share the setting (where and when the action takes place) and draw on the learners previous knowledge to expand it.
     - Introduce the main characters, and ask the learners to predict what they think the play may be about.
     - Introduce any new vocabulary and allow the learners to add it to their personal dictionaries.
   - Introduce the text.
     - Ask the learners what they notice about the layout of the first page of the play, as opposed to the first page of a short story.
       Point out the description of the scene and the stage directions that are written in italics. Indicate the way each new character is introduced and the way the dialogue is presented without any inverted commas.
   - Ask the learners to volunteer to read various characters. *Unless you have one or two very strong readers, read the main character yourself.*

2. **Read the play.**
   - Try not to interrupt the flow of reading, unless a learner gets totally lost.
   - Read at least half of the play.
   - The reading may be completed the following day.

Spelling and grammar/word and sentence level work

Suffixes / extensions

- Remind the learners of the work on suffixes they did during the previous term.
- Write four or five single-syllable words that end in a single vowel followed by a single consonant onto the board, e. g. clap, run, pat, mop, big.
- Ask the learners to:
  - turn ‘clap’ into a present participle by adding “-ing”;
  - turn the next word into a noun describing a person who runs using “-er”;
  - form a past tense from ‘pat’ and ‘mop’ by adding “-ed”; and
  - create a comparative adjective from ‘big’ by adding “-er”.
- Ask the learners what they notice about the new words.
  The last consonant of each word doubles when adding a suffix which starts with a vowel.

- Ask the learners to do the same with words of two syllables ending in a single vowel followed by a consonant where the accent falls on the **last syllable**, e.g.:

  prefer + -ed → preferred

  occur + ed → occurred

  The last consonant is doubled before adding a suffix that begins with a vowel.
- Ask the learners to do the same with words ending in one 'l', e.g.:

  travel + -ing → travelling

  travel + -er → traveller.

  The consonant is doubles before a suffix beginning with a vowel.
- Ask the learners to find two or three other words that obey each of these spelling rules.
- It is a good idea to write out the spelling rules and display them on the classroom wall **after** you have explored each rule with the class.

Group, guided and independent reading/writing

Writing a journal entry

- Learners write a journal entry summarising the talk they heard during Oral. **Use for Assessment Task 1 for ORAL.**

Guided reading

- Do guided reading with Group 1.

ASSESSMENT

Formal: Assessment Task 1

Use the shared reading sessions in weeks 1 - 5, together with written comprehensions to rate the learners against the following READING milestones:

- Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Discusses the diversity of social and cultural values in texts

Use the group and guided reading sessions during weeks 1 - 5 to rate the learners against the following READING milestone:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc

Week 1 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Continue using the same one-act play that the learners started reading in the previous Shared Reading lesson.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading - one-act play

- Recap the events so far in the play.
- If necessary re-read the last one or two pages read the previous day to orientate the class.

1. **After reading the play.**
   - Check the learners' understanding.
     - What is the main idea of the play?
     - Who is/are the principle character/s?
     - Does the play have a message?
     - Can we apply it to our lives today?
     - If so, in what way?
   - Direct the learners to look more closely at the format of the play.
   - How many differences can they see compared to a short story?
   - In which tense are the stage directions and the description of the set written?
     The present tense - all literary works are referred to in the present tense.
   - Look carefully at the way the dialogue for each new character is indicated.
     - How is the character's name written? *Usually in capital letters, bold or a different font. Almost always on the left-hand side of the page. In very few texts, the character's name is written in the centre of the page with the dialogue directly below it.*
     - Notice the punctuation. There are no inverted commas.
     - Notice how exits and entrances are indicated. *Always in italics.*
     - Stage directions within the dialogue are written in brackets and in italics.

2. **Performing the play in class**
   - Divide the class into groups.
   - Make sure that there are enough members in each group to allow for a director, and a cast of the characters of the play.
   - Divide the play into manageable parts, so that each group has a part of the play to practise. Make sure that the division follows the development of the plot.
   - Each group needs to find a place where they can block out the moves they will need, to act out their particular part of the play.

- Ask the learners, as a class, to source a single item of clothing (costume) to symbolise each character. A hat of some sort is the most effective and easiest to pass from one learner to the next. When the learners have practised their extract from the play and performed it, the item of costume is passed from the character in one group to that same character in the next so that visually the characters may be easily identified.
- It is the responsibility of the 'director' to rehearse their cast so that the play is ready for performance as a play reading the following week.

Spelling and grammar/word and sentence level work
Suffixes / extensions

- Briefly revise the spelling rules explored in the previous lesson by referring to the word wall.
- Write the words 'beauty' and 'pity' on the board.
- Ask the learners which word class (part of speech) the two words belong to. *Abstract Nouns.*
- Ask two of the learners to write the corresponding adjective from the two nouns on the board.

  Beautiful and pitiful or pitiless.
- Ask the learners what they notice about the spelling of the new words.
  - beauty → beaut **i** ful
    pity → pit **i** less
    carry → carr **i** ed
    pretty → prett **i** er
- In other words, when a word ends in 'y' after a consonant, the 'y' becomes an 'i' before the addition of the suffix, except in the case of the present participle.
  NB When adding the suffix "-ing" to form a present participle, the stem RETAINS the 'y'.
- Write the words "use", "change", and "outrage" on the board.
- Ask the learners to turn them into adjectives.
  Useful, changeable, outrageous.
- Write the word "immediate" on the board, and ask a learner to change it into an adverb.
  Immediately.
- Ask the learners what they notice about the spelling of the new words.
  A word that ends in a silent 'e' after a consonant, retains the 'e' ***except in the formation of a present partriciple,*** *e.g.*
  changeable ***but*** *changing*
  useful ***but*** *using, etc.*

- Ask the learners to write down the following words: beautiful, welcome, peaceful, always.
- Then asked to learners to write down the stem words and the affixes that form those words.
  beauty + ful;
  wel + come
  peace + ful;
  al + ways.
- *Notice that when a new word is formed by adding a suffix or a prefix containing a double 'l' at the end of it, only one 'l' is retained.*
  NB Exceptions to the rule:
  full + ness → fullness
  still + ness → stillness.
- Ask the learners to find two or three other words that obey each of these spelling rules.
- Write out these spelling rules on a chart for the wall of the classroom as well.

Group, guided and independent reading/writing

- The learners can use this time to begin to practise their extract of the one-act play.
- It is important to find areas for each group to practise. Take the class outside if the weather is fine.

Guided reading

- Do guided reading with Group 2.

LANGUAGE DEVELOPMENT: WRITING

Writing a synopsis

- Explain to the learners that the summary of the plot of a play is called a **synopsis.**
- In groups, the learners discuss the main events of the play that is being read in class.
- Once they are clear on the plot-line, each learner writes a rough draft of the synopsis, in a single paragraph.

ASSESSMENT

- Informally assess learners' responses to the activity on suffixes

Week 1 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Continue using the same one-act play that the learners started reading in the previous Shared Reading lesson.
- Encourage the learners to practise their play extracts in their own time.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading

- Choose a section of the play to read with the learners.
- Make sure the extract you choose contains several of the most important characters in the play.
- Model reading dramatically to the learners.
- Explain to the learners that character is revealed through dialogue.
- After reading the dialogue of two or three characters, stop and discuss the individual characters.
- Also discuss the importance of clarity of speech, characterisation and intonation with the learners.
- Though this is a play-reading instead of a play they themselves have created, they must approach the performance of it in the same way.
- Ask the groups if any of them have experienced particular difficulties with acting out their scene.
- While the rest of the class use what time is left to go through their parts, help these particular learners.

Spelling and grammar/word and sentence level work

Suffixes / extensions

- Remind the learners of the spelling rules explored thus far.
- Write the words “picnic” and “panic” on the board.
- Ask the learners to make present participles and past participle of each word. They may use their dictionaries to check the spelling.

  *picnic + -ing → picnic **k** ing* *picnic + -ed →* picnic **k** ed

  *panic + -ing → panic **k** ing* *panic + -ed →* panic **k** ed
- If a verb ends in a ‘c’ a ‘k’ is added before a suffix starting with a vowel.
- Ask the learners to form the present participles of the following words : “lie”; “die”.

  lie + -ing → l **y** ing

  die + -ing → d **y** ing

  When a verb ends in ‘ie’ and a suffix begins with a vowel (-ing) the ‘ie’ becomes a ‘y’.

- Again ask the learners for other examples of words that follow these rules, and place the rule on the word wall.
- Warn the learners that they will be expected to learn the spelling rules for spelling tests.

Group, guided and independent reading/writing

- The learners can use this time to practise their extract of the one-act play. They must be ready to present in the following week.

Guided reading

- Do guided reading with Group 3.

LANGUAGE DEVELOPMENT: WRITING

Writing a synopsis

- In pairs, the learners edit each other's synopses of the play.
- In addition to grammar and spelling errors, they need to check the accuracy of each other's work. The learners write a final neat copy of their paragraph giving a synopsis of the play.

ASSESSMENT

- There is no formal assessment of writing this week. However, it is necessary to keep a close watch on the groups for the even distribution of responsibility and involvement in the play reading.

ASSESSMENT TASK 1: WEEKS 1 – 5

	MILESTONES	WEEK	TASK
ORAL **LO 1**: AS 1, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4 .	• Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details	1	• Listens to a talk and writes a summary
	• Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect • Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back.	3, 4	• Oral presentations
	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Asks and responds to challenging questions using appropriate language • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations	5	• Listens to and discusses an extract from a story, as well as discussions during shared reading time in weeks 1 - 5
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 6, 7, 8. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc	1 – 5	• Group and guided reading
	• Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Discusses the diversity of social and cultural values in texts	1 – 5	• Shared and guided reading of a play and a biography, and written comprehension tasks
	• Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem	4.5	• Shared reading discussion
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs)	4, 5	• Argumentative essay and dialogue
	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Shifts from one tense to another consistently and appropriately • Uses the passive voice effectively	4	• Argumentative essay

SPELLING AND GRAMMAR **LO 5**: AS 1, 2., 3, 4. **LO 6**: AS 1, 2, 3, 4, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions • Uses prefixes, stems and suffixes/extensions to form words • Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction • Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.	4 2, 3 4	• Argumentative essay • Written tasks • Written task
INVESTIGATION **LO 3**: AS 9, 11. **LO 5**: AS 1, 2, 3.	• Develops an hypothesis and describes preferred results • Uses different sources to research • Processes and evaluates the information • Offers alternative solutions to problems • Draws conclusions and makes recommendations • Writes a short report on the research and findings	3 4 5	• Writes a plan for the Investigation • Writes questions and carries out a survey • Summarises the result in a table • Analyses the results & draws conclusions • Writes a report

FOURTH TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL **LO 1**: AS 1, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details • Asks and responds to challenging questions using appropriate language • Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect • Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back. • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations	Speaking and listening activities • Listens to and discusses an oral presentation. • Works with a partner to prepare a presentation.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 6, 7, 8. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response • Discusses the diversity of social and cultural values in texts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem	Shared reading and writing • Reads a short one-act play. Word and sentence level work • Explores various spelling rules. Group, guided and independent reading and writing • Explores play reading. • Personal dictionaries/vocabulary words/sentences. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs) • Uses the passive voice effectively • Shifts from one tense to another consistently and appropriately	Writing • Writes a plan for an Investigation • Writes questions for a Survey

SPELLING AND GRAMMAR **LO 5**: AS 1, 2., 3, 4. **LO 6**: AS 1, 2, 3, 4, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions • Uses prefixes, stems and suffixes/extensions to form words • Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction • Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Explores spelling rules for writing prefixes and suffixes.
INVESTIGATION **LO 3**: AS 9, 11. **LO 5**: AS 1, 2, 3.	• Develops an hypothesis and describes preferred results • Uses different sources to research • Processes and evaluates the information • Offers alternative solutions to problems • Draws conclusions and makes recommendations • Writes a short report on the research and findings	• Plans an Investigation • Writes questions for a Survey.

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

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details
- Asks and responds to challenging questions using appropriate language
- Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect
- Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back.
- Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations

NOTES TO TEACHER

- Prepare to make a short talk to the learners. This should include the type of errors that learners make when giving their own presentations.

DAILY ACTIVITIES

Speaking activity - making a presentation

- Begin by making a short talk. Include the type of errors your learners have been making in previous presentations.
  - Review the format of your talk.
    - Did it have a clear introduction, body (development) and conclusion?
    - Was the language used appropriate? i.e. Could the learners easily understand it?
    - Was the register appropriate to the topic and the audience?
  - Review the way you presented your talk.
    - Did you speak clearly?
    - Did you vary your tempo, pitch and volume?
    - Was there good eye contact with the listeners?
    - Did you show any distracting mannerisms?
    - Was your posture upright, but relaxed?

Use this discussion to help prepare learners for making their own presentations.

- Remind the learners of the general skills for making an oral presentation.
  - A clear introduction, body (development) and conclusion.
  - Language appropriate to the topic and the audience.
  - Clear delivery.
  - Variation of tempo, pitch and volume.
  - Good eye-contact with the listeners.
  - Good upright, but relaxed posture

- Remind learners of the format of the talk.
  - Like an essay or story it needs a clearly defined introduction.
    - Announce the topic and sum it up in ONE sentence.
  - The main part of the speech should give your listeners more information about your topic.
    - Try to discuss at least three facts about the topic you are dealing with.
    - Do not repeat yourself.
    - Make sure you stay on the topic and don't fill up the time with unnecessary information.
- The conclusion of your talk should be a summing up of what you have said in NO MORE THAN TWO SENTENCES.
- Give the learners the following model to help them in their preparation and give learners a time limit for their presentations.

Notes for an Oral Presentation.

Introduction	
Body	1.
	2.
	3.
Conclusion	

- Once the learners have copied down the model, give them a choice of topic for their oral presentations.
  - *Learners find it incredibly difficult to choose a topic when they are given no guidelines.*
  - *Choose topics within their range of experience, and relative to the community in which they live, e.g. "My favourite Soccer Star", "The Importance of Water", "What I can do to Save the World", etc.*
  - *It is important to give them a range of topics which will extend the more able learner without threatening the less venturesome.*
- Give the learners a short time to plan their presentations in pairs.

ASSESSMENT:

- Informal assessment of learners' participation in the class discussion.

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

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response
- Discusses the diversity of social and cultural values in texts
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs)
- Uses the passive voice effectively
- Shifts from one tense to another consistently and appropriately

Spelling and Grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions
- Uses prefixes, stems and suffixes/extensions to form words
- Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
- Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.

Investigation

- Develops an hypothesis and describes preferred results
- Uses different sources to research
- Processes and evaluates the information
- Offers alternative solutions to problems
- Draws conclusions and makes recommendations
- Writes a short report on the research and findings

NOTES TO TEACHER

- Use the same one-act play the learners read in Week 1.
- Choose an article for group reading on an issue that has relevance to the learners, one which will lend itself to the subject of an investigation.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading - a one-act play

- Choose an extract from the play that focuses on a social issue.

1. **Before reading the play**
   - Orientate the learners.
     - Ask the learners what has happened in the plot of the play just before this extract.
   - Ask the learners to read various characters. By now they should be sufficiently familiar with the characters to read all of them. Rather than calling for volunteers, allocate the parts to various learners.

2. **Read the play**
   - Try not to interrupt the flow of reading.

3. **After reading**
   - Check the learners' understanding of the extract that has just been read.
     - Ask the learners what part this incident plays in the plot of the play.
     - Why is it important?
     - What does it say about the social values expressed in the play?
   - Does the play have a message for the learners?
   - How can the learners apply these values to their own lives?

Spelling and grammar/word and sentence level work
Suffixes / extensions

- Remind the learners of the studies on suffixes they have done.
- Ask learners to list the various functions of a suffix that they can remember.
  Suffixes change the word class (part of speech) of words, e.g. nouns to verbs; nouns to adjectives, adverbs etc.
  They change the tense of verbs, the number of verbs, the form of the verb.
  They form plurals from singular words. etc.
- Write the word "educate" on the board. Ask the learners to form two different nouns from the word.
  They will probably come up with 'educator' and 'education'.
- Ask the learner what the difference is between the two nouns.
  'education' ' is an abstract noun; 'educator' is a common noun, but represents a person or agent.

Group, guided and independent reading/writing

Written task on suffixes / extensions

- Ask the learners to form nouns and noun agents for the following words or other words of your choice. Set them out in the following way.

Verb	Noun	Noun Agent
educate	education	educator
advise		
navigate		
own		
manage		

advise advice advisor
navigate navigation navigator
own ownership owner
manage management manager

- Once they have done the exercise ask the learners to list the noun suffixes they have used.
  Use for Assessment Task 1 for SPELLING AND GRAMMAR

Group reading

- Do group reading with the class. The article should serve as an introduction to the topic of the Investigation. Eg Role models.

ASSESSMENT

Formal: Assessment Task 1

Use the group and guided reading sessions during weeks 1 - 5 to rate the learners against the following READING milestone:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc

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

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

You will have an opportunity to assess learners' use of prefixes later this week and in Week 3.

Week 2 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
• Continue using the same one-act play that the learners started reading in Week 1. • Continue to use the article read by the learners the previous lesson in group reading.. • Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.
DAILY ACTIVITIES

Shared Reading - one-act play

1. **Performing the play in class**
   - Clear a space in the front of the classroom for an acting area.
   - Arrange for half the groups to perform opening extracts of the play-reading in front of the class.

2. **After the two performance**
   - Once the groups of learners have performed their extracts, briefly discuss their interpretation of the extracts.
     - ➢ Ask the 'actors' what feelings they were portraying and why they thought their characters felt like that.
     - ➢ Ask the 'audience' to react to the extract they have just witnessed.
     - ➢ What important ideas are introduced in this extract?
     - ➢ What do we learn about the characters in this extract?

Spelling and grammar/word and sentence level work

Prefixes and suffixes / extensions

- Remind the learners of the spelling rules on suffixes you have covered so far, by referring them to the charts made earlier.
- Write the following words up on the board in the following way.

  dis- + similar
  il- + legal
  un- + necessary
  ir- + regular.
- Ask the learners to write the words out in their proper form.

  dissimilar
  illegal
  unnecessary
  irregular

- Ask the learners what they notice about the spelling of the words.
  When a prefix ends with the same consonant as the first consonant of the stem, that consonant is doubled. It is not dropped.
- Write the following words on the board.
  accidental + -ly
  real + -ly
  open + -ness
- Ask the learners to write the words out in their proper form.
  accidentally
  really
  openness
- Ask the learners what they notice about the spelling of the words.
  When a suffix begins with the same consonant as the end of the stem, that consonant is doubled. It is not dropped.
- Ask the learners to try to find two or three other examples to support each of these rules.
- Write the rules on a chart.

Group, guided and independent reading/writing
Planning the Investigation

- Remind learners of the article they read the previous day.
- Explain to them that this topic will form the basis of the investigation, e.g. 'Role Models'.
- Check the learners' understanding of the article in the usual way.
  - Ask the learners who their role models are.
  - Ask them why they have chosen these role models.
  - Ask them what makes a good role model.

  Encourage discussion and debate.
- Divide the class into groups and ask them to brainstorm the characteristics of a role model..
- Once they have come to a decision, they share their findings with the class.
- Write all the suggestions on the board and together with the class come to some consensus on an hypothesis for a class investigation.

LANGUAGE DEVELOPMENT: WRITING

Writing of a plan for the Investigation

- Remind the learners of the model of an investigation that they copied down in Term 3.
- They will use the hypothesis the class arrived at as their starting point.

Investigation
Hypothesis *(Write out the hypothesis in full) e.g. A role model is famous and wealthy and works for the good of his/her community.*
Research • Interviews: ➢ Peer group ➢ Other learners, etc. • Newspaper articles, etc.
Findings • Interviews: ➢ Write down the facts obtained from the interviews. • Write down facts found in newspaper articles. • Write down any other information discovered, etc.
Conclusions • Sum up the information you have obtained and write a paragraph to support or refute the hypothesis.

- Let the learners work in groups.
  - ➢ They must divide the work that has to be done amongst the group.
  - ➢ They need to brainstorm the questions they will ask to gather their information and make a rough draft of them.
  - ➢ They need to decide whom they will interview.
- Tell the learners that they have until Week 4 to gather the information they need.
- The learners will be rated against the **Investigation** milestones for Assessment Task 1.

ASSESSMENT

Formal: Assessment Task 1

Use the shared reading sessions in weeks 1 - 5, together with written comprehensions to rate the learners against the following READING milestones:

- Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Discusses the diversity of social and cultural values in texts

Week 2 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Continue using the same one-act play that the learners are using for the play reading exercise.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Writing

- Complete the play reading with the class.
- Orientate the learners by asking one or two of the learners to explain to the class how far the play reading has progressed.
- Ask the remainder of the groups to act out the rest of the play in order, passing the costume items between them in order to create a sense of continuity.
- Once the play has been completely presented, ask the learners to respond to what they have seen.
- Ask them what the most obvious difference is in the purpose of a play and the purpose of a short story.

  A play is written to be watched and a short story to be read. It is very important that the learners never lose sight of this fact.

Spelling and grammar/word and sentence level work

Prefixes and suffixes

- Prepare a written exercise for the learners, or use an exercise from a Learner's Book.
- Write a paragraph, or a string of sentences, containing words with prefixes and suffixes which follow the spelling rules that have been taught over the last two weeks.
- Misspell these words, but underline them.
- The learners need to re-write the paragraph spelling the underlined words correctly. (Alternatively you could let them only write the words that are underlined.)
- Remind the learners of the spelling rules explored thus far. The learners must use the spelling rules to guide them in rewriting the incorrectly spelled words correctly.
- Use this task to rate the learners against a **SPELLING AND GRAMMAR** milestone for **Assessment Task 1.**

Group, guided and independent reading/writing

Paired reading

- Learners who have completed their written tasks read in pairs.

LANGUAGE DEVELOPMENT: WRITING
Writing: questions for a Survey • The learners edit the rough draft they made of questions for a survey to gather information for their Investigation task. • Each learner needs a neat copy of the questions, so that each member of the group can gather the necessary information.
ASSESSMENT **Formal: Assessment Task 1** **Use the written task on prefixes and suffixes to rate the learners against the following SPELLING AND GRAMMAR milestone:** • Uses prefixes, stems and suffixes/extensions to form words **You had another opportunity to assess learners' use of suffixes earlier this week. There will be another opportunity in Week 3.**

FOURTH TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	WEEK 3
ORAL **LO 1**: AS 1, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details • Asks and responds to challenging questions using appropriate language • Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect • Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back. • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations	Speaking and listening activities • Makes an oral presentation. • Gives feedback to other learners.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 6, 7, 8. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response • Discusses the diversity of social and cultural values in texts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem	Shared reading and writing • Reads a narrative poem. Word and sentence level work • Explores the formation of verbs with suffixes and prefixes. Group, guided and independent reading and writing • Explores poetic devices. • Personal dictionaries/vocabulary words/sentences. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs) • Uses the passive voice effectively • Shifts from one tense to another consistently and appropriately	Writing • Brainstorms and writes a rough draft of an argumentative essay.

SPELLING AND GRAMMAR **LO 5**: AS 1, 2. 3. 4. **LO 6**: AS 1, 2, 3, 4, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions • Uses prefixes, stems and suffixes/extensions to form words • Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction • Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.	<u>Phonics & Spelling</u> ❖ Learns selected words from shared reading text. <u>Grammar</u> • Uses prefixes, stems and suffixes to form words. • Changes active voice sentences into passive voice sentences.
INVESTIGATION **LO 3**: AS 9, 11. **LO 5**: AS 1, 2, 3.	• Develops an hypothesis and describes preferred results • Uses different sources to research • Processes and evaluates the information • Offers alternative solutions to problems • Draws conclusions and makes recommendations • Writes a short report on the research and findings	• Carries out a survey to investigate an hypothesis.

Week 3 Day 1

ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING

LO/ASs	**LO 1**: AS 1, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details
- Asks and responds to challenging questions using appropriate language
- Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect
- Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back.
- Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations

NOTES TO TEACHER

- Prepare a Peer Assessment Rubric for the class.

DAILY ACTIVITIES

Oral presentations

- Remind the learners of what makes a good speech.
- Explain to the learners that they will be assessing their peers.
- Explain the use of the peer assessment rubric.

Oral Peer Assessment				
Name: Own name				
Names of peers.	Vusi	John	Thandi	Mary
Was there a clear introduction to the topic?				
Did the idea develop logically?				
Was there a good conclusion?				
Was the presentation clear?				
Was there good eye contact?				

Rating

1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement.

- Ask the first of the learners to give his/her talk to the class.
- Once a learner has completed the talk, invite **constructive, positive comment** from one or two learners. Use different learners each time
- Keep the comments short so that you can ask the next learners to give their talks.

Use the oral presentations for Assessment Task 1.

All the learners in the class need an opportunity to deliver an oral presentation by the end of week 4. It becomes monotonous for the class if this is done consecutively. It is therefore a better idea to allow one or two learners to speak to the class before or after lessons possibly in other Learning Areas as well. This can be done with one or two groups while the rest of the class is working on a written task.

ASSESSMENT

Formal: Assessment Task 1

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

- Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect
- Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back.

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

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response
- Discusses the diversity of social and cultural values in texts
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs)
- Uses the passive voice effectively
- Shifts from one tense to another consistently and appropriately

Spelling and Grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions
- Uses prefixes, stems and suffixes/extensions to form words
- Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
- Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.

Investigation

- Develops an hypothesis and describes preferred results
- Uses different sources to research
- Processes and evaluates the information
- Offers alternative solutions to problems
- Draws conclusions and makes recommendations
- Writes a short report on the research and findings

NOTES TO TEACHER

- Choose a narrative poem, to which the learners will relate, to read to the class. Choose a poem that uses a clearly defined stanza form and rhyme scheme. Have sufficient copies available for each learner.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them

Investigation

- During this week learners should be involved in doing a survey to collect information for the Investigation. Although this takes place outside of the Literacy lessons check that learners are managing to complete the task by the end of the week.

DAILY ACTIVITIES

Shared Reading - a narrative poem

1. **Before reading the poem**
   - Orientate the learners to the poem, but do not hand out the copies of the poem.
     - Read the title of the poem, and the name of the poet.
     - Tell the learners a little about the action of the poem.
     - Ask the learners to predict how they think the story (narrative) of the poem will develop.
     - Introduce any new vocabulary and allow the learners to add it to their personal dictionaries.

2. **Read the poem**
   - Read the first one or two stanzas of the poem, without stopping to explain or expand on anything. Ensure that they listen carefully to the rhythm of the poem.
     - Read the poem with flair, giving full dramatic value to the narrative and marking direct speech by a change of tone.
     - Read in poetic metre but beware of a sing-song delivery.
   - Allow the learners to enjoy the sound of the poetry.
   - Hand the copies of the poem out to the learners and complete the reading of it.

3. **After reading**
   - Check the learners' understanding of the poem.
     - Ask one of the learners to recount the story of the poem.
     - Ask what the main idea is.
     - Ask the learners what feelings/atmosphere the poet created.
     - How did he / she do this?
     - Which words did he / she use that caused these feelings?
   - Ask the learners what they remember about figurative language.
     Metaphor, simile, alliteration and onomatopoeia were handled in previous terms.
     ***Metaphor** deals with direct comparison of two objects e.g. He is a tiger on the soccer field.*
     ***Simile** deals with indirect comparison and always contains 'like' or 'as'. e. g. She looks like an angel in that dress.*
     ***Alliteration** refers to the repetition of consonant sounds in consecutive or closely placed words. e. g. The **c**old **k**ing **k**ick**k**ed **C**olin on the shin.*
     ***Onomatopoeia** refers to words that reflect the sound they describe in their pronunciation. e. g. With a **clatter** and a **clang** she dropped the pot lid on the floor.*
     - Ask the learners to look for examples of figurative language in the poem.

Spelling and grammar/word and sentence level work

Prefixes and suffixes

- Write the following two words on the board.
  enlighten, befriend.
- Ask the learners what they notice about the words on the board.
  Both are verbs formed by adding a prefix to the stem.
  ***en-** + lighten; **be-** + friend.*
- Write the following words on the board.
  frighten, glorify, magnetise.
- Ask the learners what they notice about these words.
  All three words are verbs, formed by adding a suffix.
  *fright + **-en**; glor(y)i + **-fy**; magnet + **ise**.*
- Reinforce the fact that verbs may be formed by adding either a prefix or a suffix.
- Ask the learners to copy down the examples and then find two more examples of each, i.e. two more words beginning with each prefix and two more words ending in each suffix. Ten words in all.

Group, guided and independent reading/writing

Written task on verbs with prefixes and suffixes

- From the list of ten verbs, ask the learners to choose five of them and use them in full sentences.
- Use this exercise to rate the learners against a **SPELLING AND GRAMMAR** milestone for **Assessment Task 1.**

Guided reading

- Do guided reading with group 1.

ASSESSMENT

Formal: Assessment Task 1

Use the group and guided reading sessions during weeks 1 - 5 to rate the learners against the following READING milestone:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc

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

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

You had previous opportunities to assess this milestone in Week 2.

Week 3 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
• Continue using the same narrative poem that the learners read in the previous Shared Reading lesson. • Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.
DAILY ACTIVITIES

Shared Reading - a narrative poem

- Reread the poem with the learners.
- Ask the learners what the most obvious purpose of the poem is.
  To tell a story.
- Ask the learners what is different about the way the poem is written compared to the way the short story is written.
  The poem is written in poetic form i.e. it is written in stanzas.
  Each stanza has the same number of lines.
  Each line (generally) starts with a capital letter.
  The poem has a rhyme scheme, i.e. there is a pattern of rhyming words in the poem.
  Not all the lines are complete sentences, etc.
  The important thing is to impress upon the learners the differences between poetry and prose writing.
- Ask the learners to count the number of lines in each stanza.
- Ask the learners to indicate the words that rhyme.
- Divide the learners into groups, and let them take turns reading the poem aloud to each other, a stanza at a time.

Spelling and grammar/word and sentence level work
Active and passive voice

- Write a simple sentence in the **active voice** on the board.
  e. g. George ate a spider.
  Often the use of an absurd statement acts as a memory aid to the learners.
  The humour relaxes the class and enables learning to take place.
- Ask one of the learners to come to the board, to underline the **verb** of the sentence.
  e. g. George <u>ate</u> the spider
  It is important to guide the learners into this way of tackling sentence analysis right from the beginning.
  It is the most effective way of dealing with more complicated analysis at a later stage.

- Ask a different learner to find the **subject** of the sentence and to explain how one does this.
  George (subject) <u>ate</u> the spider.
  *You ask the question "who?" or "what?" **before** the verb*
  NB YOU DO NOT ASK WHO 'DOES' THE VERB.
  In a passive sentence it is generally the noun governed by a preposition that 'does' the verb.
- Ask a learner to mark the **object** of the sentence and to explain how one does this.
  George (subject) <u>ate</u> the spider (object)
  *One asks the question "who?" or "what?" **after** the verb.*
- Rewrite the simple sentence in the **passive voice** on the board.
  e.g. The spider was eaten by George.
- Repeat the same procedure as with the first sentence: underline the verb and find the subject.
  The spider (subject) <u>was eaten</u> by George.
- Ask the learners what they have noticed about the subject and the object.
  The object has become the subject of the new sentence.
- When the **subject** of a sentence has the action done to it **(suffers the action)** it is said to be in the **PASSIVE VOICE** (from the Latin *passivus* capable of suffering).
- Ask the learners what they notice about the verb.
  The verb 'ate' has become a verb phrase 'was eaten' i.e. the auxiliary verb 'was' + the past participle 'eaten'.
- Ask the learners what has happened to the agent of the verb (the one who 'does' the action)
  It is now preceded by the preposition 'by'.
- Do two or three more examples on the board before giving the learners a written task to consolidate the lesson.

Group, guided and independent reading/writing
Written comprehension task

- Prepare a comprehension task on the narrative poem for the learners. Make sure each learner has a clean unmarked copy of the poem.
- Though most of the questions should be aimed at an understanding of the content of the narrative, make sure some of the questions relate to figurative language.
  Use towards Assessment Task 1 for READING.

Guided reading

- Do guided reading with group 2.

LANGUAGE DEVELOPMENT: WRITING

Writing an argumentative essay

- Remind the learners about the discussion on role models (or whichever other topic you may have chosen for the investigation).
- Remind the learners that different points of view were raised in the lesson, before deciding on the hypothesis. Everyone's opinion was valid although one does not have to support a different opinion to that which one believes in.
- Explain to the learners that when one supports or disagrees with a statement in writing, one can do so in the form of an ARGUMENTATIVE ESSAY.
- Ask the learners what they would expect in an argumentative essay. (Remind them of the essay they wrote in Term 3.)
- Explain to them that it is important to understand both sides of an argument, before making a statement.
- Like any other essay, it needs to begin with an introduction in which you state your position, i. e. what you believe in.
- You then support this position with facts/information to prove it in the body of the essay.
- In the conclusion of your essay you sum up your argument.
- It is important to start each paragraph with a topic sentence which introduces the substance of that paragraph (its main idea).
- Tell the learners that you are going to explain the form of an argumentative essay so that they can write down their thoughts in a logical manner.

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

- Tell the learners they may draw on the information from the discussion on role models in week 2.
- The title of this essay can be: **A role model has to be rich and famous.**
- The groups begin brainstorming this essay in groups.

ASSESSMENT

Formal: Assessment Task 1

Use the shared reading sessions in weeks 1 - 5, together with written comprehensions to rate the learners against the following READING milestones:

- Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Discusses the diversity of social and cultural values in texts

Week 3 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
• Choose another narrative poem to read to the learners in the Shared Reading lesson. Choose a simple narrative that is easy to follow, and to which the learners may easily relate. Have sufficient copies for each learner. • Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.
DAILY ACTIVITIES

Shared Reading a narrative poem

1. **Before reading**
   - Orientate the learners to the poem.
     - ➢ Read the title of the poem and the name of the poet.
     - ➢ Ask the learners to predict what they think the poem will be about.
   - Share any new and difficult vocabulary with the learners.
   - Hand out the copies of the poem.

2. **Read the poem**
   - Read the poem dramatically and with rhythm as before.

3. **After reading**
   - Ask the learners what they think the purpose of the poet was.
   - Ask the learners to comment on the substance of the 'story' of the poem.
   - What is the main idea?
   - Ask the learners what differences/similarities they can find in this poem to the poem read earlier in the week.
   - Ask the learners to point out any figures of speech.

4. **Reread the poem**
   - Ask the learners to read the poem through quietly to themselves.
   - Let the learners take turns, each reading a stanza at a time, to re-read the entire poem to the class.

Spelling and grammar/word and sentence level work

Active and passive voice

- Write a simple active sentence on the board.
  e.g. The rat bites the cat on the leg.
- Ask one of the learners to underline the verb, mark the subject and the object of the sentence.
  The rat (subject) bites the cat (object) on the leg.
- Ask another learner to make the object the subject, rewriting the sentence using the passive voice.
  The cat (subject) is being bitten on the leg by the rat.
- Ask the learners what has happened to the verb.
  A single verb has again become a verb phrase consisting of an auxiliary verb (is being) + a past participle.
- Write two or three more sentences on the board, varying the tenses of each.
- Explain to learners that you expect them to write sentences in the passive voice in their argumentative essay.

Group, guided and independent reading/writing

Written task on passive and active voice

- Again consolidate the use of the passive voice with a written exercise, either from a Learner's Book or one that you create.

Guided reading

- Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Writing an argumentative essay

- The learners complete the group brainstorming of the topic for their argumentative essay.
- It is important to impress upon the learners that each one of them is entitled to his/her own opinion. In this exercise they are merely sharing ideas.
- Using the information from the brainstorming session, the learners work in pairs on a rough draft of an argumentative essay.
- They should base their work on the framework provided in the previous lesson.
- This essay will be used to rate the learners against **Writing** and **Spelling and Grammar** milestones for Assessment Task 1.

ASSESSMENT

- Informal assessment of learners' use of the passive voice.

FOURTH TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	WEEK 4
ORAL **LO 1**: AS 1, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details • Asks and responds to challenging questions using appropriate language • Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect • Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back. • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations	Speaking and listening activities • Makes an oral presentation. • Gives feedback to other learners.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 6, 7, 8. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response • Discusses the diversity of social and cultural values in texts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem	Shared reading and writing • Reads an extract from a biography. • Reads a short story. • Continues a dialogue Word and sentence level work • Explores the passive voice. Group, guided and independent reading and writing • Works on the investigation. • Personal dictionaries/vocabulary words/sentences. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs) • Uses the passive voice effectively • Shifts from one tense to another consistently and appropriately	Writing • Edits, refines and publishes an argumentative essay.

SPELLING AND GRAMMAR **LO 5**: AS 1, 2. 3. 4. **LO 6**: AS 1, 2, 3, 4, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions • Uses prefixes, stems and suffixes/extensions to form words • Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction • Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Active and passive voice. • Main and sub-ordinate clauses
INVESTIGATION **LO 3**: AS 9, 11. **LO 5**: AS 1, 2, 3.	• Develops an hypothesis and describes preferred results • Uses different sources to research • Processes and evaluates the information • Offers alternative solutions to problems • Draws conclusions and makes recommendations • Writes a short report on the research and findings	• Carries out a survey to investigate an hypothesis. • Records the results in a table.

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

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details
- Asks and responds to challenging questions using appropriate language
- Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect
- Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back.
- Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations

NOTES TO TEACHER

- Make sure the learners have sufficient Peer Assessment Rubrics for their assessments.

DAILY ACTIVITIES

Oral presentations

- Remind the learners of what makes a good speech.
- Make sure the learners have peer assessment sheets.
- Ask the next learner to give his/her talk to the class.
- Once a learner has completed the talk, invite **constructive, positive comment** from one or two learners. Use different learners each time
- Keep the comments short so that you can ask the next learners to give their talks.

Use the oral presentations for Assessment Task 1.

ASSESSMENT

Formal: Assessment Task 1

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

- Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect
- Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back.

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

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response
- Discusses the diversity of social and cultural values in texts
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs)
- Uses the passive voice effectively
- Shifts from one tense to another consistently and appropriately

Spelling and Grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions
- Uses prefixes, stems and suffixes/extensions to form words
- Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
- Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.

Investigation

- Develops an hypothesis and describes preferred results
- Uses different sources to research
- Processes and evaluates the information
- Offers alternative solutions to problems
- Draws conclusions and makes recommendations
- Writes a short report on the research and findings

NOTES TO TEACHER

- Choose as extract from the biography of one of the people who was mentioned in the discussion about role models, to read to the learners. Choose a sports celebrity or someone from the world of entertainment. Ensure sufficient copies of the extract for the learners to share easily. The emphasis of the lesson is on how a biography is written.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading - an extract from a biography

1. **Before reading**
   - Orientate the learners.
     - Ask the learners what they understand about the term 'biography'.
       *It is the story of someone's life written down by another person. An **autobiography** is when you write your own life story.*
     - Introduce the name of the celebrity.
     - Draw on the learners' prior knowledge of this person.
     - Introduce any new vocabulary and allow the learners to add it to their personal dictionaries.

2. **Read the extract**
   - Read the first two or three paragraphs of the extract yourself, then ask various learners to read a paragraph at a time.

3. **After reading**
   - Check the learner's understanding of the extract.
     - Ask the learners what they think led up to this extract.
     - Ask the learners what they think might follow this extract in the story of the life of this celebrity.
     - Place the extract in context for the learners.
     - Ask the learners what social and cultural clues they can find in this extract. What does it tell us about the way this person lives, and the society in which this person lives?
     - Can they apply any of what they learn from this extract to their own lives?
     - What is different about the way this extract is written compared to the way the poem is written?
       This extract is written in prose (Full sentences and paragraphs, rather than stanzas) and does not make use of poetic elements such as rhythm and rhyme.
     - Does the author make use of words that create atmosphere or describe certain feelings? If so, quote examples.

- This lesson may be used to rate the learners against a **Reading** milestone for **Assessment Task 1.**

Spelling and grammar/word and sentence level work

Active and Passive voice

- Write three or four simple sentences on the board in a mixture of the active and passive voice. Use examples from the shared reading text where possible.
- Ask the learners to identify which sentences are in the active voice and which are in the passive voice.
- Make sure the learners give reasons for their answers.
  It is an active voice sentence because the subject actually performs the action of the verb.
  It is a passive voice sentence because the subject suffers the action.
- Write two or three sentences in the active voice, which include adjectival or adverbial phrases, on the board, e.g.
  The man with the blue jacket caught the ball.
  The new principal bought the old house in Market Street.
  The sun scorched the dry earth very badly.
- Ask the learners to change the sentences from the active to the passive voice.
  The ball was caught by the man with the blue jacket.
  The old house in Market Street was bought by the new principal.
  The dry earth was scorched very badly by the sun.
- Ask the learners what they notice about the placing of the phrases in these sentences.
  In the passive voice, the descriptive phrase is placed next to the word it describes.

Group, guided and independent reading/writing

Writing a journal entry

- Ask the learners to write a biographical paragraph about themselves in their journals, as though it were part of a biography, not an autobiography.
  NB. They must note that the paragraph must be written in the third person!

Guided reading

- Do guided reading with group 1.

ASSESSMENT

Formal: Assessment Task 1

Use this shared reading discussion and the one on Day 1 of next week to rate the learners against the following READING milestone:

- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem

Use the group and guided reading sessions during weeks 1 - 5 to rate the learners against the following READING milestone:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc

Week 4 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Continue using the same biography that the learners read in the previous Shared Reading lesson. Choose a different extract from the text. Make sure you have sufficient copies of the extract for the learners to share easily.

DAILY ACTIVITIES

Shared Reading - an extract from a biography

1. **Before reading**
   - Orientate the learners to the extract you are about to read.
     - Place the extract in context.
     - Ask the learners what they think will happen next.

2. **Read the extract**

3. **After reading the extract**
   - Check the learners' understanding of the extract.
     - What is the plot (main idea) of this extract?
     - What do we learn about the main character in this extract?
     - Is there an underlying message in this extract?
     - What cultural or social clues do we get about the celebrities environment/life in this extract?
     - Can we relate any of them to our own lives?
     - If so in which way?
- Ask the learners how this extract would change if it were written as an autobiography instead of a biography? Divide the learners into groups and ask them to discuss these changes.

Spelling and grammar/word and sentence level work

Writing main and sub-ordinate clauses

- Write a simple sentence on the board, e.g.

  The dog bit the man.
- Ask one of the learners to underline the verb.

  The dog <u>bit</u> the men.
- Ask one of the other learners to account for 'the dog' (i.e. what function 'the dog' has in the sentence), and to give a reason for his/her conclusion.

  It is the subject of the verb 'bit'.

  You find it by asking the question 'who' or 'what' before the verb.

- Do the same for 'the man'.
  It is the object of the verb 'bit'.
  You find it by asking the question 'who' or 'what' after the verb.
- Enlarge on the sentence by adding two descriptive sentences to the board, e.g.
  The dog was very old. The dog bit the man. The man lived in the green house.
- Ask one of the learners to combine the sentences into one sentence using the words 'which' and 'who'.
  *The dog, **which** was very old**,** bit the man **who** lived in the green house.*
- Ask one of the learners to underline the verbs in the sentence.
  The dog, which <u>was</u> very old, <u>bit</u> the man who <u>lived</u> in the green house.
- Ask the learners what we call a sentence that contains more than one verb.
  A complex sentence.
- What do we call the most important part of the sentence?
  The main clause - "the dog bit the man.'
- What do we call the other clauses?
  Sub-ordinate clauses.
- What do the learners notice about the punctuation of this sentence?
  Commas separate the sub-ordinate clauses from the main clause.

Group, guided and independent reading/writing
Written task on main and sub-ordinate clauses

- Create an exercise in which the learners have to underline the verbs in five or six complex sentences and identify the main clause and comma separating the clauses.
- Use this exercise to rate the learners against **Spelling and Grammar** milestones for Assessment Task 1.

Guided reading

- Do guided reading with group 2.

LANGUAGE DEVELOPMENT: WRITING

Writing an argumentative essay

- The learners check each other's first draft of the argumentative essay for spelling, grammar and punctuation errors.
- They need to check too, that their partner has used:
  - topic sentences to introduce each paragraph.
  - sentences using the passive voice.
  - the correct tenses.
- Once their work is edited, the learners need to refine their essays, in preparation for their publishing in the next writing lesson.

ASSESSMENT

Formal: Assessment Task 1

Use the shared reading sessions in weeks 1 - 5, together with written comprehensions to rate the learners against the following READING milestones:

- Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Discusses the diversity of social and cultural values in texts

Use the written grammar task to rate the learners against the following SPELLING AND GRAMMAR milestones:

- Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
- Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.

Week 4 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare on chart paper the beginning of a dialogue on a situation familiar to learners.

DAILY ACTIVITIES

Shared Reading and Writing: a dialogue

1. **Reading the dialogue**.
   - Write the first 6 – 8 lines of a dialogue on chart paper.
   - Read the dialogue with the learners.
   - Discuss the situation in the dialogue.
   - Ask them to predict what they think will happen next.
   - Recap the way in which a dialogue is written.

2. **Shared writing of the dialogue**

- Using shared writing, continue the dialogue for another 6 – 8 lines. Record the dialogue on chart paper for use in Week 5.
- Use the opportunity to talk about the differences between formal and informal language and the different way of speaking of different characters.

Group, guided and independent reading/writing

Processing and evaluating the information from the Survey

- Divide the learners into their Investigation groups.
- Ask the groups to begin organising their findings to their investigations.
- They need to get together and pool all the answers to their survey.
- They need to make a summary of the information they have gathered this lesson. Give learners a format for this summary eg a table.

Guided reading

- Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Writing an argumentative essay

- The learners refine their essays, before writing a final, correct version.
- Give learners the opportunity to swap and reflect on their essays with a friend.
  This is an important part of refining one's writing ability. Praise as well as constructive feedback helps a learner to take pride in his / her work and also recognise ways in which he / she could do better next time.
  Use for Assessment Task 1 for WRITING.

ASSESSMENT

Formal: Assessment Task 1

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

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs)
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Shifts from one tense to another consistently and appropriately
- Uses the passive voice effectively
- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions
- Reflects on and evaluates own and others' writing

FOURTH TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	WEEK 5
ORAL **LO 1**: AS 1, 3, 6, 7. **LO 2**: AS 1, 2, 3, 4.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details • Asks and responds to challenging questions using appropriate language • Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect • Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back. • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations	Speaking and listening activities • Listens to and discusses an extract of a story.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 6, 7, 8. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4, 6.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response • Discusses the diversity of social and cultural values in texts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem	Shared reading and writing • Reads extracts from an autobiography. Group, guided and independent reading and writing • Personal dictionaries/vocabulary words/sentences. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs) • Uses the passive voice effectively • Shifts from one tense to another consistently and appropriately	Writing • Edits, refines and publishes a report on an investigation.

SPELLING AND GRAMMAR **LO 5**: AS 1, 2. 3, 4. **LO 6**: AS 1, 2, 3, 4, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions • Uses prefixes, stems and suffixes/extensions to form words • Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction • Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Writes sentences with main and sub-ordinate clauses.
INVESTIGATION **LO 3**: AS 9, 11. **LO 5**: AS 1, 2, 3.	• Develops an hypothesis and describes preferred results • Uses different sources to research • Processes and evaluates the information • Offers alternative solutions to problems • Draws conclusions and makes recommendations • Writes a short report on the research and findings	• Draws conclusions / makes recommendations • Writes a report on the investigation

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

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details
- Asks and responds to challenging questions using appropriate language
- Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect
- Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back.
- Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations

NOTES TO TEACHER

- Use an extract from the biography learners were reading from during the previous week. It should focus on a particular event in his / her life.

DAILY ACTIVITIES

Listening to and discussing an extract from a biography

- Read a new section of the biography you used the previous week. This is a listening exercise – not a reading one, so learners will not have the text in front of them. This means that you can be selective in what you read. According to the needs of your learners and your intentions for the lesson you could:
  - Omit certain words, sentences or paragraphs; it is often easier to understand language in a written text than in a spoken one and if the text is too complex learners will not be able to follow it aurally. You may wish, for example, to miss out some vocabulary that learners would not be familiar with.
  - Change some vocabulary or summarise a paragraph in one or two sentences. (But you would need to know the text in order to be able to do that!)
- Let learners discuss in groups the extract they have heard. Ask questions that focus on:
  - The main happening in the extract.
  - How it fits into the story ie What effect did it have on the life of the biographer?
  - What we can learn about the character of the biographer from this event.

Use the class and group discussions for Assessment Task 1.

ASSESSMENT

Formal: Assessment Task 1

Use the listening activity and the class and group discussions to rate learners against the following ORAL milestones:

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Asks and responds to challenging questions using appropriate language
- Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations

You could also use the discussions during shared reading for this assessment.

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

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response
- Discusses the diversity of social and cultural values in texts
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs)
- Uses the passive voice effectively
- Shifts from one tense to another consistently and appropriately

Spelling and Grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions
- Uses prefixes, stems and suffixes/extensions to form words
- Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
- Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.

Investigation

- Develops an hypothesis and describes preferred results
- Uses different sources to research
- Processes and evaluates the information
- Offers alternative solutions to problems
- Draws conclusions and makes recommendations
- Writes a short report on the research and findings

NOTES TO TEACHER

- Choose as extract from an autobiography to read to the learners. Choose someone related to the theme of the Investigation. Ensure you have sufficient copies of the extract for the learners to share easily.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading - an extract from an autobiography

1. **Before reading**
   - Orientate the learners.
     - Ask the learners what they think is the difference between an autobiography and a diary.
       An autobiography is the story of your life written for someone else to read; a diary is a very personal document that records your inner thoughts and your daily happenings.
     - Introduce the name of the writer.
     - Draw on the learners' prior knowledge, if any, of this person.
     - Introduce any new vocabulary and allow the learners to add it to their personal dictionaries.

2. **Read the extract**
   - Read the first two or three paragraphs of the extract yourself, then ask various learners to read a paragraph at a time.

3. **After reading**
   - Check the learner's understanding of the extract.
     - Ask the learners what they think the writer was feeling when he wrote this extract.
     - What clues does the extract give them about his/her feelings?
     - Place the extract in context for the learners.
     - Ask the learners what social and cultural clues they can find in this extract. What does it tell us about the way this person lives, and the society in which this person lives?
     - Can they apply any of what they learn from this extract to their own lives?
     - What is different about the way this extract is written compared to the way the poem is written?
       This extract is written in prose (full sentences and paragraphs, rather than stanzas) and does not make use of poetic elements such as rhythm and rhyme.
     - Does the author make use of words that create atmosphere or describe certain feelings? If so, quote examples.
- This lesson may be used to rate the learners against a **Reading** milestone for **Assessment Task 1.**

Analysing the information from the survey and drawing conclusions

- Divide the learners into their groups for the investigation.
- The learners use the summary of their findings to analyse the results and draw conclusions either to support or refute the hypothesis.
- The learners must make notes from these discussions so that they can use the points in their reports.

Group, guided and independent reading/writing

Writing a dialogue

- Read the previous week's shared writing of a dialogue.
- Learners continue and complete this dialogue individually. **Use for Assessment Task 1 for WRITING.**

Guided reading

- Do guided reading with group 1.

ASSESSMENT

Formal: Assessment Task 1

Use this shared reading discussion and the one on Day 1 of the previous week to rate the learners against the following READING milestone:

- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem

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

- Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs)

Week 5 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Continue using the same autobiography that the learners read in the previous Shared Reading lesson. Choose a different extract from the text. Make sure you have sufficient copies of the extract for the learners to share easily. Once more the emphasis of the lesson is on the autobiographical form.

DAILY ACTIVITIES

Shared Reading - an extract from an autobiography

1. **Before reading**
   - Ask one of the learners to remind the class about the extract that has already been read from this autobiography.
   - Orientate the learners to the extract you are about to read.
     - Place the extract in context.
     - Ask the learners to consider what they have already discovered about the writer and to predict what they think will happen next.
- Share any new and difficult vocabulary with the learners which they then copy into their personal dictionaries.

2. **Read the extract**
   - Let learners read the extract out loud to the class.

3. **After reading the extract**
   - Check the learners' understanding of the extract.
     - What is the main idea of this extract?
     - What more do we learn about the writer in this extract?
     - Is there an underlying message in this extract?
     - What cultural or social clues do we get about the writer's life in this extract?
     - Can we relate any of them to our own lives?
     - If so in which way?
     - What cultural differences are there between the writer's life and ours?

Spelling and grammar/word and sentence level work

Prefixes and suffixes

- Remind the learners of the work done on prefixes and suffixes so far in Grade 6.
- Write a word on the board containing both a prefix and a suffix, e.g. circumnavigation.
- Ask one of the learners to underline the prefix and to give its meaning. (Learners may use their dictionaries.)

  Circum (around) navigation.

- Ask another learner to come up and underline the suffix, and say what it does to the word.
  Circumnaviga-tion (forms a noun).
- Write another word using both prefixes and suffixes on the board, e.g. unnecessarily.
- Repeat the process of the learners marking and explaining the affixes.
  un -(not) necessari-ly(forms an adverb).

Group, guided and independent reading/writing
Written task on prefixes and suffixes

- Make a list of prefixes; a list of suffixes; a list of stem words: eight to ten of each. E.g.
  Prefixes: mis-, tele-, un-, re-, photo-, dis-, ab-, inter-, semi-
  Stem words: nation, understand, phon(e), place, graph, conscious, realist, cover, normal.
  Suffixes: -ically, -ing, -ic, -y, -able, -ic, -ness, -al, -ity.
  These can be used in words such as:
  - *mis-understand-ing*
  - *tele-phon-ically (or telephonic)*
  - *un- realist-ic*
  - *photo-graph-ic (or photographically)*
  - *dis-cover-y*
  - *ab-normal-ity*
  - *inter-nation-al*
  - *semi-conscious-ness*
  - *re-place-able*
- Ask the learners in their groups to match the prefixes and suffixes to form new words, each containing both a prefix and a suffix. See which group finishes first.
  This type of task serves several purposes. Not only do learners better understand prefixes, suffixes and stem words, it helps them with spelling and decoding words and enriches their vocabulary. In addition it also enables you to revise the different parts of speech.

Guided reading

- Do guided reading with group 2.

LANGUAGE DEVELOPMENT: WRITING

Writing a report of the Investigation

- The learners use the findings and conclusions that they brainstormed in the previous lesson to write a draft report on their investigation.
- They should use the form of the report given at the beginning of the investigation.
- By the end of this lesson all the learners should have a rough draft of their report.

ASSESSMENT

Formal: Assessment Task 1

Use the shared reading sessions in weeks 1 - 5, together with written comprehensions to rate the learners against the following READING milestones:

- Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Discusses the diversity of social and cultural values in texts

Use the group and guided reading sessions during weeks 1 - 5 to rate the learners against the following READING milestone:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc

Week 5 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Continue using the same autobiography that the learners read in the previous Shared Reading lesson. Choose an extract from the last chapter of the autobiography. Make sure you have sufficient copies of the extract for the learners to share easily.

DAILY ACTIVITIES

Shared Reading an extract from an autobiography

1. **Before reading**
   - Ask one of the learners to remind the class about the extracts that have already been read from this autobiography.
   - Orientate the learners to the extract you are about to read.
     - Place the extract in context. eg Tell the learners it comes from the final chapter.
     - Ask the learners to consider what they have already discovered about the writer and to predict what they think will happen next.
- Share any new and difficult vocabulary with the learners which they then copy into their personal dictionaries.

2. **Read the extract**
- Let the learners take turns to read the extract out loud to the class.

3. **After reading**
   - Check the learners' understanding of this extract.
     - What is the main idea of this extract?
     - Do we learn any more about the writer?
     - If so, what? If not, why not?
     - Predict what could happen after this incident in the writer's life.
- Read the final paragraph of the autobiography to the class.
- Divide the learners into their groups.
- Ask them to share with one another, what they would like to be written in the last paragraph of their own autobiography.

Group, guided and independent reading/writing

Journal writing

- Using the discussion in the Shared Reading lesson, the learners write the final paragraph of their own autobiography in their journals.

Guided reading

- Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Writing a report of the Investigation

- The learners check each other's first draft of the report.
  - ➢ Check for grammar and spelling errors.
- NB. Check that the group has drawn LOGICAL conclusions from their findings, and that they have followed the form of the report.
- Once the report is edited, the learners need to refine it, before writing a final, neat version.
- This report is used to rate the learners against an **Investigation** milestone for **Assessment Task 1.**

ASSESSMENT

Formal: Assessment Task 1

Use your observations of learners during the past three weeks together with their report on the Investigation to rate them against the following INVESTIGATION milestones:

- Develops an hypothesis and describes preferred results
- Uses different sources to research
- Processes and evaluates the information
- Offers alternative solutions to problems
- Draws conclusions and makes recommendations
- Writes a short report on the research and findings

FOURTH TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	WEEK 6
ORAL **LO 1**: AS 1, 3, 5, 7. **LO 2**: AS 1, 2, 3, 4, 5.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details • Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations • Listens critically to debates and manipulates language to argue and persuade others • Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations	Speaking and listening activities • Introduces a debate.
READING **LO 2**: AS 1, 2, 4. **LO 3**: AS 1, 3, 4, 6, 7, 8, 9, 10. **LO 5**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice • Understands and uses information in a range of information texts and summarises main and supporting ideas • Follows fairly complex instructions and directions • Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer	Shared reading and writing • Reads various advertisements. Word and sentence level work • Explores the noun. Group, guided and independent reading and writing • Explores language of advertising. • Personal dictionaries/vocabulary words/sentences. Reading for enjoyment

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register • Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article • Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article • Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics	<u>Writing</u> • Journal entry: descriptive paragraph • Drafts, edits, refines and publishes an advertisement.
SPELLING AND GRAMMAR **LO 5**: AS 1, 2. 3. 4 **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions • Identifies parts of speech (nouns, pronouns, articles and modals) • Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction • Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Works with nouns.

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

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details
- Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems
- Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations
- Listens critically to debates and manipulates language to argue and persuade others
- Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations

NOTES TO TEACHER

- Familiarise yourself with the standard format for running a debate in order to simplify it to introduce your learners to its principles.

DAILY ACTIVITIES

Introducing a debate

- Remind learners of the discussions on role models when people had very different opinions on the topic. Impress upon them that it is quite acceptable to have differing points of view.
- Ask the learners what they understand by the term 'debate'.
  A formal discussion of two sides of a question.
- Ask the learners where they think you would find debates occurring on a regular basis.
  Parliament.
- Ask the learners what they think the purpose of a debate might be.
  'An opportunity for opposing sides to put forward an argument which either supports or rejects a proposal, in order to allow for discussion and a vote either to adopt or reject the proposal.'
- Share the following terms with the learners:
  debate, argument, proposal, hypothesis, motion
  support, reject, adopt, carry, defeat, vote, abstain.
  chairperson, proposer, seconder, opposer, the floor.
- Ask the learners to look up the terms as they apply to debates in a dictionary and to write them together with their meanings into their personal dictionaries.
- Walk the class through the procedure for a formal debate.
  - A chairperson is appointed who does not take sides. The chair merely controls the proceedings.

- Two speakers represent opposite points of view.
- The first speaker is called to put forward the motion (proposal) to be discussed.
- Then the opposer has a chance to answer the proposal by giving his / her point of view.
- After this the chairperson calls on speakers from either side to put forward their arguments either to support or oppose the proposal.
- At the end of these prepared speeches, the matter is thrown 'open to the floor'. In other words, any member of the audience can put up their hand to ask any speaker a question, or to make a comment.
- Through all of the above, it is the chairperson who controls the proceedings.
- When the chairperson decides the matter has been sufficiently discussed, he calls on a new speaker from the proposal team to sum up all that has been said in support of the motion, followed by a new speaker from the other side to sum up what has been said against it.
- This done, the chairperson reads out the motion again, and everyone votes, either for it or against it. If you choose not to vote, it is called abstention.

• Brainstorm possible topics with the learners for a few minutes, then divide the class into groups and ask them to brainstorm ideas.
• Share all the ideas and choose a topic for week 7.
• Choose the speakers for and against the motion.
• The speakers need to prepare brief speeches to start the debate next week.

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice
- Understands and uses information in a range of information texts and summarises main and supporting ideas
- Follows fairly complex instructions and directions
- Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register
- Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article
- Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article
- Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics.

Spelling and Grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions
- Identifies parts of speech (nouns, pronouns, articles and modals)
- Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
- Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.

NOTES TO TEACHER

- Collect a series of printed advertisements from various publications, using bright colours and the bigger the better. Ask the learners to help collect advertisements, so that you have a whole lot of them to draw on in future lessons. Include advertisements with which the learners will be familiar. Mount the advertisements on a board or on chart paper so that they may be easily seen by the class.

DAILY ACTIVITIES

Shared Reading - printed advertisements

1. **Before reading the advertisements.**
   - Before showing any of the advertisements to the class, ask the learners about their favourite advertisements.
   - Ask them what it is about the advertisements that appeals to them.

- Guide the learners towards noticing elements like colour, layout, catchy slogans, illustrations.
- Introduce the class to any new vocabulary, e.g. layout; target group; etc.

2. **Read the advertisements**
   - Place the board with the advertisements where all the learners may easily read them.
   - Read through the advertisements one by one.

3. **After reading**
   - Analyse each advertisement with the learners.
     - Ask the learners which advertisement catches their eye.
     - Ask what it is about the advertisement that makes them notice it.
     - Is it the predominant colour?
     - Is it the illustration?
     - Is it the wording?
     - Is it because they like the product?
     - What is the main idea of the advertisement?
     - What feelings does the advertisement appeal to?
     - How does it do this? With words or a picture?
   - Once you have gone through two or three of the advertisements with the learners, divide the class into groups and hand each group two or three advertisements.
     - Ask each group to look specifically for examples of stereotyping in the advertisements, e.g. the handsome rugby player, the beautiful girl with long hair and long fingernails, the wonderful mother with the perfect home and children etc.
     - Once they have found them, ask each group to decide why the advertisers have chosen to use these figures in the advert.
     - Finally ask the groups to create **their own** slogans for the products or services that have been advertised.
   - You may use this lesson towards **Assessment Task 2** for **Reading**.

Spelling and grammar/word and sentence level work
Revision: nouns

- Choose one of the advertisements you have read with the learners.
- Ask one of the learners to point out the nouns in the advertisement. As he/she does so, write them on the board.
- Ask the learner how one identifies a noun, what questions one has to ask to get the answer 'a noun'.

  *If one asks the question '**who?**' or '**what?**' the answer will be a noun (or a pronoun.). If it is not a pronoun, the answer will be a noun.*

- Ask another learner to identify the classes of noun on the board.
  common, proper, collective and abstract.
- Write up 'book' and 'books' on the board.
- Ask the learners the difference between the two words.
  'Book' is singular, 'books' is plural.
- Nouns have number: they are either singular or plural.
- Ask the learner how the plural has been formed.
  By the addition of a suffix '-s'.
- Ask the learners what happens to the verb when you have a plural noun.
  *The plural noun takes a plural verb e.g. Books **are** my favourite things. Flowers bloom in the sun.*
  *A singular noun takes a singular verb, e.g. A book **is** a good birthday present. A rose bloom**s** in spring.*
- Some nouns cannot be counted e.g. advice, rugby, history. Ask the learners what class these nouns generally belong to.
  Abstract.
- Other nouns in this class look like plural nouns but are also in actual fact singular, e.g. news, mumps, physics.

Group, guided and independent reading/writing
Written task on nouns

- Create an exercise for the learners, or use one from a Learner's Book, to check the learners understanding of the above principles.
- Use this exercise to rate the learners against a **Spelling and Grammar** milestone for **Assessment Task 2**.

Guided reading

- Do guided reading with group 1.

ASSESSMENT
Formal: Assessment Task 2
Use the exercise on nouns to rate the learners against the following SPELLING and GRAMMAR milestone:

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

Week 6 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Continue using the same 'advertising board' that you used in the previous Shared Reading lesson.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Reading - advertisements

- Revisit the advertisements with the learners.
- Ask the learners what the most obvious purpose of advertising is.
  To sell a product or a service.
  To provide information about a product or service.
- Ask the learners which of the advertisements they consider the most effective, and why.
- Divide the learners into groups, hand each group three advertisements and ask them to discuss the following questions.
  - Why do you think the advertiser has chosen the particular illustration for his/her specific advertisement?
  - What information has he/she chosen to include in the advertisement?
  - What information has he/she chosen to leave out of the advertisement?
  - Why do you think he/she has done this?
  - Who is the target market for each of the advertisements your group has been given?
  - Which stereotypes would most appeal to this group of people?
- Once the groups have answered these questions, allow them to present feedback to the class.
- You may use this lesson towards **Assessment Task 2** for **Reading**.

Spelling and grammar/word and sentence level work
Abstract nouns

- Ask the learners to create a definition of an **abstract noun.**
  An abstract noun cannot be physically seen, touched or measured, e.g.
  sight, fear, history, etc.
- Remind the learners of the lessons on suffixes earlier in the term.
- Ask the learners to create abstract nouns out of the following words using suffixes and to mark the suffixes:

imagine	possible
discover	describe
thick	citizen, etc

*imagin**ation**, possibil**ity**, discover**y**, descript**tion**, thick**ness**, citizen**ship**, etc.*

Group, guided and independent reading/writing

Written task on abstract nouns

- Write the ten different abstract words on the board, scrambling the letters.
- Ask the learners to unscramble them.

  e. g. teabuy = beauty *ahtrde = hatred, etc.*

Guided reading

- Do guided reading with group 2.

LANGUAGE DEVELOPMENT: WRITING

Writing an advertisement

- Using the advertisements the learners have studied thus far for ideas, the learners brainstorm **their own** advertisement, advertising **their own imaginary** product.
- The learners work in pairs to draw up a rough draft for their advertisement.
- Remind them that they will be rated on their use of colour, illustration (which may be cut out and glued or drawn) and good layout.

ASSESSMENT

Formal: Assessment Task 2

Use the group and guided reading sessions during weeks 6 and 8 to rate the learners against the following READING milestone:

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc

Week 6 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
• Use the same board of advertisements in the previous Shared Reading lesson. Make sure your collection includes advertisements that appeal to various human weaknesses, such as greed, vanity, etc. and that they include advertisements lending themselves to a discussion of prejudice and bias.
DAILY ACTIVITIES

Shared Reading - advertisements

1. **Before reading**
   - Orientate the learners to the focus for the lesson.
   - Ask them to which human desires and emotions advertisements appeal.

2. **Read the advertisements**

3. **After reading**
   - Ask the learners what they think the advertiser was appealing to in the various advertisements.
   - Ask the learners to pick out any stereotypes they notice.
   - Ask the learners why they think advertisers use stereotypes.

     The characters are easily recognisable.

     They appeal to specific emotions in people, so allow the advertiser to manipulate the viewer/reader.

     Many of them represent what the reader would like to be.
   - Divide the learners into groups and hand each group three different advertisements to the ones they used in previous lessons.
   - Ask the learners to discuss the above questions and then to give feedback to the class.
   - You may use this lesson towards **Assessment Task 2** for **Reading**

Spelling and grammar/word and sentence level work

Revision of the apostrophe showing possession

- Write a sentence like the following on the board.
  The coat of the boy was stolen.
- Ask one of the learners to rewrite the sentence in a better style.
  The boy's coat was stolen.
- Ask the learner what he/she has done to improve the sentence.
  *He/she has indicated possession by adding "**'s**" to the noun.*

- Ask the learner the difference is between "the **boy's** game" and "the **boys'** game".
  If the apostrophe is written before the "s" it indicates boy singular. If the apostrophe comes after the "s" it indicates plural.
- Ask a learner where the apostrophe is written in "the childrens book"?
  *children**'s***
- Ask one of the learners to write 'James book' on the board.
  James'
- Ask the learners to formulate a rule for using the apostrophe to show possession.
  *If a word ends in **s**, the apostrophe is written **after** the **s,** if a word does **not** end in **s**, the apostrophe is written **before** the **s.** This rule holds true for both singular and plural words.*
- The learners write the rule into their personal diaries.

Group, guided and independent reading/writing

Journal entry

- Learners write a paragraph describing an article that they would very much like to buy. Their paragraph can describe the article, explain why they want it so badly and say where they can buy it.

Guided reading

- Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Writing of an advertisement

- The learners work in fours to edit and refine their own advertisements.
- They publish their advertisements using colour, illustration and good layout.

ASSESSMENT

Formal: Assessment Task 2

Use the discussion in the Shared Reading sessions during weeks 6 - 8 to rate the learners against the following READING milestones:

- Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer
- Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice

Assessment Task 2: Weeks 6 - 9

	MILESTONES	WEEK	TASK
ORAL **LO 1**: AS 1, 3, 5, 7. **LO 2**: AS 1, 2, 3, 4, 5.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems	8	• Listening comprehension on a narrative poem
	• Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations	9	• Listens to and discusses a talk
	• Listens critically to debates and manipulates language to argue and persuade others	7	• Participates in a debate
	• Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations	7	• Use your observations of learners' daily conversations
READING **LO 2**: AS 1, 2, 4 **LO 3**: AS 1, 2, 3, 4, 6, 7, 8, 9, 10. **LO 5**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc	6, 8	• Group and guided reading
	• Understands and uses information in a range of information texts and summarises main and supporting ideas • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc	9	• Shared reading of an information text and a written comprehension
	• Follows fairly complex instructions and directions	7	• Shared reading of instructions
	• Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer • Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice	6 – 8	• Shared viewing of newspaper and television adverts and a television drama

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register	9	• A story
	• Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article	7	• Set of instructions
	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics	8	• A story
	• Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article	9	• A newspaper article
SPELLING AND GRAMMAR **LO 5**: AS 1, 2. 3. 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions	7	• Set of instructions
	• Identifies parts of speech (nouns, pronouns, articles and modals)	6, 7	• Written tasks
	• Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction • Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.	8	• Written task

FOURTH TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	WEEK 7
ORAL **LO 1**: AS 1, 3, 5, 7. **LO 2**: AS 1, 2, 3, 4, 5.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details • Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations • Listens critically to debates and manipulates language to argue and persuade others • Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations	Speaking and listening activities • Takes part in a debate.
READING **LO 2**: AS 1, 2, 4 **LO 3**: AS 1, 2, 3, 4, 6, 7, 8, 9, 10. **LO 5**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice • Understands and uses information in a range of information texts and summarises main and supporting ideas • Follows fairly complex instructions and directions • Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer	Shared viewing and writing • Views various television advertisements. Word and sentence level work • Uses modals. Group, guided and independent reading and writing • Reads sets of instructions. • Personal dictionaries/vocabulary words/sentences. Reading for enjoyment

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register • Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article • Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article • Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics	<u>Writing</u> • Drafts, edits and publishes a set of instructions.
SPELLING AND GRAMMAR **LO 5**: AS 1, 2. 3. 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions • Identifies parts of speech (nouns, pronouns, articles and modals) • Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction • Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Works with modals.

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

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details
- Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems
- Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations
- Listens critically to debates and manipulates language to argue and persuade others
- Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations

NOTES TO TEACHER

- Conduct a class debate following an amended debating procedure, using the topic, chairperson and debaters chosen in week 6. Because you need to assess all your learners organise the debate in a way that allows every learner to speak at least once.

DAILY ACTIVITIES

Speaking and Listening - a class debate

- Remind the class of the procedure for a debate.
- Take the role of chairperson as you need to manage the debate so that every learner has a chance to speak.
- The chairperson calls the first speaker to announce the motion (the proposal) to be discussed.
- Then the opposer is called to answer the proposal, or to give a counter-proposal.
- The chairperson then calls for the prepared speakers both for and against the proposal to speak briefly.
- Once these speeches have been delivered, the chairperson declares the matter open to the floor.
- It is important to remind the learners that all questions have to go through the chairperson to the speaker, so that order is kept.
- The chairperson must keep a strict control of the debate so that every learner has a chance to speak. (You could arrange it that every learner has a blue piece of card. He/She raises it when he/she wants to speak. He/she then gives the chairperson his/her card.)
- Once all the learners have had a chance to speak once the chairperson could give the opportunity to learners who wish to speak a second time.
- Once the chairperson has decided that the matter has been fully discussed, he/she calls on the first two speakers again to briefly summarise the arguments for and against the proposal.
- That done, the class votes for or against the proposal.
- The chairperson counts the votes and the proposal is either accepted (adopted) or rejected.
- Once the proceedings have been completed, give the class a chance to discuss what has taken place.
- Use this lesson to rate the learners against an **Oral** milestone for **Assessment Task 2.**

ASSESSMENT

Formal: Assessment Task 2

Use the debate to rate the learners against the following ORAL milestone:

- Listens critically to debates and manipulates language to argue and persuade others

Use your observations of learners' daily communication to rate them against the following ORAL milestone:

- Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice
- Understands and uses information in a range of information texts and summarises main and supporting ideas
- Follows fairly complex instructions and directions
- Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register
- Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article
- Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article
- Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics.

Spelling and Grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions
- Identifies parts of speech (nouns, pronouns, articles and modals)
- Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
- Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.

NOTES TO TEACHER

- Record several television (or radio) advertisements. Make sure you have a variety covering several different styles of advertisement. Record advertisements with which the learners will be familiar.
- Collect two or three sets of short instructions, e.g. how to use an appliance, how to play a sport, how to play a board game. Ensure that you have enough copies of each for all the groups in your class. Use for group reading.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared Viewing (Listening) - television (or radio) advertisements

1. **Before viewing (listening to) the advertisements**
   - Before viewing any of the advertisements, ask the learners about their favourite television advertisements.
   - Ask them why that advertisement appeals to them.
   - Guide the learners towards noticing which elements are the same in printed advertisements and television advertisements, and which are different.

2. **View / listen to the advertisements**
3. **After viewing / listening to the advertisements**
   - Analyse each advertisement with the learners.
     - Ask the learners which advertisement appeals to them.
     - Ask why it appeals to them.
     - Is the advertisement animated or acted?
     - Does it use a famous person to advertise the product?
     - How many of the advertisements use humour?
     - Why do the learners think advertisers use humour?

       People enjoy laughing, it makes them feel good so that they are more likely to respond positively to the advertisement..

       They also watch the advertisement to enjoy the joke.
     - What is the main idea of the advertisement?
     - What feelings does the advertisement appeal to?
     - How does it do this?
     - Ask the learners to notice the settings of the advertisement.

       Homes are always wealthy and spotless.

       People are always young, successful and beautiful.

       They wear the latest fashions, drive the best cars, etc.
     - Has the advertisement used stereotyping?
   - Once you have gone through two or three of the advertisements with the learners, divide the class into groups.
   - After they have discussed the advertisements, the groups give feedback to the class.
   - You may use this lesson towards **Assessment Task 2** for **Reading**.

Spelling and grammar/word and sentence level work

Revision of modals

- Ask the learners what they can remember about modals.

  *Modals are auxiliary verbs that help to form the predicate of a sentence. (At this level learners do **not** need to learn that modals take the infinitive [with or without 'to'] and introduce the subjunctive mood.)*

- Write a sentence like the following on the board:
  John may go to the dance on Saturday.
- Ask one of the learners to underline the verb (verb phrase) of the sentence.
  John may go to the dance on Saturday.
- Ask another learner to indicate the modal.
  John may go to the dance on Saturday.
- Ask the learners why the modal needs another part to make the verb of the sentence.
  It cannot act on its own as the verb, i.e. 'John may to the dance on Saturday'.
  In the same way, 'John go to the dance on Saturday'.
  In both cases the verb is incomplete. Therefore 'may go' must be the verb of the sentence.

Group, guided and independent reading/writing
Written task on modals

- Write five or six examples of sentences using some of the following modals **may, can, will, shall** and their past tense forms, **might, could, would and should** on the board.
- In each case ask the learners to indicate first of all the verb, and then the modal in the sentence.
- Then create five or six other sentences where the learners have to fill in the correct form of the modal.
- Use this exercise to rate the learners against a **Spelling and Grammar** milestone for Assessment Task 2.

Group reading

- Do group reading using a set of instructions.

ASSESSMENT
Formal: Assessment Task 2
Use the exercise on modals to rate the learners against the following SPELLING and GRAMMAR milestone:

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

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

- Follows fairly complex instructions and directions

Week 7 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose a different set of television advertisements (four or five) from those used in the previous lesson. Choose advertisements that make use of stereotypes and allow for teaching on the questions of bias and prejudice.
- Use the same two or three short sets of instructions to read to the learners. Have sufficient copies of each for each group in your class.

DAILY ACTIVITIES

Shared Viewing- television advertisements

- Show another advertisement you have chosen to the learners.
- Ask the learners what the most obvious purpose of advertising is.

  To sell a product or a service.

  To provide information about a product or service.
- Ask the learners what underlying set of values the advertisement is recommending.
  - Ask them to look at the type of house, car, etc. that is used in the advertisement.
  - Ask the learners to look at the age and gender of the main character.
  - Ask the learners to look at the type of clothing the main character, as opposed to the 'dumb bunny'/ loser (antagonist), wears. What values does this imply?
- Divide the learners into groups; ask them to keep the above questions in mind.
- Show them one more advertisement.
  - Why do you think the advertiser has chosen the particular setting for this specific advertisement?
  - What information has he/she chosen to include in this advertisement?
  - What information has he/she chosen to leave out of this advertisement?
  - What values is he/she suggesting?
  - How does he/she want to influence the viewer's reactions (perceptions)?
  - Who is the target market for each of these advertisements?
  - What is different in the world created by the advertiser to the real world?
- Once the groups have discussed these questions, allow them to present feedback to the class.
- You may use this lesson towards **Assessment Task 2** for **Reading.**

Group, guided and independent reading/writing

Group reading

- Do group reading using a set of instructions.
- Divide the learners into groups.
- Together with the learners read through one of the sets of instructions.

  See "Notes to Teacher", second bullet.

- Ask the learners, in their groups, to discuss the form of instructions.
  - What kind of language is used i.e. are there many adjectives or descriptive words?
  - Are there many long sentences?
  - Are the instructions written in point form?
  - Are the points numbered?
  - Do they include a diagram?
  - Are any of the instructions written as commands?
- Use the learners' responses to write a set of guidelines on writing instructions. (This activity leads into the written task below.)

LANGUAGE DEVELOPMENT: WRITING

Writing of a set of instructions

- Divide the learners into groups of four to choose an appliance, and then brainstorm a set of instructions for that appliance.
- They may refer to the sets of instruction that they have on hand for guidance. Using the ideas from the brainstorming session, the learners write a rough draft of a set of instructions.
- Make sure they include a diagram of the appliance they have chosen in their instructions.

ASSESSMENT

Formal: Assessment Task 2

Use the discussion in the Shared Reading sessions during weeks 6 - 8 to rate the learners against the following READING milestones:

- Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer
- Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice

Week 7 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
• Use the same television advertisements that were used in the previous shared viewing lesson. • Prepare a task to assess learners' use of modals.
DAILY ACTIVITIES

Shared Viewing - Television advertisements

1. **Before Viewing**

- Explain to the learners that today you will be looking at the technical aspects of a filmed advertisement. Ask the learners to take note of:
  - any music used in the advertisement.
  - the length of a camera shot, i.e. how long the camera stays in one place before changing direction, view, etc.
  - close-up versus long-shot, i.e. how close or how far away the subject appears from the scene.

2. **View the advertisements**

3. **After Viewing**
   - Ask the learners what emotions/desires they think the advertiser was appealing to in various advertisements.
   - Ask the learners to comment on the kind of music played during the advertisement.
     - What type of atmosphere does the music create?
     - How does it make them feel?
     - Does the music suggest something about the product?
   - Does the advertiser use more long-shots or more close-ups?
     - What effect does this create?

       Close-ups make you feel part of the scene, as though you are in it and talking to the character in front of you.

       Long-shots give one an impression of vastness, size, importance.
     - What was the average length of a camera shot?

       2 seconds, 1½ seconds etc.
     - What effect does this create?

       Few and longer shots create a feeling of calm.

       Many short shots, create a feeling of excitement, tension, anxiety, etc.
   - Ask the learners if they think the advertisement is effective or not, and to give reasons for their answer.

Spelling and grammar/word and sentence level work

Modals

- Write a sentence contain one of the modals dealt with in the previous lesson on the board.
- Again ask one of the learners to identify the verb (verb phrase) of the sentence, and then the modal.
- Write a sentence like the following on the board.

  Mary ought to go to bed earlier at night.
- Ask a learner to indicate the verb of the sentence.

  Mary ought to go to bed earlier at night.
- Ask the learners what they notice that is different about the verb.

  The modal 'ought' is followed by 'to'.
- Ask the learners if anyone can form a sentence using 'ought' without using the word 'to'. following it.

  It is grammatically impossible.
- Explain to the learners that there is a group of modals that is always followed by the word 'to', e.g.

  ought to need to
  dare to used to

Group, guided and independent reading/writing

Written task on modals

- Create a written exercise or use one from a Learner's Book.
- Ask the learners to identify the verb, and then the modal of that verb, in three or four sentences.
- Ask the learners to change the tense of four or five sentences containing modals.
- Ask the learners to create three or four sentences each containing a modal.
- Use this task to rate the learners against a **Spelling and Grammar** milestone for Assessment Task 2.

Group reading

- Do group reading using a set of instructions.

LANGUAGE DEVELOPMENT: WRITING

Writing of a set of instructions

- The learners edit their rough draft of a set of instructions using the guidelines drawn up by the class in the previous lesson. Give them the opportunity to read each other's writing and give advice.
- Let them draw the diagram for their set of instructions.
- Learners write a final, correct version of their instructions.
- These instructions will be used to rate the learners against **Writing** and **Spelling and Grammar** milestones for **Assessment Task 2.**

ASSESSMENT

Formal: Assessment Task 2

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

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

Use the set of instructions to rate learners against the following WRITING milestones:

- Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article
- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions

FOURTH TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	WEEK 8
ORAL **LO 1**: AS 1, 3, 5, 7. **LO 2**: AS 1, 2, 3, 4, 5.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details • Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations • Listens critically to debates and manipulates language to argue and persuade others • Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations	Speaking and listening activities • Listens to poetry.
READING **LO 2**: AS 1, 2, 4 **LO 3**: AS 1, 2, 3, 4, 6, 7, 8, 9, 10. **LO 5**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice • Understands and uses information in a range of information texts and summarises main and supporting ideas • Follows fairly complex instructions and directions • Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer	Shared viewing and writing • Views various television dramas. Word and sentence level work • Works with complex sentences. Group, guided and independent reading and writing • Reads poetry. • Personal dictionaries/vocabulary words/sentences. Reading for enjoyment

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register • Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article • Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article • Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics	<u>Writing</u> • Brainstorms and drafts a story based on a television drama.
SPELLING AND GRAMMAR **LO 5**: AS 1, 2. 3. 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions • Identifies parts of speech (nouns, pronouns, articles and modals) • Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction • Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. <u>Grammar</u> • Complex sentences.

Week 8 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 3, 5, 7. **LO 2**: AS 1, 2, 3, 4, 5.

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details
- Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems
- Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations
- Listens critically to debates and manipulates language to argue and persuade others
- Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations

NOTES TO TEACHER

- Choose a narrative poem that is easy to follow, to read to the learners.
- Prepare a listening comprehension for the learners on the poem that you have chosen.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Listening - a narrative poem

- Tell the learners that they are going to write a listening comprehension test on a narrative poem.
- Announce the title of the poem and the name of the poet.
- Ask the learners to predict what the poem will be about.
- Share and explain any new or difficult words the learners will need to know to understand the poem. There should be as few of these as possible. Make sure the learners understand the key words in the poem.
- Read the poem right through to the learners in order for them to get an overview of it.
- Settle the class with their writing materials, and read the poem through once more without stopping.
- Ask the learners the questions you have prepared to test their listening skills.
- Make sure you include the recognition of figures of speech in your questions.
- Collect the learners' answers.
- Use this lesson to rate the learners against an **Oral** milestone for **Assessment Task 2**.

ASSESSMENT

Formal: Assessment Task 2

Use the Listening Comprehension to rate the learners against the following ORAL milestones:

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice
- Understands and uses information in a range of information texts and summarises main and supporting ideas
- Follows fairly complex instructions and directions
- Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register
- Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article
- Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article
- Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics.

Spelling and Grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions
- Identifies parts of speech (nouns, pronouns, articles and modals)
- Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
- Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.

NOTES TO TEACHER

- Chose a short television drama (or an excerpt) to show the learners with which they will easily identify. Make sure you have viewed the entire drama before showing it to the learners.
- Make a list of questions about television drama to be discussed by the class. Make sufficient copies for each group.
- Have available sufficient copies of the poem used in the oral lesson for learners to share.

DAILY ACTIVITIES

Shared Viewing - a television drama

1. **Before viewing the drama**
   - Orientate the learners.
     - ➢ Tell the learners they are going to view a television drama.
     - ➢ Remind them of the way they approached short stories and plays.
     - ➢ Explain to them that, later in the week, they will use the plot of this drama to write a story.

2. **View the drama**

3. **After viewing the drama**
   - Ask the learners to respond to the drama.
   - Read through the following questions with the learners to make sure they understand what to look for in the drama.
     - What is the main idea of the drama?
     - Who is the main character?
     - How does the viewer feel about this character?
     - What do they notice about the settings of the drama?
     - Does it reveal anything about the main character?
     - What social and cultural values has the director shown in this drama?
     - Are the values different to our own?
   - Divide the class into groups.
   - Hand out copies of the questions.
   - After they have discussed these questions, the groups give feedback to the class.
   - Use this lesson against a **Reading** milestone for **Assessment Task 2.**

Spelling and grammar/word and sentence level work
Main and sub-ordinate clauses

- Remind learners of previous lessons on identifying the main and sub-ordinate clauses.
- Write a simple sentence on the board, e.g.
  The girl watched the television.
- Ask one of the learners to underline the verb.
  The girl watched the television.
- Ask one of the other learners to account for 'the girl (i.e. what function 'the girl' has in the sentence), and to give a reason for his/her conclusion.
  It is the subject of the verb 'watched'.
  You find it by asking the question 'who' or 'what' before the verb.
- Do the same for 'the television'.
  It is the object of the verb 'watched'.
  You find it by asking the question 'who' or 'what' after the verb.
- Enlarge on the sentence by adding a descriptive sentence to the board, e.g.
  The girl was very tired.
- Ask one of the learners to combine the sentences into one sentence using the words 'which' and 'who'.
  *The girl, **who** was very tired, watched the television.*

- Ask one of the learners to underline the verbs in the sentence.
  *The girl, **who** was very tired, watched the television.*
- Ask the learners what we call a sentence that contains more than one verb.
  A complex sentence.
- What do we call the most important part of the sentence?
  The main clause - "the girl watched the television.'
- What do we call the other clauses?
  Sub-ordinate clauses.
- What do the learners notice about the punctuation of this sentence?
  Commas separate the sub-ordinate clauses from the main clause.

Group, guided and independent reading/writing

Written task on clauses

- Create an exercise in which the learners have to underline the verbs in five or six complex sentences, identifying the main clause.

Group reading

- Do group reading.
- Hand each group copies of the narrative poem used in the oral lesson.
- Ask the groups to explore the figurative language of the poems.
- Look for examples of alliteration, repetition and onomatopoeia in the poem.
- Once the learners have found them, they share them with the class.

ASSESSMENT

Formal: Assessment Task 2

Use the discussion in the Shared Reading sessions during weeks 6 - 8 to rate the learners against the following READING milestones:

- Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer
- Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice

Week 8 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Show the learners the same television drama that was used in the previous lesson.

DAILY ACTIVITIES

Shared Viewing- television

- Tell the learners that in this lesson you will be focusing on the technical aspects of the television drama.
- Remind them of the filming techniques that were discussed in the advertising lessons.
- They need to keep in mind what they have learned about close-ups, and long shots.
- They need to watch for camera angles.
  - Is the camera looking up at an actor?
  - Is it giving the viewer an overview of the situation?
  - Is it looking over a character's shoulder?
  - Does it make the viewer feel he/she is part of the action?
- Show the learners a few minutes of the drama and discuss the answers to the questions above.
- Tell the learners to concentrate on the music and sound of the next clip.
- Show the learners another part of the drama.
- How does the music in the drama make the viewer feel?
  - Is the music being used to create an atmosphere?
  - What other sound effects are used?
  - How does the director's choice of music influence our response to the film?
- Discuss the characterisation before showing the learners another clip.
- How does the director create his/her characters?
  - Has the director used stereotypes?
  - Does he/she want the viewer to like the main character?
  - How are they dressed?
- Show the learners the rest of the drama.
- Divide the learners into groups, and ask them to share their general feeling about the drama with their group members.
- You may use the learners' responses to the class discussion in this lesson to rate the learners against a **Reading** milestone for **Assessment Task 2.**

Spelling and grammar/word and sentence level work

Revision of complex sentences (main and sub-ordinate clauses)

- Revise the previous discussions on main and subordinate clauses.
- Write a sentence on the board containing a main and subordinate clause.
- Ask different learners to:
  - ➢ underline the main clause of the sentence.
  - ➢ underline the subordinate clause, using different coloured chalk
- Ask learners how they can identify the main clause.
- Talk about the role of the comma in dividing the two clauses.

Group, guided and independent reading/writing

Written task: writing complex sentences

- Ask the learners to create four to six complex sentences, underlining the main and sub-ordinate clauses using different coloured crayons.
- Use this exercise to rate the learners against **Spelling and Grammar** milestones for **Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING

Writing a story based on the television drama

- Explain to the learners that they are going to write a short story based on the plot of the television drama they have been watching. Their story should follow the same storyline but could include different, or fewer, characters and have a different ending.
- Divide the learners into groups of four to brainstorm the steps in the plot. Each learner needs to record, in point for, each step.
- As a class discuss the main characters in the drama. Write the names of the main characters on chart paper and list 3 – 5 adjectives and phrases describing each of the characters.
- Let learners work on their own to plan their stories and decide on which characters they will include.

ASSESSMENT

Formal: Assessment Task 2

Use the exercise on complex sentences to rate the learners against the following SPELLING and GRAMMAR milestones:

- Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
- Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.

Week 8 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose an animated feature to show the learners, preferably a feature to which they will easily relate. Animated features use the same basic elements of regular feature films that are studied by the learner. In the animated feature these elements are generally less subtly applied and are therefore more easily identified by the learner.

DAILY ACTIVITIES

Shared Viewing - an animated feature

1. **Before viewing**
   - Orientate the learners.
     - Announce the title of the animated feature that you have chosen to view.
     - Check on the learners' pre-knowledge of the film.
     - Explain to the learners that you will be studying the feature in the same way that you approached the study of the short stories you have done this term.
     - You will also be looking at the more technical side of the feature and will apply the elements dealt with in the study of the television advertisements.
     - Explain any new or difficult words.

2. **View a short section of the feature**

3. **After viewing**
   - Ask the learners to respond to the story.
     - What is the main idea of the story?
     - Who is the main character?
     - Is this character a stereotype?
     - What type of animation is the feature? Computer Generated Graphics or a drawn cartoon?
     - How does the director use music to create atmosphere?
     - What other sound effects are used?
     - What effect do they create?
     - Compare the lighting and colour in happy scenes, to that of scenes of tension and suspense.
   - Use the discussion in the lesson to complete your assessment of the learners against a **Reading** milestone for **Assessment Task 2.**

Group, guided and independent reading/writing

Group reading

- Do group reading.

LANGUAGE DEVELOPMENT: WRITING
Writing a story based on the television drama • Learners use the notes they made and their plan of their story to write a rough draft of their story. • Remind learners that: ➢ Their stories must have a beginning, a body and a conclusion. ➢ They must use figurative language and powerful adjectives and verbs. ➢ They must use correct spelling, punctuation, tenses and appropriate grammar. ➢ They must use connecting words to link sentences into cohesive paragraphs.
ASSESSMENT **Formal: Assessment Task 2** **Use the group and guided reading sessions during weeks 6 and 8 to rate the learners against the following READING milestone:** • Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc

FOURTH TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	WEEK 9
ORAL **LO 1**: AS 1, 3, 5, 7. **LO 2**: AS 1, 2, 3, 4, 5.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details • Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations • Listens critically to debates and manipulates language to argue and persuade others • Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations	Speaking and listening activities • Listens to and discusses a talk
READING **LO 2**: AS 1, 2, 4. **LO 3**: AS 1, 2, 3, 4, 6, 7, 8, 9, 10. **LO 5**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice • Understands and uses information in a range of information texts and summarises main and supporting ideas • Follows fairly complex instructions and directions • Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer	Shared viewing and writing • Reads an information text. • Reads a newspaper article Group, guided and independent reading and writing • Personal dictionaries/vocabulary words/sentences. Reading for enjoyment

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register • Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article • Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article • Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics	<u>Writing</u> • Publishes a story. • Writes a newspaper article from a story.
SPELLING AND GRAMMAR **LO 5**: AS 1, 2. 3. 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions • Identifies parts of speech (nouns, pronouns, articles and modals) • Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction • Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.	<u>Phonics & Spelling</u> • Vocabulary task

Week 9 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 3, 5, 7. **LO 2**: AS 1, 2, 3, 4, 5.

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details
- Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems
- Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations
- Listens critically to debates and manipulates language to argue and persuade others
- Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations

NOTES TO TEACHER

- Prepare a short talk to introduce group discussions on a challenging topic that will inspire lively debate.

DAILY ACTIVITIES

Listening to and discussing a talk

- Give a brief, informal talk to learners to introduce a controversial topic that will encourage a lot of debate. Your talk should give a balanced perspective by providing different points of view.
- Divide the learners into groups. Explain to them that they need to discuss the topic and list, in point form, the different views expressed. Impress upon the learners that everyone is entitled to their opinion, even if one doesn't agree with it.
- During the class discussion that follows guide the learners to respect the views of others and find ways of managing potential conflict situations.
  Use for Assessment Task 2.

ASSESSMENT

Formal: Assessment Task 2

Use the discussion on a controversial topic to rate the learners against the following ORAL milestones:

- Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details
- Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice
- Understands and uses information in a range of information texts and summarises main and supporting ideas
- Follows fairly complex instructions and directions
- Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register
- Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article
- Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article
- Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics.

Spelling and Grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions
- Identifies parts of speech (nouns, pronouns, articles and modals)
- Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
- Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.

NOTES TO TEACHER

- Choose a non-fiction text that learners will find interesting and stimulating. Ensure that there are enough copies for learners to share.
- Prepare a written comprehension based on the non-fiction text.

DAILY ACTIVITIES

Shared reading: a non-fiction text

- Introduce and discuss the text in the usual way.
- Invite learners to share their prior knowledge and experience.
- Explain new vocabulary.
- Read the first paragraph of the text yourself and then let other learners read a paragraph each.

- Let learners work in groups to:
  - Identify what new information this text had for them.
  - Summarise each paragraph in a single sentence. **Use for Assessment Task 2 for Reading.**

Group, guided and independent reading/writing

Written comprehension

- Learners complete a written comprehension. The questions should focus on their understanding of the main and supporting ideas. **Use for Assessment Task 2 for Reading.**

Group reading

- In groups learners read their favourite poems to each other.

ASSESSMENT

Formal: Assessment Task 2

Use the group discussion and the written comprehension to rate the learners against the following READING milestones:

- Understands and uses information in a range of information texts and summarises main and supporting ideas
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc

Week 9 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose a newspaper article that learners will find interesting and stimulating. Ensure that there are enough copies for learners to share.
- Prepare a vocabulary task eg creating a crossword.

DAILY ACTIVITIES

Shared reading – a newspaper article

- Introduce the article to learners and discuss the headline.
- Let learners share their prior knowledge and predict what the article may be about.
- Explain new vocabulary.
- Read the article slowly to the learners and then let them read it again in pairs.
- Ask learners the main idea of the article. What is the reporter's approach to this topic?
- Discuss the article, paragraph by paragraph, identifying the way it is written and the choice of language.
- Later in the week learners will be converting a story into a newspaper article. This activity helps them to recognise the way the reporter introduces the story, what information is included in each paragraph and how the article is concluded.

Spelling and grammar/word and sentence level work

Vocabulary work: creating a crossword

- Challenge learners to create their own crosswords.
- Let them identify 4 – 6 words 'across' and 3 – 4 words 'down' to create the framework for their crossword.
- They can use dictionaries and thesauruses to write the clues for their crossword.
- They need to (1) draw a blank crossword with the clues listed below and (2) an answer sheet with the crossword completed.
- You could copy these crosswords for learners to do during the last week of term.

Group, guided and independent reading/writing

Group reading

- Learners work in pairs to re-read the article and underline phrases that they could use in writing a newspaper article.

LANGUAGE DEVELOPMENT: WRITING

Writing a story based on the television drama

- Learners edit and write a final version of their story.
- Allow time for learners to read and comment on each other's version of the same story.
  Use for Assessment Task 2 for Writing.

ASSESSMENT

Formal: Assessment Task 2

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

- Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register

Week 9 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Use another newspaper article that learners will find interesting and stimulating. Ensure that there are enough copies for learners to share.

DAILY ACTIVITIES

Shared reading – a newspaper article

- Introduce the article to learners and discuss the headline.
- Let learners share their prior knowledge and predict what the article may be about.
- Explain new vocabulary.
- Read the article slowly to the learners and then let them read it again in pairs.
- Ask learners the main idea of the article.
- Discuss the article, paragraph by paragraph, identifying the way it is written and the choice of language. Compare it the one read the previous day.

LANGUAGE DEVELOPMENT: WRITING

Writing: a newspaper article from a story

- Learners use the stories they wrote to write a newspaper article.
- They can use the articles they read this week as a model, using phrases where relevant.
- Help the learners to begin by giving them two or three starter sentences.
- By the end of this lesson learners should have rewritten their story. Allow longer for this task as it needs to be completed by the end of this lesson.
  Use for Assessment Task 2 for Writing.

Assessment Task 2 should be completed by this day.

ASSESSMENT

Formal: Assessment Task 2

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

- Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article

FOURTH TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	WEEK 10
ORAL **LO 1**: AS 1, 3, 5, 7. **LO 2**: AS 1, 2, 3, 4, 5.	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words • Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details • Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems • Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations • Listens critically to debates and manipulates language to argue and persuade others • Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations	Speaking and listening activities • Listens to humorous poetry.
READING **LO 2**: AS 1, 2, 4 **LO 3**: AS 1, 2, 3, 4, 6, 7, 8, 9, 10. **LO 5**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc • Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc • Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice • Understands and uses information in a range of information texts and summarises main and supporting ideas • Follows fairly complex instructions and directions • Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer	Shared reading and writing • Reads a humorous short story. Group, guided and independent reading and writing • Writes comment slips. • Fills in a survey. • Personal dictionaries/vocabulary words/sentences. Reading for enjoyment

WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words • Reflects on and evaluates own and others' writing • Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register • Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article • Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article • Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics	Writing • Journal entry.
SPELLING AND GRAMMAR **LO 5**: AS 1, 2. 3. 4. **LO 6**: AS 1, 2, 3, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions • Identifies parts of speech (nouns, pronouns, articles and modals) • Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction • Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.	Phonics & Spelling Plays group scrabble.

Week 10 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 3, 5, 7. **LO 2**: AS 1, 2, 3, 4, 5.

MILESTONES

Oral

- Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words
- Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details
- Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems
- Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations
- Listens critically to debates and manipulates language to argue and persuade others
- Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations

NOTES TO TEACHER

- Choose one or two humorous poems to read to the class. Ensure that they contain the poetic elements that have been dealt with this term. The emphasis of the lesson is fun.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Listening - humorous poetry

- Announce the title of the poem and the name of the poet.
- Ask the learners to predict what the poem will be about.
- Share and explain any new or difficult words.
- Read the poem right through.
  - Aim at the humour of the delivery rather than emphasising poetic form.
- Ask the learners to respond to the poem.
  - What did they find funny in the poem?
  - What is the main idea of the poem?
  - What is the poet's intention/purpose in writing the poem?
  - Quote one of the figures of speech and ask the learners to identify it, and to explain it.
  - What feeling is expressed by the poem?
  - Do the ends of the lines rhyme?
  - Does the poem make use of repetition?
- If there is time, repeat this exercise with another poem.

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

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc
- Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc
- Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice
- Understands and uses information in a range of information texts and summarises main and supporting ideas
- Follows fairly complex instructions and directions
- Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words
- Reflects on and evaluates own and others' writing
- Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register
- Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article
- Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article
- Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics.

Spelling and Grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions
- Identifies parts of speech (nouns, pronouns, articles and modals)
- Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction
- Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.

NOTES TO TEACHER

- Choose a humorous short story to read to the learners. The emphasis of the lesson should be on fun.
- Obtain a Scrabble game set. Create an enlarged copy of the Scrabble board to be put up on the board for the Spelling and Grammar activities.
- Prepare a class-list for each member of the class in a format that will allow you to cut the list into manageable comment slips.
- Ensure that dictionaries and thesauruses are available per group.

DAILY ACTIVITIES

Shared reading - short story

1. **Before reading**
   - Orientate the learners.
     - ➢ Read the title of the story and ask learners to predict possible plotlines.
     - ➢ Explain any new or difficult words.

2. **Read the story**

3. **After reading**
   - Ask the learners to respond to the story.
     - Why did they laugh?
     - Where does most of the humour come from, character or situation?
     - What is the main idea of the story?
     - Who is the main character?
     - How does the writer feel about this character? Is he/she sympathetic towards him/her?
     - How does the writer want the reader to respond to the character?
     - Is this character a stereotype?
     - Does the writer use humour to make a social comment?
     - Can we learn anything from the story?
     - If so, what can we learn?

Spelling and grammar/word and sentence level work

- Announce the beginning of a Scrabble Tournament.
- Put the enlarged Scrabble board up on the board.
- Choose one learner to write in the Scrabble words and another to score.
- Divide the rest of the class into four groups.
- Each group becomes a single player.
- From here onwards the game proceeds according to normal Scrabble rules with the words made from the "player's" tiles being written up onto the enlarged board. The group retains the other tiles from the Scrabble set as normal, and draws tiles as normal to make up their seven tiles.
- The group who makes the highest score wins.
- This game will be repeated in the next two lessons. At the end of that time, all three days' scores are added together. Find some means of rewarding the winning group.

LANGUAGE DEVELOPMENT: WRITING

Group, guided and independent reading/writing

- Hand out class-lists to each member of the class.
- Explain that these lists remain anonymous.
- Ask each learner to write a positive comment about their fellow class members on the lists in the spaces indicated, e.g.

Name	Comment
Andrews, Loren	
Baatjies, Selwyn	

- Take in the lists.

  Cut up the lists and staple ten to fifteen best comments about each learner together, in order to give them to that learner.

  Decide on a specific number of comments in order to make sure that each learner gets the same number of encouraging comments, even if some of the learners make negative comments or don't comment at all Finally add an encouraging comment of your own.

  Hand these bundles to each learner in their last lesson.

Week 10 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- If you feel comfortable with it, create a survey for the learners to fill in on their experiences, perceptions and expectations of their Language lessons this year. This is an excellent tool, which allows the teacher to gauge his/her own professional growth from another perspective.
- Collect five or six cartoons from various sources and covering various topics. Make a copy of each cartoon for each learner to share.
- Make copies of two contrasting cartoons blanking out the captions for the Shared Writing time. Make sufficient copies for the class to share in pairs.
- Have the Scrabble game ready in order to continue the group Scrabble game.
- Ensure that dictionaries and thesauruses are available per group.

DAILY ACTIVITIES

Shared reading - cartoons

- Before handing out the cartoons, remind the learners of what was discussed concerning humour in Day 1's lesson.
- Ask the learners what examples/kinds of humour they have come across so far this term.

  Situation humour.

  Verbal humour i.e. play on words, puns, etc.

  Humour based on character.

  Stereotyping.

  Visual humour.
- Divide the learners into groups.
- Hand out the cartoons and ask each group to discuss the humour of each.
- Once they have done so, the groups provide feedback to the class.

Spelling and grammar/word and sentence level work

- Continue the Scrabble Tournament.
- If time allows, let learners do a crossword from the previous week.

Group, guided and independent reading/writing

- If you feel comfortable, use this lesson to hand out a survey covering Language lessons this year.
- Explain to the learners that they may be quite honest in answering the questions and that each form will be anonymous.
- Allow a class monitor to collect the completed lists so they remain anonymous.

LANGUAGE DEVELOPMENT: WRITING
Writing of a cartoon strip • Divide the learners into pairs and hand each pair a copy of the cartoon blanks you have prepared. • The learners discuss the cartoons and then write captions for the cartoons which will be shared with the class in the next lesson.

Week 10 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Make sure the learners bring their completed cartoons to the lesson.
- Have the Scrabble game ready for the Spelling and Grammar lesson, as well as some form of reward for the winners.

DAILY ACTIVITIES

Shared Reading - cartoons

1. **Before reading**
   - Explain to the learners that even in their own cartoons, humour will be based on the same principles discussed in the previous lesson on cartoons.

2. **Read the cartoons**
   - Each pair of learners reads their own cartoon.

3. **After reading the cartoons**
   - Discuss the cartoons individually with the learners, after each pair of learners has presented theirs.
   - Hold them up one at a time and ask the learners to decide on what the humour is based in each cartoon.

     Situation humour.
     Verbal humour i.e. play on words, puns, etc.
     Humour based on character.
     Stereotyping and caricatures.
     Visual humour, i.e. the way the cartoon is drawn.

Spelling and grammar/word and sentence level work

- Complete the Scrabble Tournament.

Group, guided and independent reading/writing

- The learners read through their journals, marking their progress through the year.

LANGUAGE DEVELOPMENT: WRITING

Writing a journal entry

- The learners write a final journal entry for the year summing up what they have achieved and describing the highlight of their Grade 6 year.

Notes:

Notes:

Notes: