

Foundations For Learning

**Intermediate Phase
Language
Lesson plans**

Third term

Grade 5

Kindly send any response that you may have to:

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THIRD TERM: OVERVIEW

Focus on and prepare learners for assessment task 1						Focus on and prepare learners for assessment task 2				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Oral	<ul style="list-style-type: none">Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expressionAsks and responds to higher order questionsParticipates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestionsChanges register, grammar structure and idioms to suit different audiences and purposesCommunicates effectively in group situations by keeping to the topic and maintaining the discussion					<ul style="list-style-type: none">Listens for specific details in information texts eg speechesMakes an oral presentation, changing volume and paceParticipates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestionsCommunicates effectively in group situations by keeping to the topic and maintaining the discussion.				
	Poems: (listening and responding).	Stories (listening and responding).	Stories (listening and responding).	Dramatising a story (in groups)	Group and class discussions: fact v opinion	Newspaper article (listening and responding – fact v opinion).	Newspaper article (listening and responding – fact v opinion).	30 Second speeches.	Poems in free verse: (listening and responding).	Dramatising different sentence types
Reading	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<ul style="list-style-type: none">Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newslettersUses a range of reading strategies eg skimming, scanning, surveying content page, headings and indexIdentifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinionMakes predictions and inferences about plot and characters in a fiction textExplains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeiaRecognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories					<ul style="list-style-type: none">Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newslettersUses a range of reading strategies eg skimming, scanning, surveying content page, headings and indexReads and follows fairly complex instructions and directions with little assistanceReads and responds to a range of information texts, making notes of specific detailsInterprets and discusses visual texts eg tables, charts and bar graphsReads aloud with expression, changing tempo as appropriate				
	Shared reading and discussion: poems Written task based on shared reading	Shared reading and discussion: longer fiction text Skimming and scanning	Shared reading and discussion: longer fiction text Skimming and scanning	Shared reading and discussion: longer fiction text	Shared reading and discussion: information text	Finding information from written sources for the investigation	Shared reading / writing graphs and table.	Reading for information, e.g. draft reports.	Poems in free verse: Visual texts eg Maps	Shared reading and writing of instructions and maps

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Writing	<ul style="list-style-type: none"> Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary Uses appropriate grammar, spelling and punctuation in written work Writes sentences using direct and indirect speech Uses simple, compound and complex sentences to form paragraphs Shifts from one tense to another consistently and appropriately 	<ul style="list-style-type: none"> Writes for playful and creative purposes eg poem, letter Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs Uses appropriate grammar, spelling and punctuation in written work Uses simple, compound and complex sentences to form paragraphs Produces neat, legible work with attention to presentation eg title, headings and suitable graphics 								
	Shared writing of a poem Individual writing of a poem	Individual writing: introductory paragraph of a story	Individual writing: editing opening paragraph; writing 'middle' of a story.	Individual writing: final paragraph of a story Editing and publishing a story Book Review	Individual writing: descriptive paragraph.	Shared writing of a survey form Independent writing of first draft of a report on the investigation	Writing and editing of paragraphs for a report of the findings of the Investigation	Writing and editing of paragraphs for a report of the findings of the Investigation	Two short poems in free verse	Writing instructions and drawing a simple map
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Spelling and grammar	<ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies subject and predicate Uses complex tenses eg past perfect progressive Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 	<ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies and uses parts of speech eg prepositions, articles and conjunctions Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 								
	Parts of speech: strong verbs Figures of speech: onomatopoeia; simile	Dictionary skills Paragraph work. The rules of direct speech.	Thesaurus skills The rules of direct and indirect speech. Pronouns	Paragraph work. The rules of direct and indirect speech.	Paragraph work. Subject and predicate	Writing of questions	Paragraph work Writing using topic and supporting sentences using appropriate conjunctions	Paragraph work Writing using topic and supporting sentences using appropriate conjunctions	Parts of speech: definite and indefinite articles	Parts of speech: conjunctions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Investigation						<ul style="list-style-type: none"> Develops an hypothesis of possible results or endings Applies research skills to find information in different sources eg reference books and textbooks Processes and evaluates the information Identifies and explains the advantages and disadvantages of something Draws conclusions Writes a short report on the findings (one paragraph) 				
						Developing an hypothesis Researching information from written and oral sources	Collates the information into a graph, table Writes paragraphs for the report	Draws conclusions Writes and edits a final report		

THIRD TERM: WEEK 1 OVERVIEW

COMPONENT	MILESTONES	WEEK 1
ORAL LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.	<ul style="list-style-type: none"> Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression Asks and responds to higher order questions Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Changes register, grammar structure and idioms to suit different audiences and purposes Communicates effectively in group situations by keeping to the topic and maintaining the discussion 	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> Learners listen to a poem and discuss examples of figurative language in groups.
READING LO 3: AS 1, 3, 5, 6, 7.	<ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion Makes predictions and inferences about plot and characters in a fiction text Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories 	<u>Shared reading and writing</u> <ul style="list-style-type: none"> Writing and reading simple poetic forms using rhythm Focus on elements of a poem such as powerful verbs and adjectives. <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> Learners complete a written task on language use in poetry <u>Reading for enjoyment</u> <ul style="list-style-type: none"> Reads various poems
WRITING LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary Uses appropriate grammar, spelling and punctuation in written work Writes sentences using direct and indirect speech Uses simple, compound and complex sentences to form paragraphs Shifts from one tense to another consistently and appropriately 	<u>Writing</u> <ul style="list-style-type: none"> Shared writing: poem Individual writing: poem

<p>SPELLING AND GRAMMAR LO 4: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.</p>	<ul style="list-style-type: none"> • Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs • Identifies subject and predicate • Uses complex tenses eg past perfect progressive • Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 	<p><u>Word and sentence level work</u></p> <p><u>Phonics & Spelling</u></p> <ul style="list-style-type: none"> • Revises onomatopoeia, simile and, possibly, metaphor. • Revises relevant phonics and spelling rules for the week's spellings eg of onomatopoeia, simile (and metaphor).
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Week 1 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.
MILESTONES Oral <ul style="list-style-type: none"> Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression Asks and responds to higher order questions Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Changes register, grammar structure and idioms to suit different audiences and purposes Communicates effectively in group situations by keeping to the topic and maintaining the discussion 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> Each culture has its own collection of poems/praise songs/nursery rhymes. Choose a poem which contains figurative language (eg simile, metaphor and onomatopoeia) and prepare to read it to your class with expression and dramatic effect. Pay special attention to varying your voice and using the power in the words to add meaning and atmosphere. Use punctuation to model their effective use to the learners. If poems have run-on lines, model the correct reading for meaning, rather than pausing at the end of the line. 	
DAILY ACTIVITIES	
Poetry: Class discussion <ul style="list-style-type: none"> Read the poem you have prepared to your class. Try to read it with dramatic flare and enthusiasm. Choose a poem that has dramatic potential – e.g. one about ghosts. Discuss the poem with the learners, whether they liked it or not and for what reasons. Identify figurative language in the poem, e.g. examples of simile, metaphor and onomatopoeia, and discuss how the use of such language helps to create the atmosphere of the poem and increase its appeal to the listener. Share other examples of figurative language that you have heard the learners use and/or examples from popular culture, e.g. T.V advertisements such as “Mr Min leaves your home as clean as a pin”. Let learners talk in groups to identify other examples from everyday speech and explain why they are effective. 	
ASSESSMENT <ul style="list-style-type: none"> Informally assess the learners' abilities to identify and explain examples of figurative language. 	

Week 1 Day 1	
LITERACY FOCUS TIME	
LO/Ass	LO 3: AS1, 3, 5, 6, 7. LO 4: AS 1, 2, 4. LO 5: AS1, 2, 3, 4. LO 6: AS1, 2, 3, 4.
MILESTONES Reading <ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion Makes predictions and inferences about plot and characters in a fiction text Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories Spelling and grammar <ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies subject and predicate Uses complex tenses eg past perfect progressive Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation Writing <ul style="list-style-type: none"> Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary Uses appropriate grammar, spelling and punctuation in written work Writes sentences using direct and indirect speech Uses simple, compound and complex sentences to form paragraphs Shifts from one tense to another consistently and appropriately 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> Find a suitable poem from an anthology of children's poetry. Try to find a poem that is written in the present tense and has examples of powerful verbs and adjectives, as well as onomatopoeia, simile and metaphor. Ensure that you have sufficient copies of the poem for the whole class, or make a transparency of the text or write it on the board. 	
DAILY ACTIVITIES	
Shared reading: a poem 1. Before reading <ul style="list-style-type: none"> Prepare learners for the poem. Discuss what can make a poem different to a story, e.g. rhyming words are sometimes used, sentence construction is often different, sometimes incomplete, words are set out on the page differently to whole sentences and paragraphs, etc. 	

- Introduce the poem's title to the learners. Let them predict what the poem is about. Draw out learners' prior knowledge. Explain any new vocabulary in the poem. Look at word pictures and how they help to make the meaning clear to the audience.
- Revise the various poetic devices e.g. powerful verbs and adjectives, figurative language such as onomatopoeia, simile and metaphor.

2. While reading

- Read the poem aloud once through while learners listen. Model reading the title and pausing, stopping at punctuation marks, using correct pronunciation and intonation, as well as reading for meaning and to creating atmosphere and tension.
- Discuss what the learners enjoyed about the poem, from the use of words (style), to the humour/story (content).
- Read the poem a second time, while the learners follow.

3. After reading

- Discuss the meaning of the poem and check for understanding. Ask four to five questions.
- Once the poem has been read through a second time, ask learners what appealed to them in the poem.
 - What do they remember?
 - What did they like / not like about it? Why?
 - What did it remind them of?

Spelling and grammar/word and sentence level work

Vocabulary used in poetry

- Focus on the vocabulary that has been used to convey meaning, and create word pictures. How is the meaning conveyed more clearly than in ordinary speech?
- Make a list of new vocabulary with the learners. Discuss relevant phonics and spelling rules and guide the learners about the spellings to be learnt for the week. Include onomatopoeia, simile and metaphor. (But note that using metaphors is only a Grade 6 Assessment Standard).

Group, guided and independent reading/writing

Personal dictionaries

- Let learners add new words with definitions, e.g.
 - ONOMATOPOEIA: Words that use sounds to describe meaning. The word is an echo of the real-life sound like 'bang'; 'crash'; 'buzz'. *Encourage learners to think of other examples.*
 - SIMILE: A comparison of two unlike things using 'like' or 'as,' e.g. "The girl danced like a flower; her hair was as dark as coal".
 - METAPHOR: A direct comparison between two unlike objects. It gives one the qualities of the other, e.g. 'She was a flower.' 'Her hair was spun gold'.

Guided reading

- Do guided reading with Group 1.
- At the end of the lesson put up three charts headed *onomatopoeia*, *simile*, *metaphor*. Ask the learners to listen for examples of onomatopoeia, simile and metaphor in everyday speech to add to the charts before the end of the week. (Tell them to listen closely to what people are saying to see if they can identify any of the three figures of speech).

ASSESSMENT:**Formal: Assessment Task 1**

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

- Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index

Week 1 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> Choose 2 - 3 suitable short poems for learners to read in a group. Make sure that they contain examples of figurative language. Each learner should have access to the poems. Prepare a worksheet with questions for the groups to answer about the language used in the poems.
DAILY ACTIVITIES
<p>Shared reading: Poems</p> <ul style="list-style-type: none"> In groups learners read the poems together once through. The second time the poems are read, encourage them to choose two words/phrases/lines that would work well if read by an individual voice. Get them to read the poems again with this addition, that one of the group read the individual lines or words. Encourage them to allow a different learner to read the 'individual parts in each poem. Let the learners identify one thing in each poem that appeals to them. <p>Spelling and grammar/word and sentence level work</p> <ul style="list-style-type: none"> Let learners work in groups or paired to complete a worksheet based on the poems that they have read. The tasks for the worksheet can include: <ul style="list-style-type: none"> ➤ Find an example of a simile. ➤ Find an example of onomatopoeia. ➤ Write down one metaphor. ➤ Find three examples of powerful verbs. Look up the words in the dictionary/thesaurus if you do not know the meaning. ➤ Write down three examples of strong adjectives. ➤ Find a synonym for each word. ➤ Write down the titles of each poem. ➤ What do you notice about the way each poem is written? ➤ Can you see anything which makes one poem different (in the way it is set out; the number of words used, the rhythm etc.) to the other examples? Let different groups respond during the feedback. <p>Group, guided and independent reading/writing</p> <p>Individual task</p> <ul style="list-style-type: none"> Give learners another, short poem. They use the same tasks on the worksheet to write individual responses based on a new poem. Use for Assessment Task 1. <p>Guided reading</p> <ul style="list-style-type: none"> Do guided reading with Group 2.

LANGUAGE DEVELOPMENT: WRITING

Journal writing

- Let learners write an entry into their journals giving a personal response to one of the poems.

ASSESSMENT: Formal: Assessment Task 1:

Use your observations of the shared reading discussions this week, together with the learners' responses to the written task, to rate them, recording any problems, against the following READING milestones:

- Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters
- Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia
- Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories

Note that you could also use the shared reading discussions during Weeks 3 and 4 towards the assessment of these milestones.

Week 1 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.
DAILY ACTIVITIES
<p>Shared writing activity (modelled writing)</p> <ul style="list-style-type: none"> Let the learners write a class poem, guided by the teacher. Spend a little time deciding on a current topic, e.g. "What's happening in our school/class/the news?" ("What's Happening?" can become the title of the poem). Model how to brainstorm an idea and make a mind map. Write the idea in the centre of the board and circle it. Call for ideas from the class and write them in a clockwise manner around the central topic, putting ideas that are linked close to each other. Try not to dismiss ideas at this point. The purpose of brainstorming is to build a bank of ideas, without criticism. Sometimes, ideas that seem weak initially become an interesting way of exploring the topic. Once the class has decided which idea to explore in more detail ask the learners for powerful/ strong single words that encapsulate the chosen idea. As the class shares their ideas, you can write them in the correct format on the board. <ul style="list-style-type: none"> ➤ FIRST LINE: write down one word. ➤ SECOND LINE: ask for 2 words that continue the idea. ➤ THIRD LINE: ask for three words that start with the same letter for the third line. ➤ FOURTH LINE: encourage learners to think of four words that further the topic/title of the poem. ➤ FIFTH LINE: ask for suggestions in five words that 'complete' the idea chosen in the title. <p>During Writing</p> <ul style="list-style-type: none"> Encourage learners to cut out less important words. Forcing the learners to write to a word limit in each line makes them think about what is important in what we are trying to say in the poem. Explain that words like 'as'; 'and', 'the' can all be eliminated without losing meaning. Allow the whole class to read each line as it is written. Begin with the title each time and encourage the whole class to read it, discussing suitable ways to say each line that show the meaning and mood. <p>Spelling and grammar/word and sentence level work</p> <ul style="list-style-type: none"> Parts of speech: remind learners to use strong verbs and adjectives. <p>Guided reading</p> <ul style="list-style-type: none"> Do guided reading with Group 3.

LANGUAGE DEVELOPMENT: WRITING

Individual writing: a poem

- Let learners create their own word poem using the same format.
- Encourage them to read it at each stage of development, as they did for the whole class composition. They can read it to a partner for their feedback.
- Encourage learners to check their spelling and to check each other's work.
- Let them write it on paper and publish it on the classroom wall.

ASSESSMENT: Formal: Assessment Task 1:

Use the learners' poems, to rate them, recording any problems, against the following WRITING and SPELLING AND GRAMMAR milestones:

- Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version
- Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs

ASSESSMENT TASK 1: WEEKS 1 – 5

	MILESTONES	WEEK	TASK
ORAL LO 1: AS 1, 2. LO 2: AS 1, 2.	<ul style="list-style-type: none"> Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression Changes register, grammar structure and idioms to suit different audiences and purposes Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Asks and responds to higher order questions Communicates effectively in group situations by keeping to the topic and maintaining the discussion 	2	Class discussion on short story
		4	Group dramatisation of a story
		5	Group discussion
READING LO 3: AS 1, 4, 5, 7, 8. LO 5: AS 1, 4.	<ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion Makes predictions and inferences about plot and characters in a fiction text 	1-5 1	Group reading Shared reading and a written task as well as possibly the shared reading discussions during weeks 3 and 4
		2	Written task and observations
		3/4	Observations of shared reading discussions
		4	Written comprehension
WRITING LO 4: AS 1, 2, 4.	<ul style="list-style-type: none"> Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary Uses appropriate grammar, spelling and punctuation in written work Shifts from one tense to another consistently and appropriately Writes sentences using direct and indirect speech Uses simple, compound and complex sentences to form paragraphs 	1 3 / 4	A poem A story
		3 / 4	A story
		3 / 4	Written tasks and a story
		5	A paragraph
SPELLING AND GRAMMAR LO 6: AS 1, 2, 6.	<ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies subject and predicate Uses complex tenses eg past perfect progressive Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 	1	A poem
		5	Written task
		5	A paragraph

THIRD TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.	<ul style="list-style-type: none"> Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression Asks and responds to higher order questions Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Changes register, grammar structure and idioms to suit different audiences and purposes Communicates effectively in group situations by keeping to the topic and maintaining the discussion 	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> Listening to and discussing a story
READING LO 3: AS 1, 3, 5, 6, 7.	<ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion Makes predictions and inferences about plot and characters in a fiction text Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories 	<u>Shared reading.</u> <ul style="list-style-type: none"> Reading part of a longer fiction text eg a novel. Discussing and comparing introductory paragraphs of different stories Identifies main idea, characters, setting and plot of a story <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> Skimming and scanning a text Direct speech. <u>Reading for enjoyment</u> <ul style="list-style-type: none"> Reads various stories
WRITING LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary Uses appropriate grammar, spelling and punctuation in written work Writes sentences using direct and indirect speech Uses simple, compound and complex sentences to form paragraphs Shifts from one tense to another consistently and appropriately 	<u>Writing</u> <ul style="list-style-type: none"> Plans a 3 paragraph story Writes a first draft of the introductory paragraph of a story

SPELLING AND GRAMMAR LO 4: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> • Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs • Identifies subject and predicate • Uses complex tenses eg past perfect progressive • Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 	<u>Word and sentence level work</u> Phonics & Spelling <ul style="list-style-type: none"> • Vocabulary: from the shared reading fiction text. • Revises relevant phonics and spelling rules for the week's spellings Grammar <ul style="list-style-type: none"> • Direct speech
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Week 2 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.
MILESTONES Oral <ul style="list-style-type: none"> Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression Asks and responds to higher order questions Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Changes register, grammar structure and idioms to suit different audiences and purposes Communicates effectively in group situations by keeping to the topic and maintaining the discussion 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> Choose a short story that has plenty of atmosphere. Alternatively you could use the first few paragraphs or an exciting excerpt from a longer mystery or adventure story. 	
DAILY ACTIVITIES	
Listening to a story <ul style="list-style-type: none"> Read the story, or part of the story that you have prepared, to your learners but omit telling them the title. Use plenty of expression and pause to increase the effect. Let learners talk in pairs to think of a suitable title for the story and be ready to explain their choice. As a class, discuss their responses and then talk about atmosphere of the story (e.g. gloomy, scary, tense) Read the passage again to the learners and ask them to identify the words that helped to create the atmosphere in the story. List some of the words on the board and invite learners to add other, similar words. Remind learners of another, different story the class has heard or read recently and discuss how the two differ. 	
ASSESSMENT <ul style="list-style-type: none"> Informally assess the learners' abilities to talk about the atmosphere in a story. 	

Week 2 Day 1	
LITERACY FOCUS TIME	
LO/Ass	LO 3: AS1, 3, 5, 6, 7. LO 4: AS 1, 2, 4. LO 5: AS1, 2, 3, 4. LO 6: AS1, 2, 3, 4.
MILESTONES Reading <ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion Makes predictions and inferences about plot and characters in a fiction text Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories Spelling and grammar <ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies subject and predicate Uses complex tenses eg past perfect progressive Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation Writing <ul style="list-style-type: none"> Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary Uses appropriate grammar, spelling and punctuation in written work Writes sentences using direct and indirect speech Uses simple, compound and complex sentences to form paragraphs Shifts from one tense to another consistently and appropriately 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> During the next three weeks learners should be reading and engaging with fiction text – either a single longer story such as a short novel or several, shorter but different fiction texts. All learners need to have access to the written texts. On this day learners are going to use their skimming and scanning skills to find information quickly in either the first chapter of the novel or in the short story. Prepare a worksheet with a number of questions requiring learners to skim and scan a long piece of text. 	
DAILY ACTIVITIES	
Shared reading: a fiction text 1. Before reading <ul style="list-style-type: none"> Prepare learners for the story. Introduce the title. Let learners predict what the story is about. Draw out learners' prior knowledge. Talk about new vocabulary in the story. Look at 'word pictures' and how they help to make the meaning clear to the audience. 	

- Explain to the learners that, instead of reading the story in detail in this lesson, they are going to use their skimming and scanning skills to find information quickly.
- Clarify the concept of **scanning** for information. In this technique we are looking for specific pieces of information to answer our questions. We allow our eyes to search over the available material, to find what they need. It is quick and efficient, and we do not have to remember all the other things our eyes see.
- **Skimming** technique is a little more detailed than scanning, in that it asks us to read with understanding, and to gain a basic understanding of the contents of the piece. A useful tool is to read the piece quickly, and to try and summarise it into one idea. In this way we are skimming through the contents of the piece to find the gist (main meaning; main idea) of it. Skimming asks us to gain knowledge of the broad outline of what is happening and we need to use what we already know about the world to help us to make sense of things.
- Give learners the worksheet and clarify the task. The types of questions could be:
 - SCANNING
 - Write down the first three words on the second paragraph.
 - How many paragraphs are in the story/chapter?
 - Is there direct speech in the first paragraph?
 - SKIMMING
 - Where does the story take place?
 - Do you think that this is a true story?

2. While reading (skimming / scanning)

- Let learners work in pairs (or individually) to complete the worksheet. Set a time limit to the task – learners must not have sufficient time to read all the text through in detail. But be ready to give extra support to those who might struggle.

3. After reading

- Go through the worksheet, question by question, and check the responses. Ask different learners for their answers and ask them to point out where and how they found the information. **Use towards Assessment Task 1.**
- Let different learners ask 2 – 3 similar questions for the class to find the answers.

Spelling and grammar/word and sentence level work

Vocabulary

- Make a list of new vocabulary with the learners. Discuss relevant phonics and spelling rules and guide the learners about the spellings to be learnt for the week.

Working with the dictionary

- You need to provide learners with different opportunities to build their dictionary skills. You can make it a game. For example, at different times ask learners quickly to look up a word for meaning, for parts of speech, for the same word as an adjective/noun/verb etc.
- *The Dictionary Race* is a useful tool to introduce new vocabulary in a fun way:
 - Divide learners into pairs or small groups. Write 5 – 8 nouns relevant to the story you are reading. Learners must look up the words in the dictionary and find (1) the meaning and (2) a verb, adverb and/or adjective based on the word. They can fill in the words on a chart:

WORD	MEANING	ADJECTIVE	VERB	ADVERB

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 1.

ASSESSMENT:

Formal: Assessment Task 1

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

- Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index

You can also use your observations of the skimming and scanning activity to rate learners, recording any problems, against the following READING milestone:

- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index

Week 2 Day 2**LITERACY FOCUS TIME****NOTES TO TEACHER:**

- Continue to use a fiction text for shared reading – either a single longer story such as a short novel or several, shorter but different fiction texts. All learners need to have access to the written texts.
- Find 2 – 3 other stories with powerful introductions.

DAILY ACTIVITIES:**Shared reading: a fiction text**

- Read the introductory paragraph of the story from the previous lesson.
- Stop to ask questions at the end of the paragraph, e.g.:
 - Ask learners whether this opening paragraph makes them want to read more of the story. How does the author achieve this?
 - What do you know about the story so far? List this in point form on the board.
 - What type of story do you think this might be (e.g. an adventure story, a mystery, a myth, legend)
 - What atmosphere is created in the first paragraph? What words are used to create this atmosphere?
 - Does the story begin with a powerful first sentence? How is this done?
- Read or write on the board 2 – 3 other introductions and discuss why these are successful.

Spelling and grammar/word and sentence level work**Direct speech**

- Explain that direct speech is the way that, in writing, we show that people are speaking.
- We use inverted commas to enclose the words that are spoken, much like a speech bubble.



"Help! Please save me!"

- Explain the simple rules for direct speech.
 - Direct speech consists of two parts: the words spoken, which are put into inverted commas, and the introductory words, e.g. he said, she called, they cried, etc.
 - The introductory words can occur before, after or in the middle of the words spoken. (See examples below)
 - If the introductory words occur before, or in the middle, there must be a comma before the opening of the inverted commas.

- There has to be a punctuation mark before the inverted commas close.
- Inverted commas work in pairs. If they are opened, they must be closed.
- When someone starts speaking his/her sentence must start with a capital letter.
- Each speaker gets a new line each time they begin a new speech.
 - Sally called, “Help! Please save me!”
 - “Help! Please save me!” called Sally.
 - “Help!” called Sally, “Please save me!”
- Use some examples from the shared reading text or written on the board.
- You could demonstrate this by using separate pieces of paper on which you have written the text and the different punctuation marks. For example:



- One person will be the ‘speaker’ and will say the words inside the inverted commas.
- A second learner will hold up the ‘introductory words’.
- All the others will be the punctuation marks or introductory words.
- Encourage the whole class to ‘read’ the direct speech: Sally called; comma; open inverted commas; capital letter; Help. Please save me; exclamation mark; close inverted commas.
- Practise the concept a few times with different examples.

Group, guided and independent reading/writing

Written task

- Give learners a written task based on writing sentences using direct speech. **Use towards Assessment Task 1 for WRITING.**

Guided reading

- Do guided reading with Group 2.

Independent writing: a story

- Explain to learners that, over the next two weeks, they are going to write their own story. In this lesson they are going to plan their story.
- Let learners discuss in pairs the title of their story, the chief characters and an outline of the plot, recording their ideas in point form.

ASSESSMENT

Formal: Assessment Task 1

Use the written task on direct speech to rate the learners, recording any problems you have noticed against the following **WRITING** milestone:

- Writes sentences using direct and indirect speech

Week 2 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> Continue to use a fiction text for shared reading – either a single longer story such as a short novel or several, shorter but different fiction texts. All learners need to have access to the written texts.
DAILY ACTIVITIES
<p>Shared reading: a fiction text</p> <ul style="list-style-type: none"> Let learners read the introduction to the story quietly in pairs and recap the discussions from the previous day. Continue the story, reading it to the learners. Either complete the chapter or the whole story if it is a shorter text. Let the learners identify and discuss the major elements of the story, such as main idea, plot, setting, atmosphere and characters. Discuss new or interesting vocabulary and identify different figures of speech. <p>Spelling and grammar/word and sentence level work.</p> <p>Direct speech</p> <ul style="list-style-type: none"> Remind learners of how direct speech is written and find examples in the shared reading. Let learners use the previous day's activity in which they 'acted out' a sentence of direct speech to create their own versions. Give them paper and kokis for them to write their own sentence with the appropriate punctuation marks. Once the groups have prepared, let each group present their sentence to the rest of the class using plenty of expression. <p>Guided reading</p> <ul style="list-style-type: none"> Do guided reading with Group 3.
LANGUAGE DEVELOPMENT: WRITING
<p>Independent writing: a story</p> <ul style="list-style-type: none"> In this lesson learners draft an opening paragraph to their story. Remind them of the previous discussions of what made a powerful introduction. Encourage them to use at least one type of figure of speech from those already learnt: simile, metaphor, onomatopoeia. They can swap their 'opening paragraph' piece of writing with a partner. Take learners through an editing process, where they review the writing in front of them. Give the following instructions: <ul style="list-style-type: none"> ➤ Read the piece through for meaning, without making any suggestions. ➤ Use a pencil to underline words that are obviously spelt incorrectly. (Encourage learners to have respect for each other's work.) ➤ Check that there is a full paragraph which details the opening of a story. It should set the scene, introduce characters, give information etc..

ASSESSMENT

- Informally assess learners' presentations of direct speech.

THIRD TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	WEEK 3
ORAL LO 1: AS 1; 2; 3; 4; 6 LO 2: AS 1; 2.	<ul style="list-style-type: none"> Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression Asks and responds to higher order questions Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Changes register, grammar structure and idioms to suit different audiences and purposes Communicates effectively in group situations by keeping to the topic and maintaining the discussion 	<ul style="list-style-type: none"> Listening to and discussing a story
READING LO 3: AS 1; 3; 5; 6; 7	<ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion Makes predictions and inferences about plot and characters in a fiction text Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories 	<p><u>Shared reading.</u></p> <ul style="list-style-type: none"> Reading part of a longer fiction text e.g. a novel. Discusses characterisation and plot of a story <p><u>Group, guided and independent reading and writing</u></p> <ul style="list-style-type: none"> Direct and indirect speech. <p><u>Reading for enjoyment</u></p> <ul style="list-style-type: none"> Reads various stories
WRITING LO 4: AS 1; 2; 4 LO 5: AS 1; 2; 3; 4 LO 6: AS 1; 2; 3; 4	<ul style="list-style-type: none"> Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary Uses appropriate grammar, spelling and punctuation in written work Writes sentences using direct and indirect speech Uses simple, compound and complex sentences to form paragraphs Shifts from one tense to another consistently and appropriately 	<p><u>Writing: (in class)</u></p> <ul style="list-style-type: none"> Drafting the body of story (Middle paragraphs) Peer editing

<p>SPELLING AND GRAMMAR LO 4: AS 1; 2; 3; 4 LO 6: AS 1; 2; 3; 4</p>	<ul style="list-style-type: none"> • Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs • Identifies subject and predicate • Uses complex tenses eg past perfect progressive • Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 	<p><u>Word and sentence level work</u> <u>Phonics & Spelling</u></p> <ul style="list-style-type: none"> • Vocabulary: from the shared reading fiction text. • Revises relevant phonics and spelling rules for the week's spellings <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Direct and indirect speech • Pronouns
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Week 3 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/Ass	LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.
MILESTONES Oral <ul style="list-style-type: none"> Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression Asks and responds to higher order questions Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Changes register, grammar structure and idioms to suit different audiences and purposes Communicates effectively in group situations by keeping to the topic and maintaining the discussion 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> Choose another short story that has plenty of atmosphere. It should be one that is a contrast to the story you read the previous week to the learners. 	
DAILY ACTIVITIES	
Listening to a story <ul style="list-style-type: none"> Read the story, or part of the story that you have prepared, to your learners but omit telling them the title. Use plenty of expression and pause to increase the effect. Let learners talk in pairs to think of a suitable title for the story and be ready to explain their choice. As a class, discuss their responses and then talk about the atmosphere of the story (e.g. gloomy, scary, tense) Read the passage again to the learners and ask them to identify the words that helped to create the atmosphere in the story. List some of the words on the board and invite learners to add other, similar words. Remind learners of other, different stories the class has heard or read recently and discuss how they differ (e.g. atmosphere, setting, plot, language). Preparation for group dramatisations of a story <ul style="list-style-type: none"> Explain to the learners that in Oral the following week they need to present a short dramatisation of one of the stories they have heard or read this term. Divide the learners into groups of 4 – 8 members and clarify the instructions: <ul style="list-style-type: none"> The groups can present either a complete story or one scene BUT they must keep to the time allowed. Each dramatisation must not last longer than 2 to 3 minutes. Every learner must have a chance to speak. Learners do not necessarily need to use the same words as in the story but the language of the dialogue must be in line with the atmosphere of the story and the characters being portrayed. They should vary their voice and their facial expression according to what they are saying. 	
ASSESSMENT: <ul style="list-style-type: none"> Informal assessment of the learners' everyday conversations. 	

Week 3 Day 1	
LITERACY FOCUS TIME	
LO/Ass	LO 3: AS1, 3, 5, 6, 7. LO 4: AS 1, 2, 4. LO 5: AS1, 2, 3, 4. LO 6: AS1, 2, 3, 4.
MILESTONES Reading <ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion Makes predictions and inferences about plot and characters in a fiction text Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories Spelling and grammar <ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies subject and predicate Uses complex tenses eg past perfect progressive Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation Writing <ul style="list-style-type: none"> Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary Uses appropriate grammar, spelling and punctuation in written work Writes sentences using direct and indirect speech Uses simple, compound and complex sentences to form paragraphs Shifts from one tense to another consistently and appropriately 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> Continue reading and engaging with fiction text(s) – either a single longer story such as a short novel or several, shorter but different fiction texts. All learners need to have access to the written texts. 	
DAILY ACTIVITIES	
Shared reading: a fiction text <ul style="list-style-type: none"> Let learners skim over the previous week's readings in pairs. Each learner gets the opportunity to ask a fellow learner a question about the story so far. The learner has to show where they find the answer in the text. Ask learners to predict what will happen next in the story, giving a reason for their opinion. Read the next chapter of the novel (or a new shorter fiction text) to the class. Stop to discuss language use, including figures of speech. As a class activity, identify and list some of the events in the story. Ask learners what or who caused these effects. Discuss how characters' choices and actions fuel the plot and unfolding events. 	

Spelling and grammar/word and sentence level work**Vocabulary**

- Make a list of new vocabulary with the learners. Discuss relevant phonics and spelling rules and guide the learners about the spellings to be learnt for the week.

Working with a thesaurus

- Discuss the differences between a dictionary and a thesaurus. A dictionary is more useful in looking up the meaning of a word while a thesaurus is more helpful in finding synonyms.
- Set a similar activity to the Dictionary Race but this time base it on using a thesaurus. Once again divide learners into pairs or small groups. List on the board 15 – 20 adjectives relevant to the story you are reading. Learners must identify a synonym for each and write sentences using the words. As it is a group task learners can divide the task but they need to edit each other's sentences before handing them in.

Group, guided and independent reading/writing**Guided reading**

- Do guided reading with Group 1.

ASSESSMENT:**Formal: Assessment Task 1**

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

- Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index

Week 3 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> Continue reading and engaging with fiction text(s) – either a single longer story such as a short novel or several, shorter but different fiction texts. All learners need to have access to the written texts.
DAILY ACTIVITIES
<p>Shared reading: a fiction text</p> <ul style="list-style-type: none"> Let learners skim over the previous day's reading in pairs. Ask learners to predict what will happen next in the story, giving a reason for their opinion. Read the next chapter of the novel (or a new shorter fiction text). Stop to discuss language use, including figures of speech. Point out how the writer carries the plot forward so that each sentence carries on smoothly from the previous one. List 2 – 3 of the main characters on the board. Divide learners into groups. Each group discusses one of the characters in the story. They need to: <ul style="list-style-type: none"> Identify 3 suitable adjectives describing the character Explain where the character fits into the story and the role he / she / it plays Say whether or not they would like this character as a friend, explaining their opinion. Give each group a chance to give feedback. Use the discussions this week towards Assessment Task 1. <p>Spelling and grammar/word and sentence level work</p> <p>Pronouns</p> <ul style="list-style-type: none"> Explain the purpose of the pronoun. <p><i>It replaces a noun to avoid repetition and boring sentence construction.</i></p> <p><i>It simplifies sentences.</i></p> Experiment with various sentences allowing learners to choose suitable pronouns to replace the nouns. <ul style="list-style-type: none"> ➤ John sat on John's chair as John did John's homework. ➤ Sipho laughed at Sipho's sister, when Sipho's sister fell off Sipho's bike. ➤ The book had the book's pages torn by the naughty boy. ➤ The crowd sang songs of mourning as the crowd waved goodbye to the crowd's hero at the hero's funeral. Mention that pronouns fall into different classes, but that, for the moment, all we need to know is that: <ul style="list-style-type: none"> ➤ First person pronouns are: I, me, mine (singular), and we, us, ours (plural). ➤ Second person pronouns are: you, yours (singular), and you, yours (plural). ➤ Third person pronouns are: he, she, it, hers, his, its (singular), and they, them, theirs (plural).

- Break learners into small groups of 3 or 4 and encourage them to make up sentences about each other using pronouns to replace nouns. Encourage them to be as creative as possible.
- Once they have had a chance to practise, allow them to choose two examples and to share these with the class in as creative a way as possible. They may act out the sentences; they may have a narrator whilst the others mime the sentences; they may all speak together emphasising the pronouns etc.

Group, guided and independent reading/writing

Written task on changing nouns into pronouns

- Give learners 4 – 6 sentences in which some of the nouns need to be changed to pronouns.

Guided reading

- Do guided reading with Group 2.

LANGUAGE DEVELOPMENT: WRITING

Independent writing: the ‘body’ of the story

- In this lesson learners draft 1- 2 paragraphs as the ‘body’ or ‘middle’ of their story. Remind them of how their plot should unfold in the correct sequence to a climax. To build atmosphere and excitement they can add information on how the characters were feeling and include direct speech.

ASSESSMENT:

Formal: Assessment Task 1

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

- Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion
- Makes predictions and inferences about plot and characters in a fiction text
- Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia

Use the written task on direct speech to rate the learners, recording any problems you have noticed against the following WRITING milestone:

- Writes sentences using direct and indirect speech

You will have another opportunity to assess this in Week 4.

Week 3 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> Continue reading and engaging with fiction text(s) – either a single longer story such as a short novel or several, shorter but different fiction texts. All learners need to have access to the written texts.
DAILY ACTIVITIES
<p>Shared reading: a fiction text</p> <ul style="list-style-type: none"> Let learners skim over the previous day's reading in pairs. Ask learners to predict what will happen next in the story, giving a reason for their opinion. Read the next chapter of the novel (or a new shorter fiction text). Stop to discuss language use, including figures of speech. List 2 – 3 of the main characters on the board. Divide learners into groups. Each group discusses one of the characters in the story. They need to: <ul style="list-style-type: none"> Identify 3 suitable adjectives describing the character Explain where the character fits in the story and the role he / she / it plays Say whether or not they would like this character as a friend, explaining their opinion. Give each group a chance to give feedback. Use the discussions this week towards Assessment Task 1. <p>Spelling and grammar/word and sentence level work</p> <p>Indirect speech</p> <ul style="list-style-type: none"> Spend a little time revising direct speech before introducing reported or indirect speech. <i>This is where someone's spoken words have been reported or re-told to someone else.</i> There are some simple rules that make indirect speech very easy: <ul style="list-style-type: none"> ➤ There are no inverted commas because the person is no longer speaking. ➤ The piece of direct speech loses the "new speaker, new line" rule and becomes one paragraph in indirect speech. ➤ All exclamation marks and question marks disappear because all the emotion is gone. All sentences, whether questions, exclamations or commands become statements. We are simply reporting what was said, e.g. <ul style="list-style-type: none"> ▪ "Help me, mom!" John exclaimed. ▪ John exclaimed that he needed his mother to help him.

- Everything goes into the **past tense** if the introductory words are in the past tense and what is said is in the present tense, e.g.
 - “I want to climb Mount Everest,” Thulani stated.
 - Thulani stated that he wanted to climb Mount Everest.
 - “I will get it right now!” vowed Stacey.
 - Stacey vowed that she would get it immediately (or right away).
Work only in the past tense at the beginning to emphasise that we are reporting on what has already occurred. When the learners are more confident introduce present tense indirect speech.
 - We move away from the scene so that:
 - “here” becomes “there”,
 - “this” becomes “that”,
 - “today” becomes “that day”,
 - “yesterday” becomes “the previous day”, etc.
 - The word **‘that’** is introduced after the introductory words, e.g.
 - He said **that**
 - She replied **that**
 - They screamed **that**, etc.
 - We move from the **first person** to the **third person**, e.g.
 - Mary shouted, “John, catch **me!**”
 - Mary shouted that John should catch **her**.
- Let the learners demonstrate how to change direct into indirect speech. Choose a ‘Witness’, who changes the direct speech into indirect speech, as if telling what happened and reporting it to the police or to the court, sticking only to the facts and getting rid of the emotions.
 - Let one learner make a statement using direct speech, eg “I want to visit my gran this afternoon.” Another learner can report it as: *Mary said that she wanted to visit her gran this afternoon.* Once they have practised this a few times, allow the learners to break into small groups (3 in each group) to practise with each other. One person speaks and the second person reports it to the third. Each person should get a turn to do all three jobs: speaker, reporter, listener.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 3.

LANGUAGE DEVELOPMENT: WRITING

Independent writing: the 'body' of the story

- In this lesson learners complete the 'body' or 'middle' of their story.
- They can swap their beginning and middle paragraphs with a partner. Take learners through an editing process, where they review the writing in front of them. You could give the following instructions:
 - Read the piece through for meaning, without making any suggestions.
 - Use a pencil to underline words that are obviously spelt incorrectly. (Encourage learners to have respect for each other's work.)
 - Check that there is (1) a full paragraph which details the opening of a story, (It should set the scene, introduce characters, give information etc.) and, (2) at least one paragraph in which the plot unfolds in a clear, logical way.
 - Check that direct speech is used.

ASSESSMENT

- Informal assessment of learners' peer editing.

THIRD TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	WEEK 4
ORAL LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.	<ul style="list-style-type: none"> Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression Asks and responds to higher order questions Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Changes register, grammar structure and idioms to suit different audiences and purposes Communicates effectively in group situations by keeping to the topic and maintaining the discussion 	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> Dramatising a short story or a scene from a story
READING LO 3: AS 1, 3, 5, 6, 7.	<ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion Makes predictions and inferences about plot and characters in a fiction text Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories 	<u>Shared reading.</u> <ul style="list-style-type: none"> Reading part of a longer fiction text e.g a novel. Discusses themes and issues in a story <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> Direct and indirect speech. Written comprehension <u>Reading for enjoyment</u> <ul style="list-style-type: none"> Reads various stories
WRITING LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary Uses appropriate grammar, spelling and punctuation in written work Writes sentences using direct and indirect speech Uses simple, compound and complex sentences to form paragraphs Shifts from one tense to another consistently and appropriately 	<u>Writing</u> <ul style="list-style-type: none"> Writing a closing paragraph of story. Editing and publishing a story Book review

<p>SPELLING AND GRAMMAR LO 4: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.</p>	<ul style="list-style-type: none"> • Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs • Identifies subject and predicate • Uses complex tenses eg past perfect progressive • Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 	<p><u>Word and sentence level work</u> <u>Spelling and Phonics</u></p> <ul style="list-style-type: none"> • Included in all lessons. <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Direct and indirect speech
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Week 4 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/Ass	LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.
MILESTONES Oral <ul style="list-style-type: none"> Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression Asks and responds to higher order questions Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Changes register, grammar structure and idioms to suit different audiences and purposes Communicates effectively in group situations by keeping to the topic and maintaining the discussion 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> Learners present their group dramatisations of a story. 	
DAILY ACTIVITIES	
Group presentations of a story or a scene from a story <ul style="list-style-type: none"> The previous week you explained to the learners that in Oral this week they would need to present a short dramatisation of one of the stories they have heard or read this term. Remind learners of the instructions: <ul style="list-style-type: none"> The groups can present either a complete story or one scene BUT they must keep to the time allowed. Each dramatisation must not last longer than 2 to 3 minutes. Every learner must have a chance to speak. Learners do not necessarily need to use the same words as in the story but the language of the dialogue must be in line with the atmosphere of the story and the characters being portrayed. They should vary their voice and their facial expression according to what they are saying. Let each group present their dramatisations. Watch the time and stop groups if they exceed the time allowed but give a warning first. <ul style="list-style-type: none"> Let the other learners assess the presentations based on the criteria that were agreed. 	
ASSESSMENT: Formal: Assessment Task 1 Use your observations of the dramatisations to rate the learners, recording any problems you have noticed, against the following milestones: <ul style="list-style-type: none"> Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression Changes register, grammar structure and idioms to suit different audiences and purposes 	

Week 4 Day 1	
LITERACY FOCUS TIME	
LO/Ass	LO 3: AS 1, 3, 5, 6, 7. LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.
MILESTONES Reading <ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion Makes predictions and inferences about plot and characters in a fiction text Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories Spelling and grammar <ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies subject and predicate Uses complex tenses eg past perfect progressive Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation Writing <ul style="list-style-type: none"> Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary Uses appropriate grammar, spelling and punctuation in written work Writes sentences using direct and indirect speech Uses simple, compound and complex sentences to form paragraphs Shifts from one tense to another consistently and appropriately 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> Continue reading and engaging with fiction text(s) – either a single longer story such as a short novel or several, shorter but different fiction texts. All learners need to have access to the written texts. If you are using a novel prepare to complete the reading of it by the end of the week. 	
DAILY ACTIVITIES	
Shared reading: a fiction text <ul style="list-style-type: none"> Recap the previous week's reading. Ask 2 – 3 questions to ensure learners remember the key points. Ask learners to make inferences about what will happen in the story and how some of the characters might behave. Make sure learners can explain their opinion. Read the next chapter of the novel (or a new shorter fiction text). Stop to discuss language use and direct and indirect speech. 	

- Get learners to discuss in groups what has happened in the story thus far, and, based on clues in the story, e.g. what kinds of characters we have been introduced to, the events that have already happened, the type of story it is (ghost story, fairy tale, morality tale, true story, etc.). Allow them to draw conclusions and hypothesise on what will be a likely end. (Don't let them cheat by reading the end!)
- Give each group a chance to give feedback. **Use the discussions this week towards Assessment Task 1.**

Spelling and grammar/word and sentence level work

Vocabulary

- Make a list of new vocabulary with the learners. Discuss relevant phonics and spelling rules and guide the learners about the spellings to be learnt for the week.

Group, guided and independent reading/writing

Written Comprehension

- Set a written task based on the fiction text. The questions should include both factual and higher order questions, focusing on the characters, plot, atmosphere and setting. **Use towards Assessment Task 1.**

Guided reading

- Do guided reading with Group 1.

ASSESSMENT:

Formal: Assessment Task 1

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

- Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index

Use the Shared Reading discussions this week and the previous week, as well as the written comprehension, to rate the learners, recording any problems you have noticed against the following READING milestones:

- Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion
- Makes predictions and inferences about plot and characters in a fiction text
- Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia

Week 4 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> Continue reading and engaging with fiction text(s) – either a single longer story such as a short novel or several, shorter but different fiction texts. All learners need to have access to the written texts. If you using a novel prepare to complete the reading of it by the end of the week.
DAILY ACTIVITIES
<p>Shared reading: a fiction text</p> <ul style="list-style-type: none"> Recap the previous day's reading. Ask 2 – 3 questions requiring learners to find specific details in the text. Read the next chapter of the novel (or a new shorter fiction text). Stop to discuss language use and direct and indirect speech. Identify and let learners discuss in groups one of the themes or issues arising from the story. Be specific in your questions so the groups can be focused in their discussions. <p>Spelling and grammar/word and sentence level work</p> <p>Direct and indirect speech</p> <ul style="list-style-type: none"> Recap the rules of indirect speech (from the previous week) and look back at examples in the fiction text. Using one or two of the examples of direct speech in the text let a few learners demonstrate how to rewrite them as indirect speech. <p>Group, guided and independent reading/writing</p> <p>Written task</p> <ul style="list-style-type: none"> Set a written task requiring learners to change direct speech into indirect speech. Use towards Assessment Task 1. <p>Guided reading</p> <ul style="list-style-type: none"> Do guided reading with Group 2.
LANGUAGE DEVELOPMENT: WRITING
<p>Independent writing: the ending of the story</p> <ul style="list-style-type: none"> Discuss the kinds of endings that we like in stories: <ul style="list-style-type: none"> ➤ They should be satisfying to the reader. <i>Discuss how much of a disappointment it is for the audience to end a story on, "It was just a dream."</i> ➤ They bring a conclusion to the action in a way that matches the story that has gone before. ➤ They should give us a resolution for the characters.

- They should be believable in the context of the story.
- If they leave us 'dangling' we should be able to hypothesise about the likely action that will still take place, based on information that we have been given. If there is more than one possible ending, the audience should be able to choose the one that they think is most likely.
- Based on the storyline that they have already created with their opening and middle paragraphs, allow learners time to draft their closing paragraph.

ASSESSMENT:**Formal: Assessment Task 1**

Use the written task on indirect speech to rate the learners, recording any problems you have noticed against the following WRITING milestone:

- Writes sentences using direct and indirect speech

Week 4 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> Continue reading and engaging with fiction text(s) – either a single longer story such as a short novel or several, shorter but different fiction texts. All learners need to have access to the written texts. If you using a novel prepare to complete the reading of it by the end of the week. Prepare or source a book review, preferably based on a story learners are familiar with.
DAILY ACTIVITIES
<p>Shared reading: a fiction text</p> <ul style="list-style-type: none"> Complete the remainder of the novel (or a new shorter fiction text). Give learners time to discuss in pairs how the story ended and whether it was a satisfactory conclusion for them. You could remind them of the previous day's discussions on how their own story should end. During the class feedback give opportunities for many learners to give their views – especially those who often do not respond. Discuss some of the themes and issues raised in the novel and how these were resolved. <p>Discussion: a Book Review</p> <ul style="list-style-type: none"> Read a short book review to the learners. Ask learners why they think a book review would be written. It is likely that they will come up with suggestions such as the following: <ul style="list-style-type: none"> ➤ Book reviews are: <ul style="list-style-type: none"> recommendations of books/stories/author's work from one reader to another; a way to advertise books; a way to introduce a new book to people who may not choose to read that kind of writing; written to allow readers to make up their own minds about whether to read a new book or not, by giving them some information. <p>Group, guided and independent reading/writing</p> <p>Writing a book review</p> <ul style="list-style-type: none"> Let learners write a short book review based on the novel the class has just finished reading. If learners have not written one before you could use the following framework:

Book review by _____

The title of the book is _____

The author of the book is _____

This is a _____ book.

The book is about _____

I _____ the book because _____

Guided reading

- Do guided reading with Group 3.

LANGUAGE DEVELOPMENT: WRITING

Independent writing: editing and publishing a final version of the story

- Learners complete the writing of their story, editing and writing a final, correct version.
- Display them on the classroom wall and give learners time to read and comment (positively) on each other's stories.

Use for Assessment Task 1.

ASSESSMENT:

Formal: Assessment Task 1

Use the story to rate the learners, recording any problems you have noticed against the following WRITING milestones:

- Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version
- Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary
- Uses appropriate grammar, spelling and punctuation in written work
- Shifts from one tense to another consistently and appropriately
- Writes sentences using direct and indirect speech

THIRD TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	WEEK 5
ORAL LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.	<ul style="list-style-type: none"> Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression Asks and responds to higher order questions Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Changes register, grammar structure and idioms to suit different audiences and purposes Communicates effectively in group situations by keeping to the topic and maintaining the discussion 	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> Class and group discussion: fact or opinion
READING LO 3: AS 1, 3, 5, 6, 7.	<ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion Makes predictions and inferences about plot and characters in a fiction text Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories 	<u>Shared reading and writing</u> <ul style="list-style-type: none"> Reading an information text Written comprehension task. <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> Reading aloud Guided Group- prepared reading. <u>Reading for enjoyment</u> <ul style="list-style-type: none"> Reading a variety of information texts
WRITING LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary Uses appropriate grammar, spelling and punctuation in written work Writes sentences using direct and indirect speech Uses simple, compound and complex sentences to form paragraphs Shifts from one tense to another consistently and appropriately 	<u>Writing</u> <ul style="list-style-type: none"> Descriptive paragraph

<p>SPELLING AND GRAMMAR LO 4: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.</p>	<ul style="list-style-type: none"> • Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs • Identifies subject and predicate • Uses complex tenses eg past perfect progressive • Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 	<p><u>Word and sentence level work</u> Phonics & Spelling</p> <ul style="list-style-type: none"> • Vocabulary: from the shared reading information text. • Revises relevant phonics and spelling rules for the week's spellings <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Subject and predicate.
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Week 5 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	LO 1: AS 1. 2. 3. 4. 6. LO 2: AS 1, 2.
MILESTONES Oral <ul style="list-style-type: none"> Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression Asks and responds to higher order questions Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Changes register, grammar structure and idioms to suit different audiences and purposes Communicates effectively in group situations by keeping to the topic and maintaining the discussion 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> It is important to convey to learners that facts are not necessarily correct. Rather they are things that can be proven correct or incorrect, e.g. saying that a shirt is black when it is actually red, is not an opinion, it is an incorrect fact. Many learners are under the impression that all facts are correct. It is important to teach them to check the facts for themselves. Facts remain provable no matter who is looking at them. Opinions always have a bias of some sort, which implies an emotional aspect to them. Opinions cannot be proven. Opinions change from person to person and from situation to situation. Display examples of fact and opinion on the wall (some examples are given below). Advertisements are useful for displaying opinions, as are election posters, headline posters, safety instructions, etc. Attempt to have a variety of factual and opinion based texts. 	
DAILY ACTIVITIES	
Oral: understanding fact and opinion <ul style="list-style-type: none"> Discuss the difference between fact and opinion. Display some examples of fact and opinion on the wall or on the board. (See examples below.) Let the learners work in groups to decide into which of the following categories they belong to: <ul style="list-style-type: none"> Correct fact Incorrect fact Opinion 	

Girls are more emotional than boys.	Dogs are carnivores.	Driving on South African roads is dangerous.	My hair is black.	We will win the soccer world cup.
Boys have more muscle mass than girls.	All dogs are lovable.	The death toll on South African roads has fallen since 2007.	Black hair dye is the best.	It is the right of every citizen to vote.
School uniforms have gone up in price.	I love chocolate.	Bafana Bafana is the best team in Africa.	Beyonce is the most talented singer.	Michael Jackson was emotionally unstable.
School uniforms are a waste of money.	Chocolate has a higher fat content than many foods.	Bafana Bafana has scored 10 goals in the last 6 months.	Beyonce has sold 6 million albums.	Michael Jackson influenced music in the 20 th century.
Rice Krispies are better than Coco-Pops.	This cupboard is dirty.	Cats are better than dogs.	South Africa has the highest HIV infection rate worldwide.	Oak trees grow taller than Yew trees.
Rice Krispies sells twice as many boxes per month as Coco-Pops.	My cupboard is the neatest.	Cats are faster than dogs.	South Africa's HIV infection rate is because of lack of morals.	Oak trees' leaves are beautiful.
Pollution causes illness.	My house is bigger than your house.	Ferraris are faster than Porches.	Dreaming is important for our health.	Maths is the most important subject.
Pollution is not my responsibility.	My house is better than your house.	Ferraris have a higher horsepower than Porches.	Dreaming occurs during the REM stage of sleep.	Maths is necessary for a career in accounting.
<ul style="list-style-type: none"> Use the feedback by the groups to ask specific learners for their opinions – especially those who you were not able to observe during the group discussion. Use your observations of the discussions for Assessment Task 1. 				

ASSESSMENT:**Formal: Assessment Task 1**

Use your observations of the group and class discussions to rate the learners, recording any problems you have noticed against the following ORAL milestones:

- Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions
- Asks and responds to higher order questions
- Communicates effectively in group situations by keeping to the topic and maintaining the discussion

Week 5 Day 1	
LITERACY FOCUS TIME	
LO/Ass	LO 3: AS 1, 3, 5, 6, 7. LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.
MILESTONES Reading <ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion Makes predictions and inferences about plot and characters in a fiction text Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories Spelling and grammar <ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies subject and predicate Uses complex tenses eg past perfect progressive Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation Writing <ul style="list-style-type: none"> Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary Uses appropriate grammar, spelling and punctuation in written work Writes sentences using direct and indirect speech Uses simple, compound and complex sentences to form paragraphs Shifts from one tense to another consistently and appropriately 	
NOTES TO TEACHER	
CONDUCTING AN INVESTIGATION <ul style="list-style-type: none"> During Weeks 6 and 7 learners will be doing an Investigation. You can begin the preparations for this in Week 5. The third term milestones for the Investigation require learners to: <ul style="list-style-type: none"> Develop an hypothesis of possible results or endings Apply research skills to find information in different sources eg reference books and textbooks Process and evaluate the information (ie Identify and explain the advantages and disadvantages of something) Draw conclusions and write a report on the findings You will need to decide on a topic for the investigation that will help learners to achieve these requirements. The research could involve learners finding information from written sources and also from members of the community. The topic needs to be such that learners need to be able to evaluate the pros and cons of something. Possible choices could be: <ul style="list-style-type: none"> Using alternative sources of power The advisability of wearing school uniforms The school year should have three longer terms rather than the present four terms 	

- Once you have decided on the topic select 2 – 3 short (or one longer) information text relevant to that topic. Use these texts as the basis for shared reading and writing this week.
- Choose a text from any resource book eg a textbook.
- Prepare questions where the learners need to find the answers in the text using their scanning skills.
- Prepare a written comprehension task.

DAILY ACTIVITIES

Shared reading: an information text

- In this lesson you are going to focus on the skills of scanning. Remind learners that you use your scanning skills to quickly extract only the information you require, without reading the whole text.
- Hand out the text which the learners need to scan in order to find the answers to the questions you set beforehand.
- Introduce the text to the learners and activate their prior knowledge. Teach new vocabulary. Also point out conventions when reading this type of text such as headings, pictures, subheadings etc.
- Read the questions to the learners before they scan the text.
- Learners see how fast they can find the answers (either individually or in pairs).
- After you have asked two or three questions, get feedback from learners on how they managed to find the answers. Let them share their different scanning strategies and skills. Focus on visual (headings, bold print, italics, pictures, map) as well as prediction skills (read two or three words and predict whether or not the answer to the question will be in that paragraph). Make a list of these strategies. Ask more questions and encourage the learners to use these strategies.

Spelling and grammar/word and sentence level work

Vocabulary

- Make a list of new vocabulary with the learners. Discuss relevant phonics and spelling rules and guide the learners about the spellings to be learnt for the week.

Group, guided and independent reading/writing

Written Comprehension

- Set a written task based on the information text. The questions should include both factual and higher order questions.

Guided reading

- Do guided reading with Group 1.

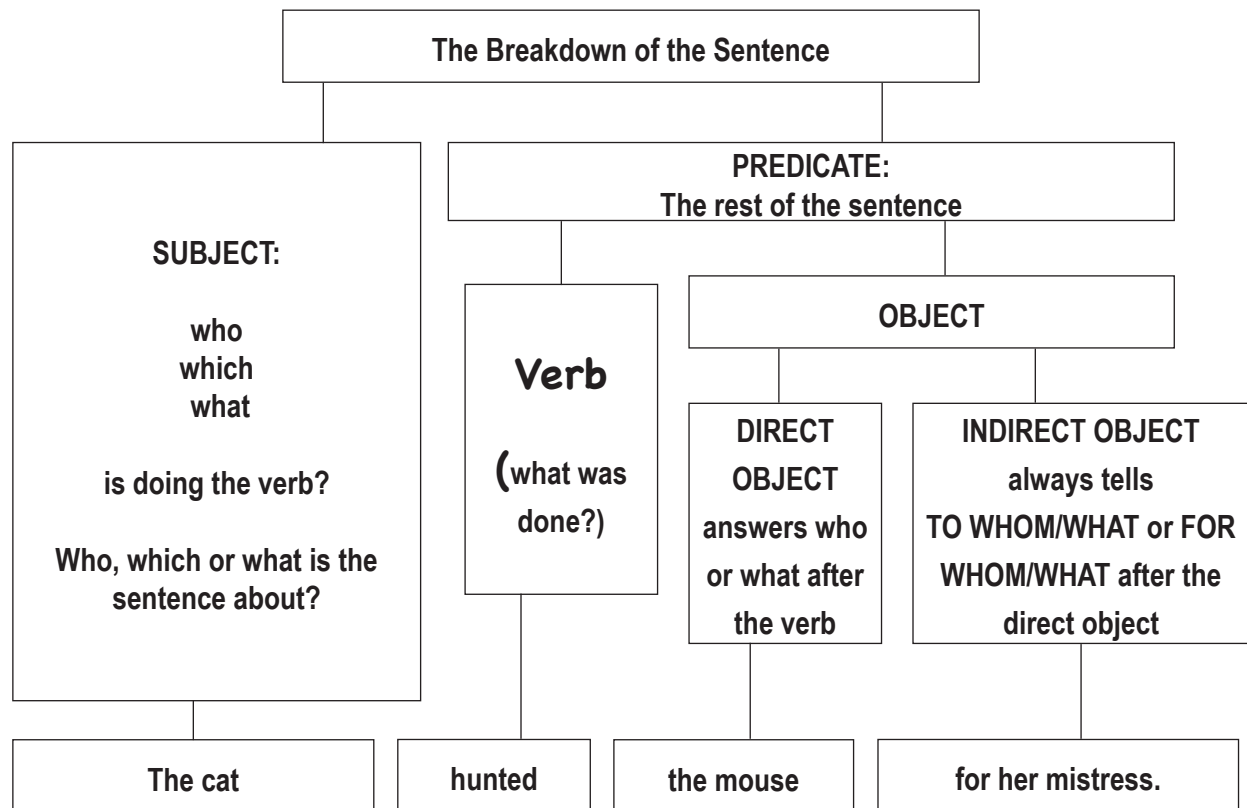
ASSESSMENT:**Formal: Assessment Task 1**

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

- Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index

Week 5 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER:
<ul style="list-style-type: none"> Continue to use the information text(s) relevant to the topic for the Investigation. Make flashcards for the activity on Subject and Predicate.
DAILY ACTIVITIES:
<p>Shared reading: an information text</p> <ul style="list-style-type: none"> Ask one or two questions to remind learners of the previous day's scanning activity. Discuss new vocabulary and prepare learners to a more in-depth reading of the passage. Read the information text slowly to the learners, pausing at the end of a paragraph and ask one or two questions to ensure that learners understand the key points of each paragraph. Identify the topic sentence and recap the role it plays in relation to the rest of the paragraph. Remind learners how they can use the topic sentence when they scan a passage. Talk about any visuals, pictures, graphs or maps, and how they relate to the written text. Let learners read at least the first paragraph of the text in pairs to each other and identify one fact that they didn't know before. <p>Spelling and grammar/word and sentence level work</p> <p>Subject and predicate: understanding the sentence</p> <ul style="list-style-type: none"> Sentences are divided into two parts: THE SUBJECT and THE PREDICATE The subject reflects what or who is being spoken about. It is the 'who/which/what' (person or thing) that is doing the action. The predicate is the rest of the sentence. It always begins with the verb and tells us more about the subject. The predicate can be broken into two parts, viz. the verb and the object, though not all sentences contain an object. (The object can be: <ul style="list-style-type: none"> ➤ direct where it answers 'who?' or 'what?' after the verb. ➤ or indirect, which always tells us 'to whom/what?' or 'for whom/what?' the verb is being done. Sentences do not need an indirect object to be a complete sentence.) In this lesson focus only on breaking sentences into subject and predicate, and the predicate into verb and object.

You could make flashcards to explain the breakdown (or draw it on the board). Use different colours to highlight the different parts :



Group, guided and independent reading/writing

Written task on subject and predicate

- Allow learners to create their own sentences, breaking them into subject and predicate.
- Encourage learners to keep the same colours you used to reinforce the visual reminder of the purpose of each part of the sentence.

Guided reading

- Do guided reading with Group 2.

LANGUAGE DEVELOPMENT: WRITING

Independent writing: a descriptive paragraph

- In this lesson learners draft a paragraph on a topic relating to the Investigation. If, for example, they are going to investigate the purpose and value of wearing school uniforms, they could write a paragraph describing their own school uniform, adding their opinion of the various items.
- Give learners a short time to make notes of the different points they want to include before they begin writing a draft.
- By the end of this lesson every learner should have written a first draft.

ASSESSMENT:

- Informally assess learners' responses to the activity on subject and predicate.

Week 5 Day 3						
LITERACY FOCUS TIME						
NOTES TO TEACHER						
<ul style="list-style-type: none">Continue to use the information text(s) relevant to the topic for the Investigation.Make flashcards for the activity on Subject and Predicate.						
DAILY ACTIVITIES						
<p>Shared reading: an information text</p> <ul style="list-style-type: none">Ask one or two questions to remind learners of the previous day’s scanning activity. Discuss new vocabulary and prepare learners for a more in-depth reading of the passage.Read the information text slowly to the learners, pausing at the end of a paragraph and ask one or two questions to ensure that learners understand the key points of each paragraph. Identify the topic sentence and recap the role it plays in relation to the rest of the paragraph. Remind learners how they can use the topic sentence when they scan a passage.Talk about any visuals, pictures, graphs or maps, and how they relate to the written text.Let learners read at least the first paragraph of the text in pairs to each other and identify one fact that they didn’t know before.						
<p>Spelling and grammar/word and sentence level work</p> <p>Subject and predicate</p> <ul style="list-style-type: none">Revise subject and predicate. Depending upon the level of your learners you could also deal with the direct and indirect object of a sentence.						
<p>Group, guided and independent reading/writing</p> <p>Written task on subject and predicate</p> <ul style="list-style-type: none">Set a written task to assess learners’ understanding of subject and predicate. You could give them a table to help them take sentences from the information text and break them down into subject and predicate, eg						
<table><tr><th>SUBJECT</th><th>PREDICATE</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	SUBJECT	PREDICATE				
SUBJECT	PREDICATE					
<p>Use for Assessment Task 1.</p>						
<p>Guided reading</p> <ul style="list-style-type: none">Do guided reading with Group 3.						
LANGUAGE DEVELOPMENT: WRITING						

Independent writing: a descriptive paragraph

- In this lesson learners edit and write a final version of their paragraph.
- Remind learners to:
 - edit their sentences for grammar, spelling and punctuation errors.
 - check that they have used the correct tenses.
 - vary the length of their sentences, using appropriate conjunctions where necessary.
 - ensure that their sentences link together to form a meaningful paragraph.

Use for Assessment Task 1.

ASSESSMENT:**Formal: Assessment Task 1**

Use the subject and predicate task to rate learners, recording any problems you have noticed against the following SPELLING AND GRAMMAR milestone:

- Identifies subject and predicate

Use the written paragraph to rate the learners, recording any problems you have noticed against the following WRITING and SPELLING AND GRAMMAR milestones:

- Uses simple, compound and complex sentences to form paragraphs
- Uses complex tenses eg past perfect progressive
- Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation

THIRD TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	WEEK 6
ORAL LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.	<ul style="list-style-type: none"> • Listens for specific details in information texts eg speeches • Makes an oral presentation, changing volume and pace • Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions • Communicates effectively in group situations by keeping to the topic and maintaining the discussion. 	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> • Listening to and discussing a newspaper article
READING LO 3: AS 1, 3, 5, 6, 7.	<ul style="list-style-type: none"> • Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters • Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index • Reads and follows fairly complex instructions and directions with little assistance • Reads and responds to a range of information texts, making notes of specific details • Interprets and discusses visual texts eg tables, charts and bar graphs • Reads aloud with expression, changing tempo as appropriate 	<u>Shared reading and writing</u> <ul style="list-style-type: none"> • Group and class shared reading of information texts eg reference books, as part of the Investigation. <u>Group-guided and independent reading and writing</u> <ul style="list-style-type: none"> • Reading of information texts as part of the Investigation. <u>Reading for enjoyment</u> <ul style="list-style-type: none"> • Reading a variety of information texts.
WRITING LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> • Writes for playful and creative purposes eg poem, letter • Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs • Uses appropriate grammar, spelling and punctuation in written work • Uses simple, compound and complex sentences to form paragraphs • Produces neat, legible work with attention to presentation eg title, headings and suitable graphics 	<u>Writing:</u> <ul style="list-style-type: none"> • Drafting first part of a report on the Investigation.
SPELLING AND GRAMMAR LO 4: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> • Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs • Identifies and uses parts of speech eg prepositions, articles and conjunctions • Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 	<u>Word and sentence level work</u> <ul style="list-style-type: none"> • Writing a survey and recording responses. <u>Grammar</u> <ul style="list-style-type: none"> • Writing of questions.

INVESTIGATION LO 5: AS 1; 2; 3; 4	<ul style="list-style-type: none"> • Develops an hypothesis of possible results or endings • Applies research skills to find information in different sources eg reference books and textbooks • Processes and evaluates the information • Identifies and explains the advantages and disadvantages of something • Draws conclusions • Writes a short report on the findings (one paragraph) 	<ul style="list-style-type: none"> • Developing a hypothesis for the investigation (as a class) • Creating a survey form • Carrying out a survey in the home or community • Finding and recording information from written sources
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Week 6 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1. 2.
MILESTONES Oral <ul style="list-style-type: none"> Listens for specific details in information texts eg speeches Makes an oral presentation, changing volume and pace Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Communicates effectively in group situations by keeping to the topic and maintaining the discussion. 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> During the previous week, learners discussed the difference between fact and opinion by categorising a series of statements. Continue the theme this week by reading or telling learners about a newspaper article that may, or may not, be true. Choose one where there can be a lot of debate about the truth of what has been written. Or you might want to add additional, unlikely events. 	
DAILY ACTIVITIES	
Listening to and discussing a newspaper article <ul style="list-style-type: none"> Read the headline of the article to the learners and ask them to predict what they think the article will be about. Let them share their own prior knowledge or experience. Prepare the learners by telling that you are going to read them the article. They must listen carefully and make brief notes on the key points. Read the newspaper article, or a section of it, twice. Use plenty of expression and pause to increase the effect. Let learners discuss in pairs or small groups whether: <ul style="list-style-type: none"> the article is true or not parts of the article are the result of someone's imagination. Learners need to be ready to justify their opinions. As a class, discuss their responses and then talk about their reasons for doubting the truth of the article, or parts of it. Remind learners that they must respect everyone's opinions – even if they are not the same as theirs. Use for Assessment Task 2. 	
ASSESSMENT: Formal: Assessment Task 2 Use the discussions this week and next week to rate the learners, recording any problems you have noticed against the following ORAL milestones: <ul style="list-style-type: none"> Listens for specific details in information texts eg speeches Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Communicates effectively in group situations by keeping to the topic and maintaining the discussion. 	

Week 6 Day 1	
LITERACY FOCUS TIME	
LO/Ass	LO 3: AS 1, 3, 5, 6, 7. LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.
MILESTONES Reading <ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Reads and follows fairly complex instructions and directions with little assistance Reads and responds to a range of information texts, making notes of specific details Interprets and discusses visual texts eg tables, charts and bar graphs Reads aloud with expression, changing tempo as appropriate Writing <ul style="list-style-type: none"> Writes for playful and creative purposes eg poem, letter Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs Uses appropriate grammar, spelling and punctuation in written work Uses simple, compound and complex sentences to form paragraphs Produces neat, legible work with attention to presentation eg title, headings and suitable graphics Grammar <ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies and uses parts of speech eg prepositions, articles and conjunctions Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation Investigation <ul style="list-style-type: none"> Develops an hypothesis of possible results or endings Applies research skills to find information in different sources eg reference books and textbooks Processes and evaluates the information Identifies and explains the advantages and disadvantages of something Draws conclusions Writes a short report on the findings (one paragraph) 	
NOTES TO TEACHER	
CONDUCTING AN INVESTIGATION (continued) <ul style="list-style-type: none"> During the previous week learners engaged with information texts related to the topic of the Investigation they are going to conduct. This week the learners begin in earnest to gather information for the Investigation. You may need to deviate from the normal division of a lesson and spend the whole time on a single activity so that learners can complete a task within one lesson. Each of these activities effectively integrates the teaching of all the language skills – every Learning Outcome is addressed in every lesson during this Investigation. It is important that learners thoroughly understand what is expected from them in the Investigation so it needs to be explained to them before they begin work. In this lesson learners plan the Investigation and develop a survey form to use to gather information. 	

DAILY ACTIVITIES**Planning for the Investigation**

- Explain to the learners that during the next two weeks they are going to be carrying out an Investigation.
- Clarify the steps that they will follow and the requirements for the report they will write at the end.
- Work with the learners as together you plan the steps.
- Begin by discussing the topic as a class and guiding learners to develop an hypothesis of possible results or endings. Keep this as simple and straightforward as possible, eg
 - If the need for learners to wear school uniforms is the focus, a simple hypothesis could be: *'School uniforms are unnecessary and too costly for parents.'*
 - If the Investigation is about alternative sources of energy, an hypothesis could be *'My family/community will never be able to use alternative sources of energy.'*
- During this week learners need to gather information from (a) oral sources such as family and community members and (b) written sources such as reference books and textbooks.
- In this lesson learners compile a survey form to use to gather information from their family or community members.

Understanding and exploring surveys**1. Before writing**

- Discuss the purpose of surveys, e.g. gathering information, researching people's opinions about issues, finding out how to improve performance and productivity in a company, etc.
- Look at some examples of how surveys are used.
- Questions for surveys should always be as clear and factual as possible.
- Answer options should be very clear, e.g. yes/no, agree completely/mostly agree/do not agree/strongly disagree, rating scale 1 – 5, etc.

2. During writing

- Once the learners are clear about the information needed from the survey, let learners work in groups to draw up between four and six questions that could be used.
- When all the groups have come up with questions, let them to share these with the whole class to see whether they are relevant, worded correctly, factual, and without bias.
- Let the class vote for the four to six most relevant and well-worded questions. They may choose questions from different groups to come up with the final questions chosen for the survey.
- Once everyone has agreed on the final questions, all learners should write them down.
- In the same groups, using the chosen questions, learners should devise a one page survey, before deciding as a class which rating scale should be used for each question, layout etc

- The final survey form should be neat, without errors, legible, clear and easy to follow, etc.
- By the end of the lesson every learner should have a survey form which he/she can use to gather information from family or community members.
- Explain to the learners that they will need to ask at least two people for their opinions on the questions, filling in the responses themselves on the survey form.
- Give learners a date by which they must have completed their survey.
- Check each learner's survey form before they use it at home or in the community.

Spelling and grammar/word and sentence level work

Vocabulary

- Make a list of new vocabulary with the learners. Guide the learners about the spellings to be learnt for the week.

Group, guided and independent reading/writing

Group reading

- Do group reading with the whole class this week.

ASSESSMENT:

Formal: Assessment Task 2

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

- Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index

Week 6 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> Gathering information for the Investigation should continue throughout the week. While learners are conducting their surveys at home after school, during Language lessons, they should be gathering information about the topic from written sources. Help learners to find written information on the topic using reference books and textbooks, and the Internet where possible. Consider taking a block loan of relevant books from the library.
DAILY ACTIVITIES
<p>Gathering information for the Investigation</p> <ul style="list-style-type: none"> Depending upon the level of learners and the difficulty of the topic, learners can either work alone or in groups. Provide plenty of support for them so that every learner can find some relevant and useful information on the topic. Learners may choose to divide the work between the different members of the group so that each learner researches a particular aspect of the Investigation. Although learners can also find information after school much of the reading and note taking should take place in the language lesson. You might choose to do a whole class shared reading activity to begin the lesson, followed by a paired or group reading activity. The purpose of the Investigation is for learners to develop skills in finding suitable information in a range of different texts. Make sure that, even if learners work as a group, each learner records the relevant information. Before the end of the lesson let each group report very briefly on progress. <p>Spelling and grammar/word and sentence level work</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Discuss new vocabulary. Write the words on the board and, next to them, a list of definitions but in the incorrect order. Learners can copy the words into their books, adding the correct definitions next to them.
LANGUAGE DEVELOPMENT: WRITING
<p>Report writing: beginning a first draft</p> <ul style="list-style-type: none"> Start by giving learners an overview of the report that they need to write. You could write it in point form on chart paper so learners can refer to it to check their progress in completing the report. Subheadings could be: <ul style="list-style-type: none"> Introduction (purpose, hypothesis, how the information was collected) Background information (from written sources)

- Results of the survey (a paragraph summarising the results, plus a graph and/or table collating the results); learners can also attach a copy of their survey form as an annexure.
 - Analysis of findings: a paragraph in which learners evaluate their findings and compare the advantages and disadvantages of different options
 - A concluding sentence or short paragraph
- Learners begin to write a first draft of their report. They can start by writing a paragraph describing the purpose of the Investigation and what they expect to find.

ASSESSMENT:

Use the learners' researches for the Investigation to rate them, recording any problems you have noticed against the following READING milestones

- Reads and responds to a range of information texts, making notes of specific details

Week 6 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> Gathering information for the Investigation should continue throughout the week. While learners are conducting their surveys at home after school, during Language lessons, they should be gathering information about the topic from written sources. Aim to complete the note taking by the end of this lesson – although some learners may be able to access other information over the weekend. Monitor learners' progress in their collecting of information – every learner should have a number of points in note form by the end of this lesson. Check also that learners will have finished their surveys by the end of the weekend.
DAILY ACTIVITIES
<p>Gathering information for the Investigation</p> <ul style="list-style-type: none"> Continue to provide learners with written texts from which they can find the necessary information. Spend time with each group. Give guidance on how to find information, make use of visual texts, graphs, etc. and explain new vocabulary. If necessary read a common text with the group and help them to summarise the key points. Make sure that, even if learners work as a group, each learner records the relevant information. By the end of this lesson each group should have completed most of their note taking.
LANGUAGE DEVELOPMENT: WRITING
<p>Report writing: writing a first draft</p> <ul style="list-style-type: none"> Learners continue to write a first draft of their report. They can draft a paragraph on how the information was collected. Let learner read their first two paragraphs to each other for peer editing.
<p>ASSESSMENT:</p> <p>Formal: Assessment Task 2</p> <p>Use your observations of the class discussions and group activities to rate the learners, recording any problems you have noticed against the following INVESTIGATION and READING milestones:</p> <ul style="list-style-type: none"> Develops an hypothesis of possible results or endings Applies research skills to find information in different sources eg reference books and textbooks Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index <p>Use the learners' researches for the Investigation to rate them, recording any problems you have noticed against the following READING milestone:</p> <ul style="list-style-type: none"> Reads and responds to a range of information texts, making notes of specific details

Assessment Task 2: Weeks 6 - 10

	MILESTONES	WEEK	TASK
ORAL LO 1: AS 1, 2. LO 2: AS 1, 2.	<ul style="list-style-type: none"> Listens for specific details in information texts eg speeches Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Communicates effectively in group situations by keeping to the topic and maintaining the discussion Makes an oral presentation, changing volume and pace 	6 / 7 9	Group discussions Listening to speeches
		8 / 9	30-second speeches.
READING LO 3: AS 1, 4, 5, 7, 8. LO 5: AS 1, 4.	<ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Reads and responds to a range of information texts, making notes of specific details Interprets and discusses visual texts eg tables, charts and bar graphs Reads aloud with expression, changing tempo as appropriate Reads and follows fairly complex instructions and directions with little assistance 	6 - 10	Guided/group/shared reading and the Investigation
		6	Investigation
		7	Drawing and discussing graph and table
		8	Reading aloud
		10	Reading and following instructions (2 tasks)
WRITING LO 4: AS 1, 2, 4.	<ul style="list-style-type: none"> Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs Writes for playful and creative purposes eg poem, letter Uses appropriate grammar, spelling and punctuation in written work Uses simple, compound and complex sentences to form paragraphs Produces neat, legible work with attention to presentation eg title, headings and suitable graphics 	7	Drawing graph and table
		9	Writing of poems
		8	Report on the Investigation

SPELLING AND GRAMMAR LO 6: AS 1, 2, 6.	<ul style="list-style-type: none"> • Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs 	9	Writing of poems. The written report in Week 8 could also be used.
	<ul style="list-style-type: none"> • Identifies and uses parts of speech eg prepositions, articles and conjunctions 	9 / 10	Written tasks
	<ul style="list-style-type: none"> • Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 	8	Written report
INVESTIGATION LO 3: AS 11. LO 5: AS 2, 3.	<ul style="list-style-type: none"> • Develops an hypothesis of possible results or endings 	6	Class discussions
	<ul style="list-style-type: none"> • Applies research skills to find information in different sources eg reference books and textbooks 	6 / 7	Shared and individual reading
	<ul style="list-style-type: none"> • Processes and evaluates the information • Identifies and explains the advantages and disadvantages of something 	8	Evaluates information in a paragraph
	<ul style="list-style-type: none"> • Draws conclusions • Writes a short report on the findings (one paragraph) 	8	Written report

THIRD TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	WEEK 7
ORAL LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.	<ul style="list-style-type: none"> Listens for specific details in information texts eg speeches Makes an oral presentation, changing volume and pace Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Communicates effectively in group situations by keeping to the topic and maintaining the discussion. 	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> Listening to and discussing a newspaper article
READING LO 3: AS 1, 3, 5, 6, 7.	<ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Reads and follows fairly complex instructions and directions with little assistance Reads and responds to a range of information texts, making notes of specific details Interprets and discusses visual texts eg tables, charts and bar graphs Reads aloud with expression, changing tempo as appropriate 	<u>Shared reading and writing</u> <ul style="list-style-type: none"> Shared reading and writing of a graph and table as part of the Investigation. <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> Writing of a graph and table as part of the Investigation. <u>Reading for enjoyment</u> <ul style="list-style-type: none"> Reading a variety of information texts.
WRITING LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> Writes for playful and creative purposes eg poem, letter Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs Uses appropriate grammar, spelling and punctuation in written work Uses simple, compound and complex sentences to form paragraphs Produces neat, legible work with attention to presentation eg title, headings and suitable graphics 	<u>Writing:</u> <ul style="list-style-type: none"> Shared editing of a paragraph Group / individual writing: drafting two paragraphs of a report on the Investigation.
SPELLING AND GRAMMAR LO 4: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies and uses parts of speech eg prepositions, articles and conjunctions Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 	<u>Word and sentence level work</u> <ul style="list-style-type: none"> Writing of a cohesive paragraph. <u>Grammar</u> <ul style="list-style-type: none"> Editing skills.

INVESTIGATION LO 5: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> • Develops an hypothesis of possible results or endings • Applies research skills to find information in different sources eg reference books and textbooks • Processes and evaluates the information • Identifies and explains the advantages and disadvantages of something • Draws conclusions • Writes a short report on the findings (one paragraph) 	<ul style="list-style-type: none"> • Group writing: using information from written sources to write a paragraph • Class / group activities; developing a graph / table to collate the results of the surveys • Individual writing: writing a paragraph summarising information from a graph / table
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Week 7 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.
MILESTONES Oral <ul style="list-style-type: none"> Listens for specific details in information texts eg speeches Makes an oral presentation, changing volume and pace Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Communicates effectively in group situations by keeping to the topic and maintaining the discussion. 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> During previous weeks, learners discussed the difference between fact and opinion. Continue the theme this week by reading, or telling learners of, another newspaper article that contains clear evidence of bias. Choose one where there can be a lot of debate about the truth of what has been written. Or you might want to add additional, unlikely events or comments. 	
DAILY ACTIVITIES	
Listening to and discussing a newspaper article <ul style="list-style-type: none"> Read the headline of the article to the learners and ask them to predict what they think the article will be about. Let them share their own prior knowledge or experience. Prepare the learners by telling them that you are going to read them another article. Remind them of the previous week's discussions and warn them that, once again, there may be facts or opinions that they may not agree with. They must listen carefully and make brief notes of the key points. Read the newspaper article, or a section of it, twice. Use plenty of expression and pause to increase the effect. Let learners, in pairs or small groups, discuss whether: <ul style="list-style-type: none"> the article is true or not parts of the article are the result of someone's imagination. Learners need to be ready to justify their opinions. As a class, discuss their responses and then talk about their reasons for doubting the truth of the article, or parts of it. Remind learners that they must respect everyone's opinions – even if they are not the same as theirs. 	

Preparation for Oral presentations in Week 8 (and 9 if necessary).

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

ASSESSMENT:**Formal: Assessment Task 2**

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

- Listens for specific details in information texts eg speeches
- Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions
- Communicates effectively in group situations by keeping to the topic and maintaining the discussion.

Week 7 Day 1	
LITERACY FOCUS TIME	
LO/ASs	LO 3: AS 1, 3, 5, 6, 7. LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.
MILESTONES Reading <ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Reads and follows fairly complex instructions and directions with little assistance Reads and responds to a range of information texts, making notes of specific details Interprets and discusses visual texts eg tables, charts and bar graphs Reads aloud with expression, changing tempo as appropriate Writing <ul style="list-style-type: none"> Writes for playful and creative purposes eg poem, letter Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs Uses appropriate grammar, spelling and punctuation in written work Uses simple, compound and complex sentences to form paragraphs Produces neat, legible work with attention to presentation eg title, headings and suitable graphics Grammar <ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies and uses parts of speech eg prepositions, articles and conjunctions Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation Investigation <ul style="list-style-type: none"> Develops an hypothesis of possible results or endings Applies research skills to find information in different sources eg reference books and textbooks Processes and evaluates the information Identifies and explains the advantages and disadvantages of something Draws conclusions Writes a short report on the findings (one paragraph) 	
NOTES TO TEACHER	
CONDUCTING AN INVESTIGATION (continued) <ul style="list-style-type: none"> During the previous week the learners collected information for the Investigation from written sources and using their survey. This week learners should collate their findings and write paragraphs (a) giving the background information and (b) summarising the survey's findings. Write on the board an example of a paragraph. It should be the type of paragraph you are expecting the learners to write using the information they collected from books but it should be badly written and contain many grammar, punctuation and spelling mistakes. Words should be omitted and the sentences should not follow each other in a coherent way. 	

DAILY ACTIVITIES

Collating information for the Investigation

Shared reading and editing of a paragraph

- Explain to the learners that they are going to continue to write their report on the Investigation. On this day they are going to write a paragraph to give a background to the topic.
- Ask learners to read the badly written paragraph you have written on the board and give you their opinion.
- Hopefully they will be very critical of your paragraph and point out all the things that are wrong with it!
- Work through the paragraph with the learners, correcting the mistakes.
- Use this activity to develop a set of guidelines on how to write this type of paragraph.

Shared writing of a paragraph explaining the background

- Learners work in pairs or small groups (or individually) to write a paragraph giving the background to the topic of the Investigation. They must use the information that they have gathered from the reference books they used the previous week.
- Every learner should have rough notes containing the information from the books. Give the learners guidance on how to evaluate this information and use some of it to write a cohesive paragraph. They could work as follows:
 - Each learner reads the notes that he/she has made to the rest of the group
 - Learners identify 5 – 6 important facts from the group's notes. (Stress that learners will need to be selective – not all the information can be included and there will be some repetition.)
 - The group decides on the order of writing down the facts, and which facts can be included in the same sentence.
 - One member of the group writes a draft of a paragraph using the inputs from the rest of the group. (Remind learners that they must not copy the sentences word-for-word from a book!)
 - Another member reads it to the group and, together, they edit and refine it.
 - When they are happy with their paragraph each learner adds it to their draft report, under the heading "Background".

Group, guided and independent reading/writing

- Learners complete the writing of their paragraph for the Investigation.

Group reading

- Do group reading this week.

ASSESSMENT:**Formal: Assessment Task 2**

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

- Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index
- Continue to observe the learners as they work in groups to write a paragraph for their report on the Investigation.

Week 7 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> Collect and display various graphical information examples, e.g. bar graphs of temperatures and rainfall, market trends, star charts, etc. Use these when explaining graphs and graphical information. The shared making of a graph will lead into learners' making their own graphs to collate some of the information they have gathered from the surveys. Before the lesson plan how best the information can be recorded on a graph, and, possibly also in a table. Depending upon the nature of the data you might need to summarise the information on a table before making the graph.
DAILY ACTIVITIES:
<p>Guided graph making: shared drawing of a graph to collate the information from the survey</p> <ul style="list-style-type: none"> Explain to the learners that they are going to make a graph to record some of the information from the survey. Discuss: <ul style="list-style-type: none"> how graphs give information in a visual form; how they convey information to someone else in a clear and concise way; how they are easy to explain and discuss (even when there is a lot of information, e.g. over a number of months or years; how they can be analysed. Discuss all the elements that are needed in a graph. <ul style="list-style-type: none"> A clear label explaining information, e.g. parents' views on the advisability of school uniforms. Two axes (lines) with relevant measurements, e.g. centimetres, months, dates, numbers, etc. Labels for the two axes. Space for recording relevant information in chosen format, e.g. bars, lines, etc. Draw a template on the board to explain how two lots of information are being collected along the two axes of the graph. Experiment with reading it and discuss which way is more efficient to record information from the survey. <p><i>It is customary for the columns to be recorded on the vertical axis, but as long as both pieces of information are present and both axes are clearly labelled, it doesn't matter.)</i></p> Experiment with how the information can be recorded eg in columns, a bar graph, or with dots that get joined together to plot the trend, a line graph. <p><i>Use the information from the survey that is easy for the learners to work out for the graph. It will depend upon the nature of the Investigation and the data that was collected as to the data you will use to make the graph.</i></p>
LANGUAGE DEVELOPMENT: WRITING

Shared drawing of a table to collate the information from the survey

- You will need to collate the rest of the information from the survey using a simple table. You could use one of the following two examples:

questions	responses	
	yes	no
1.		
2.		
TOTALS		

questions	responses				
	Strongly agree	Mostly agree	Do not agree	Strongly disagree	No answer
1.					
2.					
TOTALS					

- This could be either a class or group activity but, by the end of this lesson, learners should have completed their graph / table.

ASSESSMENT:**Formal: Assessment Task 2**

Use the learners' discussions around their table / graph for the Investigation to rate them, recording any problems you have noticed against the following READING milestone:

- Interprets and discusses visual texts eg tables, charts and bar graphs

Week 7 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> By now learners should have developed about half of their report (Introduction, background information, collation of data from the survey into a table or graph). In this lesson learners write a paragraph summarising the results of the survey. They can base their writing on the graph/table they developed the previous day.
DAILY ACTIVITIES
<p>Shared writing of the start of a paragraph summarising the results of the survey</p> <ul style="list-style-type: none"> Begin by letting learners share the results of their survey with others in their group. Each learner needs to explain: <ul style="list-style-type: none"> Who they interviewed The responses they received Whether or not they enjoyed doing the survey and why Were there any problems <p><i>You will need to manage time carefully here – try to restrict the group discussion to not more than 15 minutes in total.</i></p> <ul style="list-style-type: none"> Focus the report back on only one of the questions that was asked and discuss those responses. (Choose a question that learners have not used for the graph making.) Use shared writing to begin a paragraph in which learners write about the results of their survey. This paragraph should only be a summary of the information from the survey. Learners can use the graph and/or table as a starting point. <p><i>Note: It should not include an analysis of the results as this will become a separate paragraph which will be written in Week 8.</i></p>
LANGUAGE DEVELOPMENT: WRITING
<p>Report writing: individual writing of a paragraph summarising the results of the survey</p> <ul style="list-style-type: none"> Learners write a paragraph in which they summarise the results of their survey. They can use the graph and/or table as a starting point. Remind learners that it should not include an analysis of the results but only summarise the findings. By the end of the lesson all the learners should have drafted this paragraph. <p><i>Make sure that the draft reports that the learners are writing are kept safely. They are likely to be on separate pieces of paper so can be easily mislaid.</i></p>

ASSESSMENT:

Formal: Assessment Task 2

Use the learners' paragraph and their table / graph for the Investigation to rate them, recording any problems you have noticed against the following WRITING milestone:

- Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs

THIRD TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	WEEK 8
ORAL LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.	<ul style="list-style-type: none"> Listens for specific details in information texts eg speeches Makes an oral presentation, changing volume and pace Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Communicates effectively in group situations by keeping to the topic and maintaining the discussion. 	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> Learners make oral presentations: 30 second speeches
READING LO 3: AS 1, 3, 5, 6, 7.	<ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Reads and follows fairly complex instructions and directions with little assistance Reads and responds to a range of information texts, making notes of specific details Interprets and discusses visual texts eg tables, charts and bar graphs Reads aloud with expression, changing tempo as appropriate 	<u>Shared reading and writing</u> <ul style="list-style-type: none"> Shared reading aloud. Discussions analysing written findings and information in a graph / table <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> Note taking based on the discussions. <u>Reading for enjoyment</u> <ul style="list-style-type: none"> Reading a variety of information texts.
WRITING LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> Writes for playful and creative purposes eg poem, letter Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs Uses appropriate grammar, spelling and punctuation in written work Uses simple, compound and complex sentences to form paragraphs Produces neat, legible work with attention to presentation eg title, headings and suitable graphics 	<u>Writing:</u> <ul style="list-style-type: none"> Completing writing the report Editing and publishing of the report
SPELLING AND GRAMMAR LO 4: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies and uses parts of speech eg prepositions, articles and conjunctions Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 	<u>Word and sentence level work</u> <ul style="list-style-type: none"> Editing of the report. <u>Grammar</u> <ul style="list-style-type: none"> Editing skills.

INVESTIGATION LO 5: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> • Develops an hypothesis of possible results or endings • Applies research skills to find information in different sources eg reference books and textbooks • Processes and evaluates the information • Identifies and explains the advantages and disadvantages of something • Draws conclusions • Writes a short report on the findings (one paragraph) 	<ul style="list-style-type: none"> • Analysing the results of the Investigation and drawing conclusions • Completing writing the report • Editing and publishing of the report
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Week 8 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.
MILESTONES Oral <ul style="list-style-type: none"> Listens for specific details in information texts eg speeches Makes an oral presentation, changing volume and pace Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Communicates effectively in group situations by keeping to the topic and maintaining the discussion. 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> During the previous week learners were told to prepare for a short speech, 30 seconds, in total! During this lesson you should be able to listen to most, if not all, of the speeches. If necessary you could listen to some learners later this week. Alternatively the remainder of learners could present their speeches in Week 9. You could use a stopwatch for the 30-second speech process (most cell phones have stop watches on them). The most important aspect for the teacher to be aware of in this activity is making it non-threatening and fun. It is teaching a skill, which can be very frightening if one has not been trained, yet it is vital in all aspects of life, from applying for a job to doing a presentation. These skills are specifically aimed at building confidence and proficiency over a period of time. Whenever there are a couple of minutes left in a lesson, you could use it as a useful time filler. When done regularly the learners will become more confident with speaking in public. 	
DAILY ACTIVITIES	
Making a 30 second speech <ul style="list-style-type: none"> Remind learners of the rules: <ul style="list-style-type: none"> ➤ Each learner is going to be given the opportunity to speak on a topic for 30 seconds. ➤ There are a few rules viz: ➤ The speaker must announce the title clearly and then pause. ➤ He/she must speak clearly on the topic without rushing. ➤ He/she should not pause too long, use 'um' or 'ah', or stutter or stumble. Once the instructions have been explained, choose the first group of learners in any way, e.g. all those whose first names begin with 'a', all those who are in _____ house, all those whose surnames begin with 'a to c', all those with blue eyes, etc. Ensure that whatever method is used, it will include all learners. <p><i>Vary the way that you choose learners to participate. This ensures that they cannot predict when they will be chosen. It stamps out any opportunity for perceived favouritism and levels the playing field.</i></p> Make sure that every learner gets the opportunity to speak. All learners observe the speech and listen for the relevant information. Use for Assessment Task 2.	

ASSESSMENT:**Formal: Assessment Task 2**

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

- Makes an oral presentation, changing volume and pace
- Listens for specific details in information texts eg speeches

Week 8 Day 1	
LITERACY FOCUS TIME	
LO/ASs	LO 3: AS 1, 3, 5, 6, 7. LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.
MILESTONES Reading <ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Reads and follows fairly complex instructions and directions with little assistance Reads and responds to a range of information texts, making notes of specific details Interprets and discusses visual texts eg tables, charts and bar graphs Reads aloud with expression, changing tempo as appropriate Writing <ul style="list-style-type: none"> Writes for playful and creative purposes eg poem, letter Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs Uses appropriate grammar, spelling and punctuation in written work Uses simple, compound and complex sentences to form paragraphs Produces neat, legible work with attention to presentation eg title, headings and suitable graphics Grammar <ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies and uses parts of speech eg prepositions, articles and conjunctions Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation Investigation <ul style="list-style-type: none"> Develops an hypothesis of possible results or endings Applies research skills to find information in different sources eg reference books and textbooks Processes and evaluates the information Identifies and explains the advantages and disadvantages of something Draws conclusions Writes a short report on the findings (one paragraph) 	
NOTES TO TEACHER	
CONDUCTING AN INVESTIGATION (continued) <ul style="list-style-type: none"> During the previous week the learners collated information from written sources and using their survey by making a graph/tables and writing an accompanying paragraph summarising the information from the survey. This week learners should write a paragraph analysing the findings and then complete the writing of their report. 	

DAILY ACTIVITIES

Analysing the findings from the Investigation: group and class discussions

- Begin by giving the learners the opportunity to share the findings of their survey with learners in other groups. You could do this by asking all the learners to change seats. They should not be sitting with any learner from their own group.
- Each learner takes turns to read and talk about the results of his/her survey. Give learners time to compare the results and ask and answer questions. *Are the results the same or different?*
- Have a class discussion in which learners analyse the findings from the Investigation. Guide them to identify advantages and disadvantages – you could list these in point form in two columns on the board or on a flipchart. Use a third column to note other conclusions. Keep these written notes for learners to continue to use during the next lesson.

Group, guided and independent reading/writing

Drafting a paragraph analysing the findings from the investigation.

- Learners begin to draft a paragraph in which they analyse the findings from the investigation. They can make use of the points raised during the class discussion. They must keep in mind the original hypothesis and weigh up both the advantages and disadvantages. Ultimately they will need to make a conclusion.
- Learners can finish this paragraph during the next lesson.

Guided reading

- Do guided reading with Group 1. Instead of using published material you could base the guided reading on the learners' own draft reports. Learners could read either their own or another learner's work. While this provides an opportunity for self or peer editing you can also focus on:
 - The way each sentence leads onto the next (hopefully).
 - Identifying the topic sentence in each paragraph (or its absence).
 - The links between the graph/table and the paragraph summarising them.This activity thus becomes both a chance to improve learners' writing skills and allows them to critically read material in order to identify errors. It also gives you the opportunity to give guidance to every learner.

ASSESSMENT:

Formal: Assessment Task 2

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

- Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index
- Continue to observe the learners as they write a paragraph for their report on the Investigation.

Week 8 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> During this lesson learners complete the writing of the first draft of their report. As learners are coming to the end of this task spend part of this lesson doing something totally different – learning to read aloud well. Teaching a learner to read aloud well, takes patience and time. It is best taught with a lot of support and as little stress as possible. The more relevant the readings learners are given in terms of their interests, popular culture, thought-provoking topics, etc. the more likely the majority of learners are to make the effort to understand them. Collect a number of short reading passages (from 1 – 3 paragraphs) of varying difficulty, that are of interest to the learners. It is useful to look at children’s magazines and stories to source these. Make enough copies for each learner to have his/her own copy, although it does not matter if some learners are doing the same piece.
DAILY ACTIVITIES
<p>Reading Aloud with fluency: group guided reading</p> <ul style="list-style-type: none"> Point out that there will be many times in our lives when we will be expected to read with fluency and meaning, but that there are many ways of doing it. Learners will constantly be building their vocabularies and will often come across words that they have not yet met. This is the ideal opportunity to use what they already know about words and language to experiment. Encourage the learners not to shy away from challenges and to persevere until they understand. Emphasise that it is almost impossible to read aloud if you do not know the meaning of what you are reading. To read aloud successfully, it is best if you have taken the time to understand what it is you are reading. Hand out the first sentences so that everyone has a copy, or write them clearly on the board for all to read. Choose an interesting or amusing sentence, which is not too easy, to begin the process. It should introduce at least one new word, as well as make the learners think. Encourage learners to take note of a number of things in the sentences as a matter of course: <ul style="list-style-type: none"> ➤ In which tense it is written? ➤ Can I identify the verbs; adjectives; nouns, conjunctions and articles? ➤ Is it written in the first person (I; me; my) or second person (you; your) or third person (he; she; it; his; her)? ➤ Have I taken notice of the kind of sentence it is? (Statement; question; exclamation; command). ➤ Can I explain the similarities and differences between the punctuation marks, and how they change the meaning of sentences? ➤ Have I looked at all the punctuation – pausing and taking a breath, if necessary, at commas, waiting at full stops, using the expression needed with question marks and exclamation marks?

- Some examples
 1. She watched, mesmerised, as the prince walked across the floor, and was horrified when he tripped on his cloak and fell flat on his face.
 2. He squeezes the blade in his hand, ready to strike, as the snake sways menacingly to and fro, holding him in its entrancing gaze.
 3. Why, oh why, do you insist on asking irrelevant questions to which you know the answers, especially when you are not particularly interested in them?
 4. How many times do I have to plead with you to tidy up your festering room, hang up your mouldy towel, fold your filthy clothes and wash your putrid dishes!
- Allow learners to skim the piece of writing and choose the topic word, e.g. in sentence 2 it is “snake”. Ask them how they come to this conclusion.

The skills of skimming and scanning should be encouraged whenever they are given a piece of writing, be it paragraphs, questions, instructions etc.
- Allow the learners to read the whole sentence quietly to themselves. They can ask for the meaning of any words, or for assistance on how to pronounce new words.
- Allow them to practise it quietly to themselves until they feel confident that they can read it aloud without pausing, stumbling or losing meaning.
- Once they are confident that they know what every word is, its meaning, as well as how to pronounce it, read it together, concentrating on fluency and conveying meaning.
- Once this has been done choose one word in the text, on which everyone will look up at you, or another learner, before returning to the text. Emphasise that, when we are reading, we are allowed to look at the words but that, to include the audience, we should occasionally look up and scan the room to make eye contact.

This is a skill that must be practised, as the learners become used to finding where they are in the text.
- This can be done a number of times with various sentences that hold their interest and introduce new vocabulary, as well as teach the skill of fully understanding what is being read before they read aloud. You might want to write new words on the board, giving learners time to look them up in a dictionary and write down their meanings.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 2. Instead of using published material you could base the guided reading on the learners’ own draft reports. Learners could read either their own or another learner’s work.
- Other learners continue writing a first draft of their report.

LANGUAGE DEVELOPMENT: WRITING**Independent writing: completing a rough draft of a report on the investigation.**

- Learners complete their draft of a paragraph in which they analyse the findings from the investigation and add a final paragraph containing their conclusions.
- By the end of this lesson every learner should have completed a first draft.

ASSESSMENT:

- Continue to observe the learners as they complete a first draft of their report on the Investigation.

Week 8 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> During this lesson learners edit the first draft of their report and write a final version. Learners continue to practise the skill of reading aloud.
DAILY ACTIVITIES
<p>Reading aloud with fluency: independent reading</p> <ul style="list-style-type: none"> Allow each reader to choose a short paragraph from the pre-prepared ones you gave learners the day before. Give them time to read them silently and carefully on their own, making sure that they understand each word and are completely familiar with each part of the paragraph. They should go through the same process that the class went through, answering questions, looking up words, investigating pronunciation, etc. When they are ready, let the readers present their short paragraphs to the class or to their group. If a learner is particularly reticent, allow him/her to read to you on his/her own until confidence is built. Use your observations of this for Assessment Task 2. <p>Group, guided and independent reading/writing</p> <p>Guided reading</p> <ul style="list-style-type: none"> Do guided reading with Group 3. Instead of using published material base the guided reading on the learners' own draft reports. Learners could read either their own or another learner's work. Other learners edit a first draft of their report.
LANGUAGE DEVELOPMENT: WRITING
<p>Independent writing: editing and publishing a report on the investigation.</p> <ul style="list-style-type: none"> Learners edit their report on the Investigation. There have been several opportunities for learners to edit their writing during the past three weeks and during guided reading this week you should have engaged with every learner to give advice on the changes needed. The editing of the report should therefore not be too onerous a process. You could use the following "5-minute editing focus" tool: <ul style="list-style-type: none"> ➤ Focus area 1: spelling <ul style="list-style-type: none"> Check for spelling errors and underline incorrectly spelt words. ➤ Focus area 2: grammar <ul style="list-style-type: none"> Check that every sentence is complete. It must have a subject and a verb. Check that all sentences have appropriate punctuation. There should be no exclamation marks in factual writing.

- **Focus area 3: conjunctions, verbs and adjectives**
 - Check for overused conjunctions and suggest more appropriate ones.
 - Verbs should be strong and appropriate.
 - Adjectives should be kept to a minimum
- **Focus area four: factual writing**
 - Check that the language that has been used is factual and as unemotional as possible.
- **Focus area five: content**
 - All points made are relevant to the findings of the Investigation
 - The Hypothesis is clear
 - The Conclusion is relevant

- Let learners write their final copy without interruption.
- When the work is handed in, both the rough draft and the neat copy should be submitted.

ASSESSMENT:

Formal: Assessment Task 2

Use your observations of the group work, together with the final, written report, to rate the learners, recording any problems you have noticed against the following INVESTIGATION and WRITING milestones:

- Processes and evaluates the information
- Identifies and explains the advantages and disadvantages of something
- Draws conclusions
- Writes a short report on the findings (one paragraph)
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple, compound and complex sentences to form paragraphs
- Produces neat, legible work with attention to presentation eg title, headings and suitable graphics

THIRD TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	WEEK 9
ORAL LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.	<ul style="list-style-type: none"> • Listens for specific details in information texts eg speeches • Makes an oral presentation, changing volume and pace • Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions • Communicates effectively in group situations by keeping to the topic and maintaining the discussion. 	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> • Listens to and discusses a narrative poem.
READING LO 3: AS 1, 3, 5, 6, 7.	<ul style="list-style-type: none"> • Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters • Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index • Reads and follows fairly complex instructions and directions with little assistance • Reads and responds to a range of information texts, making notes of specific details • Interprets and discusses visual texts eg tables, charts and bar graphs • Reads aloud with expression, changing tempo as appropriate 	<u>Shared reading and writing</u> <ul style="list-style-type: none"> • Reads poems in different poetic formats. • Shared writing of a poem in free verse. • Reads and discusses a variety of maps to identify their use. <u>Group-guided and independent reading and writing</u> <ul style="list-style-type: none"> • Writing comprehension. <u>Reading for enjoyment</u> <ul style="list-style-type: none"> • Reading a range of different texts.
WRITING LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> • Writes for playful and creative purposes eg poem, letter • Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs • Uses appropriate grammar, spelling and punctuation in written work • Uses simple, compound and complex sentences to form paragraphs • Produces neat, legible work with attention to presentation eg title, headings and suitable graphics 	<u>Writing</u> <ul style="list-style-type: none"> • Writes poems in free verse using a given format. • Journal writing.
SPELLING AND GRAMMAR LO 4: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> • Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs • Identifies and uses parts of speech eg prepositions, articles and conjunctions • Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 	<u>Word and sentence level work</u> <ul style="list-style-type: none"> • Poetic writing. <u>Grammar</u> <ul style="list-style-type: none"> • Parts of speech: the definite and indefinite article..

Week 9 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.
MILESTONES Oral <ul style="list-style-type: none"> Listens for specific details in information texts eg speeches Makes an oral presentation, changing volume and pace Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Communicates effectively in group situations by keeping to the topic and maintaining the discussion. 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> Choose a narrative poem to read to learners. 	
DAILY ACTIVITIES	
<p>Listening to and discussing a narrative poem</p> <ul style="list-style-type: none"> Choose a narrative poem (such as The Highwayman) to read to the learners. Read slowly, pausing often, so that learners have time to take in what they are hearing. Once it has been read, begin a discussion that covers mood, atmosphere, setting and character. You might need to re-read certain parts of the poem to remind them. <ul style="list-style-type: none"> ➤ What was your favourite part in the poem? ➤ Why? ➤ What is the mood in the poem/story? <ul style="list-style-type: none"> ▪ Tense? ▪ Loving? ▪ Relaxed? ▪ Rushed? ➤ How is the mood conveyed? <ul style="list-style-type: none"> ▪ Which words specifically add to the mood? Why? ▪ Discuss how sounds in words help to create the mood e.g. the moody dunes. ➤ How do we get to know the setting? <ul style="list-style-type: none"> ▪ What information is given to us to help us imagine the scene? ▪ What picture is painted by the words? ➤ How is the atmosphere created? Discuss rhythm and onomatopoeia in connection with atmosphere. <ul style="list-style-type: none"> ➤ Which sounds have been used to create atmosphere? ➤ How is the rhythm of the lines important? ➤ What does it add to the poem/story? ➤ Are there any words that echo a real life sound? <i>Buzz; clattered and clanged</i> etc 	

- What can we tell about the characters in the story, based on the information given to us?
 - Are they brave?
 - Rude?
 - Cruel?
 - Kind?
 - How do we know this?
- Learners can write a response to the poem in their journals as part of Literacy Focus time.

ASSESSMENT:

- Informally assess learners' responses to the narrative poem.

Week 9 Day 1	
LITERACY FOCUS TIME	
LO/Ass	LO 3: AS 1, 3, 5, 6, 7. LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.
MILESTONES Reading <ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Reads and follows fairly complex instructions and directions with little assistance Reads and responds to a range of information texts, making notes of specific details Interprets and discusses visual texts eg tables, charts and bar graphs Reads aloud with expression, changing tempo as appropriate Writing <ul style="list-style-type: none"> Writes for playful and creative purposes eg poem, letter Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs Uses appropriate grammar, spelling and punctuation in written work Uses simple, compound and complex sentences to form paragraphs Produces neat, legible work with attention to presentation eg title, headings and suitable graphics Grammar <ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies and uses parts of speech eg prepositions, articles and conjunctions Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation Investigation <ul style="list-style-type: none"> Develops an hypothesis of possible results or endings Applies research skills to find information in different sources eg reference books and textbooks Processes and evaluates the information Identifies and explains the advantages and disadvantages of something Draws conclusions Writes a short report on the findings (one paragraph) 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> Learners often get confused between poetic and prose format. You may need to take some time to discuss how these two are different, and constantly reinforce the layout of particular pieces of writing. From the beginning, encourage the learners to use the correct terminology e.g. Poems: <i>stanza/verse/line/rhyme</i>; Prose: <i>line/paragraph</i>. Learners enjoy poems and stories that feature children in the class. Not only does it arouse their interest, it also shows them that you have written the poems or stories. Select two or three examples of different poetic forms and write them on chart paper. (You will need to use them on Day 2 as well.) 	

DAILY ACTIVITIES**Poetry: Group discussions**

- Read and then discuss poems in different formats, eg:

- **WORD POEM** (One word building to five words)

- The Fight

- Fists

- Flying fast

- Past my face

- Taste the blind fear

- I'm glad I ran away

- **SYLLABLE POEM** (One syllable building to five syllables)

- The Flower

- Bright

- Dai / sy

- Smi / ling light

- Yel / low bea / con

- Joy / ful mes / sen / ger

Both of these simple poetic forms can be done in reverse order starting with five words/ syllables, descending to one.

- **HAIKU** (Japanese poetic form using only 17 syllables: 5 in line one; 7 in line 2; 5 in line 3)

- Soc / cer twen / ty ten

- In / ter / na / tion / al glo / ry

- A / waits the na / tion

- Once learners have been introduced to, and understand (or have revised) the three forms of poem, encourage them to experiment with writing any ONE of the forms that they have been taught. They can work in pairs or small groups. Allow them to choose their own topics (but have some ready to suggest if they are struggling to find a suitable one).
- Because of the limited number of syllables and/or words in each of these three formats, encourage learners to focus on using powerful verbs and adjectives. Suggest ways that they can restructure phrases/sentences to cut out unnecessary words (words that do not directly add to the meaning and message of the poem).
- It is sometimes useful to allow the learner to read his/her efforts to you, rather than looking at it. Not only does this encourage them to read, it allows them to hear their words. Often this allows them to see how the words and syllables fit together, without your giving them the answers.
- Give the groups an opportunity to read their poems to the rest of the class.

Spelling and grammar/word and sentence level work

Vocabulary

- Make a list of new vocabulary with the learners. Discuss relevant phonics and spelling rules and guide the learners about the spellings to be learnt for the week.

Group, guided and independent reading/writing

Writing a journal entry

- Learners can write a personal response to the narrative poem in their journals.

Guided reading

- Do guided reading with Group 1.

ASSESSMENT

- Informally assess learners' ability to write as a group.
Group self-assessment is quite difficult. You might need to explain that the work and contribution of each individual is what is being assessed, not whether we like the person or not. You could assign the group a mark, e.g. 42/60, and then allow them to divide it between themselves, e.g. 3 learners would each get a mark out of 20. They may not all get the same mark, and must agree on the allocation of marks based on the contribution, work ethic, etc., of each individual member. The importance of this kind of assessment is that it highlights the **work** as the assessed feature. You might need to mediate if necessary, and using your observations of the various groups to assist in the mediation.
- During the term, regularly read and make comments on learners' entries in their journals. Focus on commenting positively, on what the learners have written rather than on spelling and grammar errors.

Week 9 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> Choose 2 - 3 suitable short poems for learners to read in a group. At least one of them should be written in free verse. Make sure that they contain examples of figurative language. Each learner should have access to the poems. Prepare a worksheet based on the poems.
DAILY ACTIVITIES
<p>Shared reading: Poems</p> <ul style="list-style-type: none"> In groups learners read the poems together once through. The second time the poems are read, encourage them to choose two words/phrases/lines that would work well if read by an individual voice. Get them to read the poems again with this addition, that one of the group reads the individual lines or words. Encourage them to allow a different learner to read the 'individual parts in each poem. Let the learners identify one thing in each poem that appealed to them. <p>Spelling and grammar/word and sentence level work</p> <p>Parts of speech: articles</p> <ul style="list-style-type: none"> Introduce articles by playing a short game. For example '<i>The Concentration Game.</i>' Learners work in pairs. <ul style="list-style-type: none"> The first person says 'A' The second person says 'An' The first person says 'The' The second person says 'A' The process is repeated until the learners are able to repeat the 'A-An-The' cycle repeatedly. Explain to learners that there are only three articles in English: 'a', 'an' and 'the'. They always go before nouns or adjectives that are describing nouns, eg 'a ball' or 'the bouncing ball'. Explain that 'an' is used before nouns and adjectives that start with vowel phonemes/sounds. <ul style="list-style-type: none"> 'A' and 'An' are used when we are not being specific: 'a ball' – any ball. eg '<i>Could you pass a ball please?</i>' or '<i>I would like an apple.</i>' We are not being definite about which apple or ball we would like, therefore 'a' and 'an' are called 'indefinite articles'. 'The' is used when we are talking about a specific thing: 'the table.' eg '<i>Please bring the table here.</i>' We know which table we want moved so that is called a 'definite article'.

Group, guided and independent reading/writing

Individual task based on the poems

- Give learners a worksheet containing questions and instructions related to the poems they have been reading. These could include:
 - Find an example of a simile.
 - Find an example of onomatopoeia.
 - Find three examples of powerful verbs. Look up the words in the dictionary/thesaurus if you do not know the meaning.
 - Write down three examples of strong adjectives.
 - Find a synonym for each of the three adjectives.
 - Write down the title of each poem.
 - What do you notice about the way each poem is written?
 - Can you see anything, which makes one poem different (in the way it is set out; the number of words used, the rhythm etc.) to the other examples?
- Let different groups respond during the feedback.

Guided reading

- Do guided reading with Group 2.

LANGUAGE DEVELOPMENT: WRITING

Individual writing: a poem using free verse

- Let learners write a poem using free verse. They could use one of the examples from those they read the previous lesson or another, different format.
- As they have already written a similar poem in a group situation, learners can write their own poem in a single lesson.
- Give them the opportunity to read their poem to a partner.
- Learners edit and write a final, correct version. **Use for Assessment Task 2.**

ASSESSMENT:

Formal: Assessment Task 2

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

- Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index

Use the poems learners have written to rate them, recording any problems you have noticed against the following WRITING and SPELLING AND GRAMMAR milestones:

- Writes for playful and creative purposes eg poem, letter
- Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs

You can also use the similar activity on Day 3 this week.

Week 9 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> Gather examples of maps, e.g. world, countries, provinces, cities, suburbs, malls, exhibitions, schools, plans for a building, etc., with as many uses as possible, e.g. showing crop distribution, natural vegetation, relief map, etc. and display them in the classroom. Maps of malls are generally available at the information office. Many information brochures have maps in one form or another. Collect them over a period of time. The Social Sciences teacher will also have maps that could be useful.
DAILY ACTIVITIES
<p>Understanding maps</p> <ul style="list-style-type: none"> Discuss how maps are important in many different ways. Ask the learners, in pairs, to look at the examples of maps displayed around the classroom. Tell them that there is a prize, e.g. stickers, sweet, etc., for the pair that can identify the highest number of valid reasons to use or publish a map. Explain that they will have to think of more ways than just giving directions. Also tell them to look for the signs that make something a map, e.g. <ul style="list-style-type: none"> ➤ It is usually drawn from a bird's eye view looking down. ➤ It is usually two-dimensional (2D), i.e. flat. ➤ It is a miniature version of the real thing. ➤ It has labels that are clear and accurate, etc. Give learners about 10 minutes to investigate. Bring the class together and let them share information, which is written on the board. Spend time discussing their observations in detail and praise them for being observant. <p>Spelling and grammar/word and sentence level work</p> <p>Parts of speech: articles</p> <ul style="list-style-type: none"> Revise the use of the definite and indefinite articles. <p>Group, guided and independent reading/writing</p> <p>Written task on articles</p> <ul style="list-style-type: none"> Learners complete a written task in which they add the correct indefinite or definite article. <p>Use for Assessment Task 2.</p> <p>Guided reading</p> <ul style="list-style-type: none"> Do guided reading with Group 3.
LANGUAGE DEVELOPMENT: WRITING

Individual writing: a poem using free verse

- Let learners write another poem using free verse. They could use one of the examples from those they read the previous lesson or another, different format but it must be different to that used on Day 2 this week.
- Give learners the opportunity to read their poem to a partner.
- Learners edit and write a final, correct version. **Use for Assessment Task 2.**

ASSESSMENT:**Formal: Assessment Task 2**

Use the written task on articles to rate the learners, recording any problems you have noticed against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech eg prepositions, articles and conjunctions

Use the poems learners have written to rate them, recording any problems you have noticed against the following WRITING and SPELLING AND GRAMMAR milestones:

- Writes for playful and creative purposes eg poem, letter
- Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs

You can also use the similar activity on Day 2 this week.

THIRD TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	WEEK 10
ORAL LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.	<ul style="list-style-type: none"> Listens for specific details in information texts eg speeches Makes an oral presentation, changing volume and pace Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Communicates effectively in group situations by keeping to the topic and maintaining the discussion. 	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> Dramatising different sentence types
READING LO 3: AS 1, 3, 5, 6, 7.	<ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Reads and follows fairly complex instructions and directions with little assistance Reads and responds to a range of information texts, making notes of specific details Interprets and discusses visual texts eg tables, charts and bar graphs Reads aloud with expression, changing tempo as appropriate 	<u>Shared reading and writing</u> <ul style="list-style-type: none"> Reading maps, instructions and directions <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> Writing instructions and drawing a simple map.
WRITING LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> Writes for playful and creative purposes eg poem, letter Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs Uses appropriate grammar, spelling and punctuation in written work Uses simple, compound and complex sentences to form paragraphs Produces neat, legible work with attention to presentation eg title, headings and suitable graphics 	<u>Writing</u> <ul style="list-style-type: none"> Writing a set of instructions and drawing a simple map.
SPELLING AND GRAMMAR LO 4: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies and uses parts of speech eg prepositions, articles and conjunctions Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation 	<u>Word and sentence level work</u> <ul style="list-style-type: none"> Writing of instructions and directions <u>Grammar</u> <ul style="list-style-type: none"> Parts of speech: conjunctions. <u>Phonics and spelling</u> <ul style="list-style-type: none"> Recording and understanding new words using thesaurus and dictionary on an on-going basis.

Week 10 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/Ass	LO 1: AS 1, 2, 3, 4, 6. LO 2: AS 1, 2.
MILESTONES Oral <ul style="list-style-type: none"> Listens for specific details in information texts eg speeches Makes an oral presentation, changing volume and pace Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions Communicates effectively in group situations by keeping to the topic and maintaining the discussion. 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> Use this oral time to discuss and dramatise different sentence types. 	
DAILY ACTIVITIES	
Dramatising different sentence types <ul style="list-style-type: none"> List the four sentence types on the board and, next to them, examples of each, e.g. <ul style="list-style-type: none"> A statement: 'I am late.' A command: 'Stop!' A question: 'May we go to the shops?' An exclamation: 'Ouch!' As a class, experiment with saying these sentences and other examples from the learners, using the correct tone, register, volume and pitch of voice. Discuss how they are different, firstly in the way in which they are spoken (tone, volume, pitch, pace etc.) and, secondly, when we write them down (punctuation). Let learners work in small groups to make up and dramatise examples of the four sentence types. Keep the examples in the present tense for this task. Each group can present their sentence types to the rest of the class. Discuss whether the sentence type is clear in each example. 	
ASSESSMENT: <ul style="list-style-type: none"> Informally assess learners' participation in the presentations of the examples. 	

Week 10 Day 1	
LITERACY FOCUS TIME	
LO/ASs	LO 3: AS 1, 3, 5, 6, 7. LO 4: AS 1, 2, 4. LO 5: AS 1, 2, 3, 4. LO 6: AS 1, 2, 3, 4.
MILESTONES Reading <ul style="list-style-type: none"> Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index Reads and follows fairly complex instructions and directions with little assistance Reads and responds to a range of information texts, making notes of specific details Interprets and discusses visual texts eg tables, charts and bar graphs Reads aloud with expression, changing tempo as appropriate Writing <ul style="list-style-type: none"> Writes for playful and creative purposes eg poem, letter Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs Uses appropriate grammar, spelling and punctuation in written work Uses simple, compound and complex sentences to form paragraphs Produces neat, legible work with attention to presentation eg title, headings and suitable graphics Grammar <ul style="list-style-type: none"> Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs Identifies and uses parts of speech eg prepositions, articles and conjunctions Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation Investigation <ul style="list-style-type: none"> Develops an hypothesis of possible results or endings Applies research skills to find information in different sources eg reference books and textbooks Processes and evaluates the information Identifies and explains the advantages and disadvantages of something Draws conclusions Writes a short report on the findings (one paragraph) 	
NOTES TO TEACHER	
<ul style="list-style-type: none"> Use a map of the school (or the local community) – either one large one to display on the board or smaller copies for each group. Have other, published maps on hand to make comparisons. 	

DAILY ACTIVITIES

Reading maps: a map of the school or the local community / published maps

- Discuss the information given on the local map and ask learners to identify the different features indicated. *What does the map show? What is not shown on the map? Why?*
- Compare the map of the school/community with a published map. *How are they different? What do they have in common?*
- Discuss the symbols used on the different maps, drawing some on the board if they are too small to see on the maps themselves. *Do the different published maps use similar symbols?*
- Talk about the scale of the different maps. *What does the scale mean? Which is a large scale map? Are the purposes of small scale and large scale maps the same?*
- Let learners work in groups to study one of the maps. (Each group could look at a different map.) *What information is given on the map? What do they find interesting?*
- Give each group a chance to respond briefly about their map.

Spelling and grammar/word and sentence level work

Vocabulary

- Make a list of new vocabulary with the learners. Discuss relevant phonics and spelling rules and guide the learners about the spellings to be learnt for the week.

Group, guided and independent reading/writing

Writing a journal entry

- Learners can write an entry in their journals about the new information they have learnt about maps.

Guided reading

- Do guided reading with Group 1.

ASSESSMENT:

Formal: Assessment Task 2

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

- Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index

Week 10 Day 2**LITERACY FOCUS TIME****NOTES TO TEACHER**

- Giving and following instructions and directions are skills that are important throughout life. In this lesson learners have the opportunity firstly to read a set of instructions and then write a set of directions, as shared writing, and finally to write a set of instructions individually. These activities will teach learners the need to listen and read carefully in order to follow instructions and directions correctly. Similarly learners will realise the importance of being accurate and specific about the instructions and directions they give.
- Make enough copies of the instruction test (below) for this purpose.
- Plan a route from the school to a particular place in the community.

DAILY ACTIVITIES:**Following instructions**

- Hand out the instruction test (below) and ask learners to read it through and to complete it as quickly as possible.
- Inform them that there will be a prize for the winner, who has to complete it correctly and in the quickest time.

INSTRUCTION TEST: Can you follow instructions?**Read the whole test through and then answer as quickly as possible**

1. Write your name on the line provided. NAME: _____
2. Add $24 + 576$ and write the answer on the line. _____
3. Using your pen, make a hole in the circle on the bottom left hand corner of this sheet.
4. Using your pencil, draw a triangle in the circle on the top right corner of this sheet.
5. Name the continent on which we live. _____
6. Draw a red square on the back on this sheet. It should measure 8cm.
7. Name your favourite TV programme. _____
8. Stand on your chair and cluck like a chicken.
9. Run to the door, touch it with both hands and then draw two faces on the back of this sheet.
10. Once you have read the test through *do only question 1, then sit and fold your arms.*

- After a few minutes, stop the learners and discuss with them how often we rush into things without thinking them through, e.g. in tests where we have not read the instructions carefully, when following a recipe when we have not checked if we have all the ingredients, when installing an appliance, when following directions to a place we do not know etc.

Shared writing of directions

- As a class write a set of directions of how to walk from the school to a place in the community. There needs to be at least five different directions given.
- Remind learners that we write directions and instructions as commands using the present tense. No personal pronouns are used. Each instruction begins on a new line. The first instruction can be: *Begin at the school.*
- List transitional words on the board such as: *begin, first, next, second, after, then, later, finally, lastly.*
- Give the learners a few minutes to discuss the route in groups before using the learners' suggestions to write the directions.
- After the directions have been written let learners read them to check they are correct. Give learners who think of a different route a chance to share their directions.
- Use the directions to draw on the board a simple map of the route. Add the names of the roads and key points in the route.
- **Use your observations of the two activities for Assessment Task 2.**

Spelling and grammar/word and sentence level work

Parts of speech: conjunctions

- Write several conjunctions on the board and discuss the job that they do in creating interesting and varied sentences. The root word '*junction*' means a join or intersection of two things. If learners understand this word, they will remember that conjunctions join sentences and are therefore easy to identify.
- Explain how some conjunctions (and, but, so, then) are often overused. Introduce some lesser-known conjunctions to build vocabulary and list them on the board or on a chart. Use them in sentences on the board so that learners can work out their meaning.

Group, guided and independent reading/writing

Individual task on conjunctions

- Give learners a cloze procedure exercise in which they need to add different conjunctions.

Use for Assessment Task 2.

Guided reading

- Do guided reading with Group 2.

LANGUAGE DEVELOPMENT: WRITING

Individual task: Writing instructions

- Explain to learners that they are going to write a set of instructions to a friend on how to draw a map to show directions, eg from _____ to _____. The learners can choose different starting and ending points
- Firstly, let the learners write the directions in the correct order, numbering them. They must be neat enough for other learners to be able to read and follow.

- Have them read their directions to themselves to check that there are no missing steps.
- Each learner swaps his/her instructions with a learner sitting at another table who uses them to draw a map to show the route.
- When the learners have completed the drawing of the maps let the pairs discuss whether or not the directions are clear and the map is correct. **Use your observations of this activity for Assessment Task 2.**

ASSESSMENT:**Formal: Assessment Task 2**

Use the written task on conjunctions to rate the learners, recording any problems you have noticed against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech eg prepositions, articles and conjunctions

Use your observation of the learners carrying out the two instructional tasks to rate them, recording any problems you have noticed against the following READING milestone:

- Reads and follows fairly complex instructions and directions with little assistance

Week 10 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
<ul style="list-style-type: none"> Find several instruction information sheets, e.g. knitting patterns, recipes, model instructions, appliance instructions, car instruction manuals, rules for a game, finding and accessing a website, etc – enough for one for each group.
DAILY ACTIVITIES
<p>Reading instructions</p> <ul style="list-style-type: none"> Give each group of learners a different instruction information sheet. Explain to them that they need to study their instruction information sheet and answer 3 – 5 questions. Write these on the board. For example: <ul style="list-style-type: none"> <i>What are these instructions for?</i> <i>Are the instructions clear and easy to follow? Why? Why not?</i> <i>Are there only written instructions or are there also diagrams or pictures? If so, how do these help?</i> Give each group a chance to talk about its set of instructions and encourage other learners to ask questions for clarity and to make comparisons. <p>Spelling and grammar/word and sentence level work</p> <p>Parts of speech: conjunctions</p> <ul style="list-style-type: none"> Recap the previous day's lesson on conjunctions and the lesser-known conjunctions that were introduced. <p>Group, guided and independent reading/writing</p> <p>Individual task on conjunctions</p> <ul style="list-style-type: none"> Let learners write sentences using some of the newly introduced conjunctions. <p>Guided reading</p> <ul style="list-style-type: none"> Do guided reading with Group 3.
LANGUAGE DEVELOPMENT: WRITING
<p>Shared writing of instructions</p> <ul style="list-style-type: none"> As a class write a set of instructions for using a gadget or equipment eg how to send an sms message using a cellphone. Choose a task that all the learners will be familiar with. Remind learners of the previous day's activities. Many of the same requirements apply. Read them through as a class and check that they are correct.

Notes:

