

# **Foundations For Learning**

**Intermediate Phase  
Language  
Lesson plans**

**Fourth term**

**Grade 5**

Kindly send any response that you may have to:

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**FOURTH TERM: OVERVIEW**

Focus on and prepare learners for Assessment Task 1					Focus on and prepare learners for Assessment Task 2				
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Oral</b></p> <ul style="list-style-type: none"> <li>Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> <li>Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>Asks and responds to thought-provoking questions</li> <li>Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>Explores the associations of words and concepts to get new angles on topics</li> </ul>					<ul style="list-style-type: none"> <li>Listens for the main idea and specific details in information texts eg speeches and television documentaries</li> <li>Asks and responds to thought-provoking questions</li> <li>Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone</li> </ul>				
Listens to and discusses a story from a different culture.	Listens to and discusses a play	Holds a mini debate	Debates in groups	Presents a speech	Watches an excerpt from a television documentary	Listens for information in a speech	Discussions on a familiar topic	Role plays	Talking challenge
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion</li> <li>Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping</li> <li>Sequences and explains a series of steps or events eg of a story, and records in a graphic form</li> </ul>					<ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map</li> <li>Changes text from one form to another eg from a table to a graph</li> <li>Applies research skills to find information in different sources eg reference books and textbooks</li> <li>Discusses the influence of context on information</li> <li>Reads aloud with expression, changing tempo as appropriate</li> </ul>				
Begins reading a novel	Reads an article Continues reading a novel	Researches information from reference books Continues reading a novel	Reads a short story Continues reading a novel	Reads a true story Completes reading a novel	Reads information texts	Reads newspaper and magazine articles	Edits a badly written report; identifies rules for editing Writes captions for pictures	Reads a longer, topical story	Reads a longer, topical story

	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"> <li>Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version</li> <li>Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary</li> <li>Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>Uses simple, compound and complex sentences to form paragraphs</li> </ul>	Writes a descriptive paragraph.	Begins drafting a story.	Edits and publishes a story	Writes and refines a short prepared speech	Writes and edits a report	Writes a descriptive paragraph	Drafts a newspaper article / report	Edits and publishes an article / report	Writes and edits a persuasive letter	Writes a list of goals for the new year
		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"> <li>Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	Parts of speech, synonyms and antonyms	Subject verb concord	Punctuation	Direct and indirect speech	Dictionary and thesaurus use Word origins Connecting words	Parts of speech: conjunctions Linking sentences / paragraphs using connecting words	Direct and indirect speech Linking sentences / paragraphs using connecting words	Editing skills Word puzzle	Dictionary and thesaurus quiz	Dictionary and alphabet work
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10

	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"> <li>Develops an hypothesis and predicts the results</li> <li>Processes and evaluates the information</li> <li>Draws conclusions</li> <li>Writes a short report on the research and the findings (1 – 2 paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>Collects background information from an article and the novel</li> </ul>	<ul style="list-style-type: none"> <li>Collects background information from reference books</li> </ul>	<ul style="list-style-type: none"> <li>Processes and evaluates the information into a prepared speech and draws a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Presents an oral report on the investigation</li> <li>Writes a final report</li> </ul>					





**FOURTH TERM: WEEK 1 OVERVIEW**

COMPONENT	MILESTONES	WEEK 1
<b>ORAL</b> LO 1: AS 1, 2, 3, 6, 7. LO 2: AS 1; 2, 3, 4. LO 5: AS 1, 4	<ul style="list-style-type: none"> <li>Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> <li>Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>Asks and responds to thought-provoking questions</li> <li>Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>Explores the associations of words and concepts to get new angles on topics</li> </ul>	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> <li>Learners listen to a story and discuss cultural and moral differences in groups.</li> </ul>
<b>READING</b> LO 3: AS 1, 3, 4, 5, 6, 8, 9, 11. LO 5: AS 1, 3.	<ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion</li> <li>Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping</li> <li>Sequences and explains a series of steps or events eg of a story, and records in a graphic form</li> </ul>	<u>Shared reading and writing</u> <ul style="list-style-type: none"> <li>Introduction to a novel.</li> </ul> <u>Word and sentence level work</u> <ul style="list-style-type: none"> <li>Discusses register and content choice.</li> </ul> <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> <li>Personal dictionaries/vocabulary words/ sentences.</li> </ul> <u>Reading for enjoyment</u>
<b>WRITING</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 4, 5.	<ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version</li> <li>Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary</li> <li>Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>Uses simple, compound and complex sentences to form paragraphs</li> </ul>	<u>Writing</u> <ul style="list-style-type: none"> <li>Individual writing: paragraph</li> <li>Journal entry</li> </ul>
<b>SPELLING AND GRAMMAR</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 6.	<ul style="list-style-type: none"> <li>Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	<u>Word and sentence level work</u> <u>Phonics &amp; Spelling</u> <ul style="list-style-type: none"> <li>Revises onomatopoeia, simile and, possibly, metaphor.</li> <li>Revises relevant phonics and spelling rules for the week's spellings</li> </ul> <u>Grammar</u> <ul style="list-style-type: none"> <li>Parts of speech</li> <li>Synonyms and antonyms</li> </ul>

<p><b>INVESTIGATION</b>  <b>LO 3:</b> AS 1, 9, 11.  <b>LO 4</b> AS 1.  <b>LO 5:</b> AS 2, 3, 4.</p>	<ul style="list-style-type: none"> <li>• Develops an hypothesis and predicts the results</li> <li>• Processes and evaluates the information</li> <li>• Draws conclusions</li> <li>• Writes a short report on the research and the findings (1 – 2 paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops an hypothesis</li> <li>• Plans the Investigation</li> </ul>
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<b>Week 1 Day 1</b>	
<b>ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING</b>	
<b>LO/Asss</b>	<b>LO 1:</b> AS 1, 2, 3, 6, 7. <b>LO 2:</b> AS 1; 2, 3, 4. <b>LO 5:</b> AS 1, 4
<b>MILESTONES</b>	
<b>Oral</b>	
<ul style="list-style-type: none"> <li>• Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> <li>• Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>• Asks and responds to thought-provoking questions</li> <li>• Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>• Explores the associations of words and concepts to get new angles on topics</li> </ul>	
<b>NOTES TO TEACHER</b>	
<ul style="list-style-type: none"> <li>• Each culture has its own collection of poems/praise songs/traditional stories. Choose a short story representative of a culture different to that of most of your learners. Make sure that you have some knowledge of the culture so that you can discuss it with the learners.</li> </ul>	
<b>DAILY ACTIVITIES</b>	
<p><b>Listening: a short story</b></p> <ol style="list-style-type: none"> <li>1. <b>Before reading the story</b> <ul style="list-style-type: none"> <li>• Talk about the setting of the story and link this with learners' prior knowledge.</li> <li>• Add additional information that learners need in order to understand the story.</li> </ul> </li> <li>2. <b>Read / tell the short story</b></li> <li>3. <b>After reading</b> <ul style="list-style-type: none"> <li>• Discuss the story with the learners, whether they liked it or not and for what reasons.</li> <li>• Check learners' understanding of the story. Let learners discuss first in groups and then as a class:               <ul style="list-style-type: none"> <li>• What is the main idea of the story?</li> <li>• Who is the main character?</li> <li>• What is the main message of the story?</li> <li>• How do you know that this story is from a different culture to yours? What differences did you notice?</li> </ul> </li> </ul> </li> </ol>	
<b>ASSESSMENT:</b>	
<b>Formal: Assessment Task 1</b>	
<b>Use group discussions to rate the learners, recording any problems you have noticed against the following ORAL milestone:</b>	
<ul style="list-style-type: none"> <li>• Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> </ul>	
<b>You can also use the discussions in Week 2 and during shared reading of a novel during Weeks 1 – 5</b>	

## Week 1 Day 1

### LITERACY FOCUS TIME

#### LO/Ass

**LO 3:** AS 1, 3, 4, 5, 6, 8, 9, 11.

**LO 4:** AS 1, 2, 4.

**LO 5:** AS 1, 2, 3, 4.

**LO 6:** AS 1, 2, 3, 4, 5, 6.

#### MILESTONES

##### Reading

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- 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
- Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping
- Sequences and explains a series of steps or events eg of a story, and records in a graphic form

##### Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports
- Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages
- Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation

##### Writing

- Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version
- Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary
- Uses appropriate grammar, spelling, punctuation and different tenses in written work
- Uses simple, compound and complex sentences to form paragraphs

##### Investigation

- Develops an hypothesis and predicts the results
- Processes and evaluates the information
- Draws conclusions
- Writes a short report on the research and the findings (1 – 2 paragraphs)

### NOTES TO TEACHER

#### Shared reading

- Choose a novel that can be read with your learners during the first five weeks of the term. It should be one that your learners will enjoy reading so they can begin a life-long love of reading fiction books.

#### Investigation

- The novel will be used as part of the Investigation for the term (weeks 1 – 5). Unlike previous terms, this could be based on a theme from a novel. Choose a social, environmental or cultural issue that is real and important to your learners. It could involve relationships (friends, parents, siblings) or deal with concerns such as cultural differences, drug-taking, violence or poverty. Keep it very simple eg '*all children need a strong father figure*', '*children can learn a lot from their elders*' or '*children who are different need to be loved*'.
- During this first week introduce the theme and develop an hypothesis. Use the novel, or another fiction text as the starting point.
- During Weeks 2 – 4 for shared reading use both the story in the novel and other fiction and non-fiction texts which give different perspectives on the theme. Learners write a speech giving their viewpoint on the theme during Weeks 3 and 4, and use it to make an oral presentation in Week 5.

**DAILY ACTIVITIES****Shared Reading: Introduce the novel**

- Remind learners of the features of the short stories that they read the previous term.  
*Each story has:*
  - *one main character or group of main characters;*
  - *one climax;*
  - *one setting.*
- Introduce the novel and read the title. If this is the first time the learners have read a novel as a class talk about the difference between a short story and a novel. Share with them the joys you find in reading a novel, how the reader comes to know the characters so well they become like old friends and how the author is able to include many different stages in the plot.
- Read the chapter headings on the contents page.
- From these, ask learners to predict the plot of the novel.
- Read the opening three or four paragraphs of the novel.
- Stop and ask the learners what the opening paragraphs tell us about the setting of the novel.
  - When the story takes place?
  - Where the story takes place?
  - What kind of story do you think it will be? (i.e. adventure? thriller? historical? etc)
- Complete the reading of the opening chapter of the novel if possible.  
*Use the group, guided and shared reading this week to read the beginning chapters of the novel. The longer it takes to read a novel, the more likely you are to lose the weaker reader through boredom. You need to finish the novel by the end of week 5.*

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

- 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.
- Remind learners of figures of speech and let learners scan the first chapter for examples:
  - ONOMATOPOEIA: Words that use sounds to describe meaning.
  - SIMILE: A comparison or two unlike things using 'like' or 'as'.
  - METAPHOR: A direct comparison between two unlike objects. (But note that using metaphors is only a Grade 6 Assessment Standard).

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

- Learners write an entry in their journals about their hopes and fears for the last term of the year.

**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 short novels and reference books
- 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**

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

**DAILY ACTIVITIES****Shared Reading of the novel**

- Recap what the learners have understood about the setting (time and place) of the novel so far.
  - What **atmosphere** is the writer creating? (calm? scary?, exciting? etc)
  - How does the writer create this atmosphere? (descriptions of place? use of adjectives? descriptions of the weather? descriptions of sounds?)
- Discuss briefly the content (plot, characters) of the first chapter of the novel.
- List on the board the characters in the story.
- Ask learners what they expect to happen in the following chapter. (prediction)
- Introduce new vocabulary to add to their personal dictionaries.
- Read the remainder of the first chapter and begin the second. Let learners take a turn to read to the class.

**Planning the Investigation**

- Introduce and discuss the theme of the Investigation to the learners. Let learners share in groups what they know about the theme and brainstorm a possible hypothesis.
- During the following whole class discussion, finalise the hypothesis. Write it on a chart and display it on the wall, together with an outline of the report on the Investigation.

For example:

1st paragraph	<ul style="list-style-type: none"> <li>• Hypothesis and possible results</li> <li>• How the information was researched</li> <li>• Background information (relevant facts)</li> </ul>
2nd paragraph	<ul style="list-style-type: none"> <li>• Findings from the Investigation</li> <li>• Different viewpoints (Pros and cons)</li> <li>• Conclusion</li> </ul>

**Group, guided and independent reading/writing****Figures of speech**

- Learners scan the chapters they have read in the novel and write a list of the different figures of speech they find.

**Guided reading**

- Do guided reading with Group 2.

## LANGUAGE DEVELOPMENT: WRITING

### Individual writing: a paragraph

- The learners write a paragraph predicting the plot of the novel the class is reading. This paragraph should include how the plot unfolds, how they think it might end and the role the different characters might play.

*Remind learners that they are giving their opinion – which cannot be wrong. It is not important whether their ideas of the story are the same as the author's.*

- By the end of this lesson the learners should have written a first draft of their paragraph.

### ASSESSMENT: Formal: Assessment Task 1:

**Use your observations of the shared reading discussions this week to rate them, recording any problems, against the following READING milestones:**

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- 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

**Note that you could also use the shared reading discussions during Weeks 2 - 5 towards the assessment of these milestones.**



**Week 1 Day 3****LITERACY FOCUS TIME****NOTES TO TEACHER**

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

**Advance preparation for weeks 6 - 10**

- For the last five weeks of the school year you may wish to build your oral, reading and writing activities around a theme that would appeal to your learners and keep their interest. You could choose a topic linked to leisure (music, lifestyle etc) or sporting activities eg unusual sports or hobbies or various types of music. Begin collecting resources such as newspaper and magazine articles and pictures.

**DAILY ACTIVITIES****Shared Reading: a novel**

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

**Spelling and grammar/word and sentence level work****Parts of speech**

- Use 2 – 3 simple sentences from the novel to revise the different parts of speech.
- Write the sentences on the board and let different learners identify the correct part of speech of each of the words. They could use a framework, eg

article	adjective	noun	verb	article	noun	adverb
The	fat	man	ate	the	food	quickly.

- Ask learners to work in groups to:
  - Identify alternatives for the nouns, verbs, adjectives and adverbs in the sentences so the meaning stays the same.
  - Rewrite the sentences but changing the nouns, verbs, adjectives and adverbs in the sentences to mean the opposite.

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

#### **Parts of speech**

- Write another sentence on the board for learners to:
  - Identify the parts of speech of each of the words
  - Rewrite the sentence but changing the nouns, verbs, adjectives and adverbs in the sentence so the meaning stays the same.
  - Rewrite the sentences but changing the nouns, verbs, adjectives and adverbs in the sentences to mean the opposite.

#### **Guided reading**

- Do guided reading with Group 3.

## **LANGUAGE DEVELOPMENT: WRITING**

#### **Individual writing: a paragraph**

- The learners edit and write a final version of a paragraph predicting the plot of the novel the class is reading. Remind learners to vary the length of their sentences to make their paragraphs more interesting. Use simple, compound and complex sentences.
- Give learners a chance to read their paragraph to a partner or to others in their group.

#### **ASSESSMENT: Formal: Assessment Task 1:**

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

- Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary
- Uses appropriate grammar, spelling, punctuation and different tenses in written work
- Uses simple, compound and complex sentences to form paragraphs





**FOURTH TERM: WEEK 2 OVERVIEW**

COMPONENT	MILESTONES	WEEK 2
<b>ORAL</b> LO 1: AS 1, 2, 3, 6, 7. LO 2: AS 1; 2, 3, 4. LO 5: AS 1, 4	<ul style="list-style-type: none"> <li>Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> <li>Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>Asks and responds to thought-provoking questions</li> <li>Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>Explores the associations of words and concepts to get new angles on topics</li> </ul>	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> <li>Learners listen to a play excerpt and discuss cultural and moral differences in groups.</li> </ul>
<b>READING</b> LO 3: AS 1, 3, 4, 5, 6, 8, 9, 11. LO 5: AS 1, 3.	<ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion</li> <li>Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping</li> <li>Sequences and explains a series of steps or events eg of a story, and records in a graphic form</li> </ul>	<u>Shared reading and writing</u> <ul style="list-style-type: none"> <li>Reading of a novel.</li> <li>Reading of a factual article.</li> </ul> <u>Word and sentence level work</u> <ul style="list-style-type: none"> <li>Discusses content choice and characters.</li> </ul> <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> <li>Personal dictionaries/vocabulary words/ sentences.</li> <li>Written comprehension</li> </ul> <u>Reading for enjoyment</u>
<b>WRITING</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 4, 5.	<ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version</li> <li>Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary</li> <li>Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>Uses simple, compound and complex sentences to form paragraphs</li> </ul>	<u>Writing</u> <ul style="list-style-type: none"> <li>Individual writing: drafting a story</li> </ul>
<b>SPELLING AND GRAMMAR</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 6.	<ul style="list-style-type: none"> <li>Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	<u>Word and sentence level work</u> <u>Phonics &amp; Spelling</u> <ul style="list-style-type: none"> <li>Revises relevant phonics and spelling rules for the week's spellings</li> </ul> <u>Grammar</u> <ul style="list-style-type: none"> <li>Subject verb concord</li> </ul>

<p><b>INVESTIGATION</b>  <b>LO 3:</b> AS 1, 9, 11.  <b>LO 4</b> AS 1.  <b>LO 5:</b> AS 2, 3, 4.</p>	<ul style="list-style-type: none"> <li>• Develops an hypothesis and predicts the results</li> <li>• Processes and evaluates the information</li> <li>• Draws conclusions</li> <li>• Writes a short report on the research and the findings (1 – 2 paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>• Finding information from a factual article</li> </ul>
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<b>Week 2 Day 1</b>	
<b>ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING</b>	
<b>LO/Ass</b>	<b>LO 1:</b> AS 1, 2, 3, 6, 7. <b>LO 2:</b> AS 1; 2, 3, 4. <b>LO 5:</b> AS 1, 4
<b>MILESTONES</b>	
<b>Oral</b>	
<ul style="list-style-type: none"> <li>• Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> <li>• Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>• Asks and responds to thought-provoking questions</li> <li>• Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>• Explores the associations of words and concepts to get new angles on topics</li> </ul>	
<b>NOTES TO TEACHER</b>	
<ul style="list-style-type: none"> <li>• For this lesson on the play as an aural text, use a recorded excerpt from a play (the opening scene) either a tape or a recorded excerpt of a play on the radio. Choose a play in which social, moral and cultural values are clearly evident.</li> <li>• The aim of the lesson is for learners to listen for details in a play and identify social, moral and cultural values in the plot.</li> </ul>	
<b>DAILY ACTIVITIES</b>	
<p><b>Excerpt from a recording of a play.</b></p> <ul style="list-style-type: none"> <li>• Orientate the learners.             <ul style="list-style-type: none"> <li>➤ Share the title of the play and ask learners what they think it may be about.</li> <li>➤ Draw on the learners' prior knowledge of the topic of the play.</li> </ul> </li> <li>• Play the excerpt to the class. (You might need to play it again before the group discussion.)</li> <li>• Ask learners what the main idea (message) of the play might be.             <ul style="list-style-type: none"> <li>➤ On what do they base their answers?</li> </ul> </li> <li>• In groups, the learners can discuss the following.             <ul style="list-style-type: none"> <li>➤ What characters did the learners hear in the play?</li> <li>➤ What was their impression of each of these characters?</li> <li>➤ What do the learners expect to happen in the play?</li> </ul> </li> <li>• Once the groups have come to some conclusions, they share their answers with the class.</li> </ul>	
<b>ASSESSMENT:</b>	
<b>Formal: Assessment Task 1</b>	
<b>Use group discussions to rate the learners, recording any problems you have noticed against the following ORAL milestone:</b>	
<ul style="list-style-type: none"> <li>• Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> </ul>	
<b>You can also use the discussions in Week 1 and during shared reading of a novel during Weeks 1 – 5</b>	

## Week 2 Day 1

### LITERACY FOCUS TIME

#### LO/ASs

**LO 3:** AS 1, 3, 4, 5, 6, 8, 9, 11.

**LO 4:** AS 1, 2, 4.

**LO 5:** AS 1, 2, 3, 4.

**LO 6:** AS 1, 2, 3, 4, 5, 6.

#### MILESTONES

##### Reading

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- 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
- Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping
- Sequences and explains a series of steps or events eg of a story, and records in a graphic form

##### Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports
- Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages
- Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation

##### Writing

- Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version
- Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary
- Uses appropriate grammar, spelling, punctuation and different tenses in written work
- Uses simple, compound and complex sentences to form paragraphs

##### Investigation

- Develops an hypothesis and predicts the results
- Processes and evaluates the information
- Draws conclusions
- Writes a short report on the research and the findings (1 – 2 paragraphs)

### NOTES TO TEACHER

- Make sure the learners have copies, at least to share, of the class reader (novel).
- Prepare a worksheet containing a paragraph with many errors in subject verb concord. (You could include other common errors, depending upon the needs of your learners.)
- Prepare a comprehension task on a section of the novel.

### DAILY ACTIVITIES

#### Shared reading: a novel

- Let the learners recap the events in the novel so far.
- Introduce new vocabulary to be added to the learners' spelling lists.
- Briefly review the main characters in the plot.
- Read the three or four paragraphs from the next section of the novel.



- Ask the learners to identify the main idea of the novel. (plot)
  - Ask them if there are any other ‘complications’ in the plot?
  - Are there any developments in the lives of the minor characters that take place at the same time?
  - Why, do they think, the writer has included these in the novel?  
*The aim of the lesson is to make the learner aware of the existence of both the main plot and sub-plots; characterisation; etc.*
- Ask the learners in their groups to summarise the main ideas of each chapter so far, in not more than three sentences. Different groups could each work on one chapter.
- Record the sentences on chart paper for future reference.

### **Word and sentence level work.**

#### **Subject-verb concord**

- Revise subject verb concord. Give learners a paragraph containing a number of concord errors. Let them work in pairs to correct the verbs.
- As a class, work through the paragraph. Give different learners the chance to correct one of the errors and explain the mistake.

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

#### **Written comprehension**

- Learners write a comprehension task which you have prepared, based on a section of the novel being read by the class.
- Make sure the questions are not only based on content, but also deal with the different characters. **Use for Assessment Task 1.**

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

#### **Guided reading**

- Do guided reading with Group 1. Work through the next section of the novel with each group during the week, using the opportunity to discuss the theme for the Investigation.

### **ASSESSMENT:**

#### **Formal: Assessment Task 1**

**Use your observations of the shared reading discussions this week and Day 1’s Comprehension task to rate them, recording any problems, against the following**

#### **READING milestones:**

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- 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

**Note that you could also use the shared reading discussions during Weeks 1, 3 - 5 towards the assessment of these milestones.**

## Week 2 Day 2

### LITERACY FOCUS TIME

#### NOTES TO TEACHER

- Choose a short, factual article on the same theme as the Investigation. Have sufficient copies for the learners to share.

#### DAILY ACTIVITIES

#### Shared reading and writing: an article

##### 1. Before reading

- Orientate the learners to the article you are about to read.
- Remind them, through questioning, of the theme of the Investigation. This factual article will give them a background for the Investigation.
- Discuss new vocabulary from the article, which the learners copy into their personal dictionaries.

##### 2. Read the article

##### 3. After reading

- In groups ask learners to:
  - identify the main point of the article.
  - the topic sentence in each paragraph
- As a class, create a mind map on the board or on chart paper to capture the key details in the article.

##### 4. Shared writing of a summary

- Write a summary as a class, using the facts in the mind map. Guide learners to rephrase the information so that they are not simply copying verbatim some of the sentences in the article. If possible, the summary should present the facts in the same order as in the article  
*This is not an easy skill to acquire so learners will need much practice.*
- Re-read the article, paragraph by paragraph, and compare it to the summary. *Does the summary contain all the key points?* A summary cannot include all the details but it does need to provide an overview of the whole article. It must not exclude any key sections, even if they are only summarised into a single sentence.

#### Group, guided and independent reading/writing

##### Individual task

- Learners copy the summary of the article and underline the key words in each sentence.

##### Guided reading

- Do guided reading with Group 2 using the novel.

**LANGUAGE DEVELOPMENT: WRITING****Writing: planning a story**

- Remind learners of the story they wrote in Term 3 (weeks 2 – 4).
- Explain to them 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:**

- Observe learners' responses during class and group discussions

## Week 2 Day 3

### LITERACY FOCUS TIME

#### NOTES TO TEACHER

- Use the same article the learners read the lesson before.
- Prepare a grammar task on subject verb concord.

#### DAILY ACTIVITIES

##### Shared reading: an article

- Let the learners read the article from the previous day in pairs.
- Remind learners of the theme of the Investigation and ask them what they learned from the article, eg
  - *Has the article changed the way they feel or their opinions about the issue?*
  - *Are they more sympathetic towards a specific group of people?*
  - *Has the article given them more information?*
  - *Is the novel giving them a greater insight into the theme of the investigation?*
- During the feedback let learners share their responses. Remind them that everyone has the right to their own opinion so learners may not agree on some of these issues.

##### Spelling and grammar/word and sentence level work

###### Subject verb concord

- Remind learners of the activity earlier in the week on subject verb concord.
- Ask learners to tell you the rules governing the agreement of the subject and the verb.

##### Group, guided and independent reading/writing

###### Individual task

- Give learners a written task in which they write the correct form of the verb to agree with the subject of the sentence. eg *The two of them (hope) to go to town. (simple present) She (run) down the slope. (present continuous)*

###### Guided reading

- Do guided reading with Group 3, using the novel.

#### LANGUAGE DEVELOPMENT: WRITING

##### Independent writing: a story

- In this lesson learners begin a first draft of their story.
  - Remind them that the first paragraph should contain the opening of a story. It should set the scene, introduce characters, give information etc..
  - In the 'body' or 'middle' of their story the plot should unfold in the correct sequence towards a climax. To build atmosphere and excitement they can add information on how the characters were feeling and include direct speech.
- By the end of this lesson learners should have drafted at least half of their story. They can write an ending to their story in Week 3.

**ASSESSMENT:**

- Informally assess learners' written responses to the subject verb concord task



**FOURTH TERM: WEEK 3 OVERVIEW**

COMPONENT	MILESTONES	WEEK 3
<b>ORAL</b> LO 1: AS 1, 2, 3, 6, 7. LO 2: AS 1; 2, 3, 4. LO 5: AS 1, 4	<ul style="list-style-type: none"> <li>Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> <li>Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>Asks and responds to thought-provoking questions</li> <li>Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>Explores the associations of words and concepts to get new angles on topics</li> </ul>	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> <li>Introduction to a debate.</li> </ul>
<b>READING</b> LO 3: AS 1, 3, 4, 5, 6, 8, 9, 11. LO 5: AS 1, 3.	<ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion</li> <li>Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping</li> <li>Sequences and explains a series of steps or events eg of a story, and records in a graphic form</li> </ul>	<u>Shared reading and writing</u> <ul style="list-style-type: none"> <li>Reading of a novel.</li> <li>Sourcing information from reference books.</li> </ul> <u>Word and sentence level work</u> <ul style="list-style-type: none"> <li>Discusses sub-plots and minor characters.</li> </ul> <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> <li>Personal dictionaries/vocabulary words/ sentences.</li> </ul> <u>Reading for enjoyment</u>
<b>WRITING</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 4, 5.	<ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version</li> <li>Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary</li> <li>Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>Uses simple, compound and complex sentences to form paragraphs</li> </ul>	<u>Writing</u> <ul style="list-style-type: none"> <li>Individual writing: editing and publishing a story.</li> </ul>
<b>SPELLING AND GRAMMAR</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 6.	<ul style="list-style-type: none"> <li>Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	<u>Word and sentence level work</u> <u>Phonics &amp; Spelling</u> <ul style="list-style-type: none"> <li>Revises relevant phonics and spelling rules for the week's spellings</li> </ul> <u>Grammar</u> <ul style="list-style-type: none"> <li>Punctuation</li> </ul>

<p><b>INVESTIGATION</b>  <b>LO 3:</b> AS 1, 9, 11.  <b>LO 4</b> AS 1.  <b>LO 5:</b> AS 2, 3, 4.</p>	<ul style="list-style-type: none"> <li>• Develops an hypothesis and predicts the results</li> <li>• Processes and evaluates the information</li> <li>• Draws conclusions</li> <li>• Writes a short report on the research and the findings (1 – 2 paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>• Finding information from reference books</li> </ul>
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<b>Week 3 Day 1</b>	
<b>ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING</b>	
<b>LO/Ass</b>	<b>LO 1:</b> AS 1, 2, 3, 6, 7. <b>LO 2:</b> AS 1; 2, 3, 4. <b>LO 5:</b> AS 1, 4
<b>MILESTONES</b>	
<b>Oral</b>	
<ul style="list-style-type: none"> <li>• Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> <li>• Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>• Asks and responds to thought-provoking questions</li> <li>• Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>• Explores the associations of words and concepts to get new angles on topics</li> </ul>	
<b>NOTES TO TEACHER</b>	
<ul style="list-style-type: none"> <li>• In this lesson learners debate a familiar topic – one that is linked to the theme and the hypothesis of the Investigation. It will help learners to identify different points of view which they can use in their speech and written report.</li> <li>• If your learners are new to debating, use this as an opportunity to introduce the concept and rules governing a debate.</li> <li>• Help the learners to argue without becoming emotional or personal in their responses. If there is time, you could swap the teams around so that they have to argue <b>for</b> a topic as well as against it.</li> <li>• When deciding on a topic, it is useful to use words like ‘never’ and ‘always’, eg ‘One should always tell the truth’, as it is easier to find exceptions to this kind of argument.</li> </ul>	
<b>DAILY ACTIVITIES</b>	
<b>An introduction to debating</b>	
<ul style="list-style-type: none"> <li>• Explain to the learners that they are going to hold a mini debate.</li> <li>• Introduce the debate topic and explain the rules.             <ul style="list-style-type: none"> <li>• There are always two sides to a debate. Neither is right or wrong, and both have important points of view. It doesn't matter what our personal views are, we have to argue convincingly the side of the topic our group has been given.</li> </ul> </li> <li>• Divide the learners into an equal number of groups and number them.</li> <li>• Half of the groups must identify points to agree with the topic and the other half of the groups must identify points to disagree with the topic. (It is easier if all the groups with even numbers agree with the topic and all the groups with odd numbers disagree.)</li> <li>• Give groups about ten minutes to prepare.</li> <li>• For this first attempt let one representative of each of the groups agreeing with the topic each have the opportunity to present 1 – 2 points in favour of the topic. Give representatives of the other groups an equal opportunity to present their points.</li> </ul>	

- Open the debate and let other learners from each side either make a comment or ask a question to support or reject the topic. Encourage learners to note the different viewpoints as they will help them to write their speech and report for the Investigation.
- At the end, let the learners vote for the most convincing argument.
- Remind learners to keep the notes they made of the different points as these will help them in writing their speech and report for the Investigation.

## **ASSESSMENT**

### **Formal: Assessment Task 1**

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

- Participates in discussions, shares ideas and offers different perspectives on familiar topics
- Asks and responds to thought-provoking questions

<b>Week 3 Day 1</b>	
<b>LITERACY FOCUS TIME</b>	
<b>LO/ASs</b>	<b>LO 3:</b> AS 1, 3, 4, 5, 6, 8, 9, 11. <b>LO 4:</b> AS 1, 2, 4. <b>LO 5:</b> AS 1, 2, 3, 4. <b>LO 6:</b> AS 1, 2, 3, 4, 5, 6.
<b>MILESTONES</b>	
<b>Reading</b>	
<ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>• Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion</li> <li>• Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping</li> <li>• Sequences and explains a series of steps or events eg of a story, and records in a graphic form</li> </ul>	
<b>Spelling and grammar</b>	
<ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>• Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	
<b>Writing</b>	
<ul style="list-style-type: none"> <li>• Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version</li> <li>• Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary</li> <li>• Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>• Uses simple, compound and complex sentences to form paragraphs</li> </ul>	
<b>Investigation</b>	
<ul style="list-style-type: none"> <li>• Develops an hypothesis and predicts the results</li> <li>• Processes and evaluates the information</li> <li>• Draws conclusions</li> <li>• Writes a short report on the research and the findings (1 – 2 paragraphs)</li> </ul>	
<b>NOTES TO TEACHER</b>	
<ul style="list-style-type: none"> <li>• Make sure the learners have copies, at least to share, of the class reader (novel).</li> </ul>	
<b>DAILY ACTIVITIES</b>	
<p><b>Shared reading: a novel</b></p> <p><i>The emphasis in this lesson is on minor characters and sub-themes of the novel.</i></p> <ul style="list-style-type: none"> <li>• Ask a few learners to summarise the happenings in the novel so far. (The previous week learners had continued to read the novel as a class activity and in guided reading.)</li> <li>• Read the next section of the novel, focusing on some of the minor characters.</li> <li>• List 2 – 4 of these characters on the board and ask the learners to describe each of them (what they look like / their personalities).</li> <li>• What relationship do these characters have with the main character?</li> <li>• What part does each of the characters play in the story?</li> </ul>	

## **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 task**

- Let learners write one or two sentences about different minor characters.

### **Guided reading**

- Do guided reading with Group 1. Work through the next section of the novel with each group during the week, using the opportunity to discuss the theme for the Investigation.

## **ASSESSMENT:**

### **Formal: Assessment Task 1**

**Use your observations of the shared reading discussions this week to rate them, recording any problems, against the following READING milestones:**

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- 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

**Note that you could also use the shared reading discussions during Weeks 1, 2, 4, 5 towards the assessment of these milestones.**

**Week 3 Day 2****LITERACY FOCUS TIME****NOTES TO TEACHER**

- Have a number of reference books dealing with the theme of the investigation available for learners, sufficient at least to share. In addition to encyclopaedias, the learners can use any non-fiction material that deals with the theme. Textbooks from other learning areas may also be a valuable source of information.

**DAILY ACTIVITIES****Shared reading: reference books****1. Before reading**

- Distribute the various reference books to the learners.
- Explain to the learners that they should use this material to help them in their Investigation.
- Remind them, through questioning, of the theme of the Investigation. The books will give them background information for the Investigation.

**2. Survey the contents page and index**

- Let each pair or small group of learners use the book they have been given to revise the use of the contents page and index to find information.
- List several key words on the board for learners to look for information.
- Ask questions such as:
  - Look on the contents page.
    - Who has a chapter about \_\_\_\_\_?
    - Has anyone a chapter in which they find out about \_\_\_\_\_?
  - Look at the index.
    - Is \_\_\_\_\_ in the index?
    - Find the page reference, find the page and find the information on the page.
    - Read the information to the class.

*Spend time helping learners to use an index to find where there is information on a topic in a book and, thereafter, locate that information in the book itself. Remind them how to use their skimming and scanning skills.*

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

- Revise the use of different punctuation marks. Focus on common errors made by the learners during their story and paragraph writing, eg commas, full stops and capital letters used incorrectly or omitted.

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

### **Paired or group task**

- Learners use a reference book to find information for the Investigation.

*Although the learners will use this information to write their speeches and reports, they will not be able to use all the books that you have selected. Each learner need only make use of a few books to source information. At this stage, the focus is on the process ie developing research skills rather than on writing a comprehensive report.*

### **Guided reading**

- Do guided reading with Group 2. Work through the next section of the novel with the group. Each group should reach the same point in the novel by the end of the week.

## **LANGUAGE DEVELOPMENT: WRITING**

### **Independent writing: the ending of the story**

- In this lesson learners complete the draft of their story.
- Remind learners that the ending of a story should be satisfying to the reader.
  - A conclusion should match the story that has gone before. It needs to be believable in the context of the story.
  - It should give us a resolution for the characters.
  - If the ending leaves us ‘dangling’ we should be able to guess 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, let learners draft their closing paragraph.
- Remind learners of connecting words such as *therefore*, *however*, to link their sentences into coherent paragraphs.

### **ASSESSMENT:**

- Observe learners’ responses during class and group activities for the Investigations.

**Week 3 Day 3****LITERACY FOCUS TIME****NOTES TO TEACHER**

- Continue to have a number of reference books dealing with the theme of the investigation available for learners, sufficient at least to share. In addition to encyclopaedias, the learners can use any non-fiction material that deals with the theme. Textbooks from other learning areas may also be a valuable source of information.

**DAILY ACTIVITIES****Shared reading: reference books****1. Before reading**

- Give learners the chance to talk about the previous day's activity involving reference books. *Was it an easy activity? What was difficult? Was it worthwhile / interesting? What did they learn?*
- Distribute the various reference books to the learners so that they receive a different book to the day before.
- Remind the learners that they should use this material to get background information for the Investigation.

**2. Survey the contents page and index**

- Just as the day before, let pairs or small groups of learners use the book they have been given to revise the use of the contents page and index to find information.
- Give learners 2 – 3 key words relevant to the Investigation and ask questions such as:
  - Look on the contents page.
    - Who has a chapter about \_\_\_\_\_?
    - Has anyone a chapter in which they find out about \_\_\_\_\_?
  - Look at the index.
    - Is \_\_\_\_\_ in the index?
    - Find the page reference, find the page and find the information on the page.
    - Read the information to the class.

*Keep this day's shared reading activity shorter than that of the previous day's so learners have more time to find information during the group, guided and independent reading and writing time.*

**Group, guided and independent reading/writing****Paired or group task**

- Learners continue to use one or more reference books to find information for the Investigation. Make sure that learners are keeping notes of all the information that they find. They will need these when they write a speech in Week 4.

**Guided reading**

- Do guided reading with Group 3. Work through the next section of the novel with the group. Each group should reach the same point in the novel by the end of the week.

## 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.
- Remind learners to vary the length of their sentences, to use a wide variety of vocabulary and correct punctuation, spelling and tenses.
- Display the final versions of the stories 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 learners' stories, 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
- Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary
- Uses appropriate grammar, spelling, punctuation and different tenses in written work
- Uses simple, compound and complex sentences to form paragraphs
- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports
- Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation



**FOURTH TERM: WEEK 4 OVERVIEW**

COMPONENT	MILESTONES	WEEK 4
<b>ORAL</b> LO 1: AS 1, 2, 3, 6, 7. LO 2: AS 1; 2, 3, 4. LO 5: AS 1, 4	<ul style="list-style-type: none"> <li>Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> <li>Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>Asks and responds to thought-provoking questions</li> <li>Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>Explores the associations of words and concepts to get new angles on topics</li> </ul>	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> <li>Introduction to a debate.</li> </ul>
<b>READING</b> LO 3: AS 1, 3, 4, 5, 6, 8, 9, 11. LO 5: AS 1, 3.	<ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion</li> <li>Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping</li> <li>Sequences and explains a series of steps or events eg of a story, and records in a graphic form</li> </ul>	<u>Shared reading and writing</u> <ul style="list-style-type: none"> <li>Reading of a novel.</li> <li>Reading a short story.</li> </ul> <u>Word and sentence level work</u> <ul style="list-style-type: none"> <li>Discusses environmental, cultural and social issues.</li> </ul> <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> <li>Personal dictionaries/vocabulary words/ sentences.</li> <li>Sequences the events in a story / novel using a diagram</li> </ul> <u>Reading for enjoyment</u>
<b>WRITING</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 4, 5.	<ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version</li> <li>Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary</li> <li>Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>Uses simple, compound and complex sentences to form paragraphs</li> </ul>	<u>Writing</u> <ul style="list-style-type: none"> <li>Individual writing: editing a prepared speech</li> </ul>
<b>SPELLING AND GRAMMAR</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 6.	<ul style="list-style-type: none"> <li>Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	<u>Word and sentence level work</u> <u>Phonics &amp; Spelling</u> <ul style="list-style-type: none"> <li>Revises relevant phonics and spelling rules for the week's spellings</li> </ul> <u>Grammar</u> <ul style="list-style-type: none"> <li>Direct and indirect speech</li> </ul>

<p><b>INVESTIGATION</b>  <b>LO 3:</b> AS 1, 9, 11.  <b>LO 4</b> AS 1.  <b>LO 5:</b> AS 2, 3, 4.</p>	<ul style="list-style-type: none"> <li>• Develops an hypothesis and predicts the results</li> <li>• Processes and evaluates the information</li> <li>• Draws conclusions</li> <li>• Writes a short report on the research and the findings (1 – 2 paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>• Using the information to write a prepared speech</li> </ul>
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<b>Week 4 Day 1</b>	
<b>ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING</b>	
<b>LO/Asss</b>	<b>LO 1:</b> AS 1, 2, 3, 6, 7. <b>LO 2:</b> AS 1; 2, 3, 4. <b>LO 5:</b> AS 1, 4
<b>MILESTONES</b>	
<b>Oral</b>	
<ul style="list-style-type: none"> <li>• Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> <li>• Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>• Asks and responds to thought-provoking questions</li> <li>• Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>• Explores the associations of words and concepts to get new angles on topics</li> </ul>	
<b>NOTES TO TEACHER</b>	
<ul style="list-style-type: none"> <li>• During Week 3 learners were introduced to debates. Have another debate this week on another issue related to the theme of the Investigation. Make sure it is a topic that learners are familiar with. It gives the learners a chance to listen to different points of view and will help them as they write their prepared speech this week.</li> <li>• Rather than having one, class debate let learners debate in small groups.</li> </ul>	
<b>DAILY ACTIVITIES</b>	
<b>Debating in teams</b>	
<ul style="list-style-type: none"> <li>• Divide the class into groups of 3. Pair two groups together and tell them which team is arguing 'for' and which 'against' the topic. Give each group of 6 one person to act as a chair to control the debate.</li> <li>• When beginning more formal debating, let learners begin by making only very short speeches to begin the debate, i.e. between 3 and 6 sentences.</li> <li>• Explain that the first person introduces the main point of the argument, the second speaker adds to the argument, the third speaker sums up the arguments.</li> <li>• Give learners a chance to discuss the points they want to make.</li> <li>• The first speaker for' the argument is allowed to speak first. Then the first speaker against should be allowed to speak, followed by the second speaker for and second speaker against. Finally the third speaker for each side sums up these arguments. Thereafter each side can take a turn to add further comments and ask questions.</li> <li>• Explain how each speech must start with addressing the chair. This stops arguments and gives a structure to the debate.</li> <li>• Circulate between the groups to ensure that the debates are controlled.</li> </ul>	
<b>ASSESSMENT</b>	
<b>Formal: Assessment Task 1</b>	
<b>Use the debates this week and the previous week to rate the learners, recording any problems you have noticed against the following ORAL milestones:</b>	
<ul style="list-style-type: none"> <li>• Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>• Asks and responds to thought-provoking questions</li> </ul>	

## Week 4 Day 1

### LITERACY FOCUS TIME

#### LO/ASs

**LO 3:** AS 1, 3, 4, 5, 6, 8, 9, 11.

**LO 4:** AS 1, 2, 4.

**LO 5:** AS 1, 2, 3, 4.

**LO 6:** AS 1, 2, 3, 4, 5, 6.

#### MILESTONES

##### Reading

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- 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
- Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping
- Sequences and explains a series of steps or events eg of a story, and records in a graphic form

##### Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports
- Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages
- Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation

##### Writing

- Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version
- Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary
- Uses appropriate grammar, spelling, punctuation and different tenses in written work
- Uses simple, compound and complex sentences to form paragraphs

##### Investigation

- Develops an hypothesis and predicts the results
- Processes and evaluates the information
- Draws conclusions
- Writes a short report on the research and the findings (1 – 2 paragraphs)

### NOTES TO TEACHER

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

### DAILY ACTIVITIES

#### Shared reading: a novel

*The emphasis in this lesson is on sub-themes in the novel.*

- Read the next section of the novel, focusing on the sub-themes.
- Ask the learners to name one of the characters mentioned (not the main character) and describe the role he/she plays in the story.

*This doesn't mean they must describe the character. They must look at the part the character plays in the development of the plot.*

- Ask the learners to identify the underlying messages in the novel so far.
- What is the writer's point of view on these issues?
- Does the writer pass any judgements on the characters we have met so far, which indicate his/her point of view? Does he portray them positively or negatively?  
*Encourage the learners to look for the underlying opinions expressed by the writer, through the development of the characters and the plot.*

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

#### **Direct and indirect speech**

- Talk about examples of direct and indirect speech in the novel. Make sure that learners recognise the different ways in which they are written and the punctuation used in the two types.

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

#### **Planning a prepared speech**

- Learners need to give a short prepared speech in oral in Week 5. For grade 5 learners keep it short – between one and two minutes in length. During this week they need to prepare for this speech. Use this lesson for the planning.
- Give learners some guidelines on preparing a speech. These could include:
  - Begin with an opening greeting: “Good morning.....”
  - Explain what the speech will be about – link this to the theme of the Investigation.
  - Ask a question: this will make the audience think. Often the speaker answers it during his / her speech.
  - Give some background to the topic – use the information you have gained from your reading.
  - Explain both points of view. One can use phrases like: “Some people think....”, “Others feel that...”
  - End by sharing your opinion.
- Give learners the opportunity to discuss with a partner or in groups what they want to say.
- By the end of this lesson learners should have an outline of what they want to say.

#### **Guided reading**

- Do guided reading with Group 1 using the novel.

#### **ASSESSMENT:**

- Informally assess learners' planning for their prepared speech.

## Week 4 Day 2

### LITERACY FOCUS TIME

#### NOTES TO TEACHER

- Find a story that relates to the theme of the Investigation. It should contain environmental, cultural or social values that learners can identify.
- Ensure that you have sufficient copies of the story for the whole class, or make a transparency of the text or write it on the board.
- Prepare a worksheet containing 6 – 8 sentences summarising the different events in the story. Alternatively you could write them on the board. Muddle the sentences so that they are in the incorrect order.

#### DAILY ACTIVITIES

##### Shared reading: a story

##### 1. Before reading

- Prepare learners for the story.
- Introduce the title to the learners. Let them predict what the story is about. Draw out learners' prior knowledge. Explain any new vocabulary in the story. 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 story 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 story, from the use of words (style), to the humour/story (content).
- Let the learners take turns to read the story a second time.

##### 3. After reading

- Discuss the main idea of the story and check for understanding. Ask four to five questions.
- Once the story has been read through a second time, ask learners what appealed to them in it.
  - What do they remember?
  - What did they like / not like about it? Why?
  - What did it remind them of?
- Talk about the environmental, cultural and social values in the story. Guide the learners to identify such values and express their opinions.
- Compare this story with the novel that learners are reading. What similarities and differences do learners notice?

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

- Make a list of new vocabulary in the novel with the learners. Discuss the associations of words and concepts so that learners can develop new insights into the intention of the writer. Make use of dictionaries and thesauruses for learners to check the meaning of words and their origin, especially those words that are borrowed from Afrikaans, African languages and French.

**Group, guided and independent reading/writing****Sequencing task**

- Give learners a worksheet containing the sentences summarising the events in the story but in the incorrect order. Learners use this to:
  1. Rewrite the sentences in the correct sequence.
  2. Show the correct sequence of events in a graphic form eg in a diagram.

**Use for Assessment Task 1.****Guided reading**

- Do guided reading with Group 2 using the novel.

**LANGUAGE DEVELOPMENT: WRITING****A prepared speech: writing a first draft**

- Let learners write a first draft of their speech using the outline from the previous lesson.

**ASSESSMENT:****Formal: Assessment Task 1**

**Use your observations of the shared reading discussions this week to rate them, recording any problems, against the following READING milestones:**

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- 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
- Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping
- Explores the associations of words and concepts to get new angles on topics (**Oral milestone**)

**Use the written task on sequencing to rate the learners, recording any problems, against the following READING milestone:**

- Sequences and explains a series of steps or events eg of a story, and records in a graphic form

**You can also use the activity on Day 3 this week for this milestone.**

## Week 4 Day 3

### LITERACY FOCUS TIME

#### NOTES TO TEACHER

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

#### DAILY ACTIVITIES

##### Shared reading: a novel

*The emphasis in this lesson is on identifying the sequence of events in the novel.*

- Read the next section of the novel.
- Discuss the way in which the main plot is developed and the role the different characters are playing in the story.
- Divide learners into groups and ask each group to identify the main events in a particular chapter. They need to summarise these events in point form.

##### Group, guided and independent reading/writing

###### Sequencing events in the novel

- Remind learners of the way in which the previous day they showed the sequence of events in a graphic form.
- Using the key points identified by the group each learner needs to make his / her own diagram (or another graphic form) to correctly portray the sequence of events in a chapter.

**Use this for Assessment task 1.**

###### Guided reading

- Do guided reading with Group 3.

#### LANGUAGE DEVELOPMENT: WRITING

##### A prepared speech: writing a final draft

- The learners edit the first draft of their speech.
- They can read it to a partner for their feedback.
- Once they have finalised their speech they can practise saying it to a partner using appropriate expression. As they become more familiar with their speech they will be able to speak rather than read. Remind learners to keep it short!

##### ASSESSMENT: Formal: Assessment Task 1:

**Use the written task on sequencing to rate the learners, recording any problems, against the following READING milestone:**

- Sequences and explains a series of steps or events eg of a story, and records in a graphic form

**You can also use the activity on Day 2 this week for this milestone.**



**FOURTH TERM: WEEK 5 OVERVIEW**

COMPONENT	MILESTONES	WEEK 5
<b>ORAL</b> LO 1: AS 1, 2, 3, 6, 7. LO 2: AS 1; 2, 3, 4. LO 5: AS 1, 4	<ul style="list-style-type: none"> <li>Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> <li>Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>Asks and responds to thought-provoking questions</li> <li>Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>Explores the associations of words and concepts to get new angles on topics</li> </ul>	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> <li>Learners give a prepared speech</li> </ul>
<b>READING</b> LO 3: AS 1, 3, 4, 5, 6, 8, 9, 11. LO 5: AS 1, 3.	<ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion</li> <li>Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping</li> <li>Sequences and explains a series of steps or events eg of a story, and records in a graphic form</li> </ul>	<u>Shared reading and writing</u> <ul style="list-style-type: none"> <li>Reading of a novel.</li> <li>Reading a short story.</li> </ul> <u>Word and sentence level work</u> <ul style="list-style-type: none"> <li>Discusses the main plot and sub-plots.</li> <li>Reflects on the novel as a whole</li> </ul> <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> <li>Personal dictionaries/vocabulary words/ sentences.</li> <li>Written comprehension.</li> </ul> <u>Reading for enjoyment</u>
<b>WRITING</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 4, 5.	<ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version</li> <li>Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary</li> <li>Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>Uses simple, compound and complex sentences to form paragraphs</li> </ul>	<u>Writing</u> <ul style="list-style-type: none"> <li>Individual writing: writing and editing a report</li> </ul>
<b>SPELLING AND GRAMMAR</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 6.	<ul style="list-style-type: none"> <li>Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	<u>Word and sentence level work</u> <u>Phonics &amp; Spelling</u> <ul style="list-style-type: none"> <li>Revises relevant phonics and spelling rules for the week's spellings</li> </ul> <u>Grammar</u> <ul style="list-style-type: none"> <li>Word origins, dictionary and thesaurus work</li> </ul>

<p><b>INVESTIGATION</b>  <b>LO 3:</b> AS 1, 9, 11.  <b>LO 4</b> AS 1.  <b>LO 5:</b> AS 2, 3, 4.</p>	<ul style="list-style-type: none"> <li>• Develops an hypothesis and predicts the results</li> <li>• Processes and evaluates the information</li> <li>• Draws conclusions</li> <li>• Writes a short report on the research and the findings (1 – 2 paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>• Using the information to write a final report</li> </ul>
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<b>Week 5 Day 1</b>	
<b>ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING</b>	
<b>LO/ASs</b>	<b>LO 1:</b> AS 1, 2, 3, 6, 7. <b>LO 2:</b> AS 1; 2, 3, 4. <b>LO 5:</b> AS 1, 4
<b>MILESTONES</b>	
<b>Oral</b>	
<ul style="list-style-type: none"> <li>• Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> <li>• Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>• Asks and responds to thought-provoking questions</li> <li>• Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>• Explores the associations of words and concepts to get new angles on topics</li> </ul>	
<b>NOTES TO TEACHER</b>	
<ul style="list-style-type: none"> <li>• In this lesson the learners have the chance to present their prepared speeches based on their writing the previous week.</li> </ul>	
<b>DAILY ACTIVITIES</b>	
<p><b>Prepared speeches</b></p> <ul style="list-style-type: none"> <li>• Give each learner an opportunity to present his / her prepared speech.</li> <li>• Remind learners that they should             <ul style="list-style-type: none"> <li>• Speak for one to two minutes.</li> <li>• Speak clearly and at a reasonable pace (not too quickly/not too slowly).</li> <li>• Pause sometimes to give the audience a chance to think about what has been said.</li> <li>• Keep eye contact with the audience. This is especially important as learners may be reading part of their speech.</li> <li>• Make their presentation interesting by changing their facial expression, tone and volume.</li> <li>• Although they have a written speech they should try to avoid reading it verbatim but rather use it as a reference. However many learners at this stage will feel more comfortable simply reading their speech!</li> </ul> </li> </ul> <p><i>Although it is important to teach learners how to be a good audience, it can be tedious listening to all the speeches in one session. You may wish to use the last few minutes of several lessons for learners to make their speeches.</i></p>	
<b>ASSESSMENT</b>	
<b>Formal: Assessment Task 1</b>	
<p><b>Use the learners' presentations of their prepared speeches to rate them, recording any problems you have noticed against the following ORAL milestone:</b></p> <ul style="list-style-type: none"> <li>• Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> </ul>	

## Week 5 Day 1

### LITERACY FOCUS TIME

#### LO/Asss

**LO 3:** AS 1, 3, 4, 5, 6, 8, 9, 11.

**LO 4:** AS 1, 2, 4.

**LO 5:** AS 1, 2, 3, 4.

**LO 6:** AS 1, 2, 3, 4, 5, 6.

#### MILESTONES

##### Reading

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- 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
- Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping
- Sequences and explains a series of steps or events eg of a story, and records in a graphic form

##### Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports
- Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages
- Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation

##### Writing

- Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version
- Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary
- Uses appropriate grammar, spelling, punctuation and different tenses in written work
- Uses simple, compound and complex sentences to form paragraphs

##### Investigation

- Develops an hypothesis and predicts the results
- Processes and evaluates the information
- Draws conclusions
- Writes a short report on the research and the findings (1 – 2 paragraphs)

### NOTES TO TEACHER

- Make sure the learners have copies, at least to share, of the class reader (novel).
- Plan to finish the reading of the novel by the end of this week.
- Prepare a comprehension task on the plot / sub-plots of the novel.

### DAILY ACTIVITIES

#### Shared reading: a novel

*The emphasis in this lesson is on the sub-plots in the novel.*

- Read the next section of the novel.
- Ask the learners to identify developments in the main plot of the novel. The book is nearing the end. Can learners predict what will happen to the main character?
- What developments have there been in the lives of the minor characters that have taken place at the same time? Discuss each minor character in turn (in pairs/groups first and then as a class).

- Why, do they think, the writer has included each of these in the novel? (The writer always has a purpose in everything he / she includes in the book.)

*Make the learner aware that in a novel there is both the main plot and sub-plots.*

*Encourage the learners to look for the underlying opinions expressed by the writer, through the development of the characters and the plot. Each character plays a specific role in the story.*

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

#### **Written comprehension**

- Learners write a comprehension task which you have prepared, based on the main and the sub-plots of the novel.
- Make sure the questions are not only based on content and language usage, but also include higher order thinking questions. **Use for Assessment Task 1.**

#### **Guided reading**

- Do guided reading with Group 1. Use another, true story this week.

### **ASSESSMENT:**

#### **Formal: Assessment Task 1**

**Use your observations of the shared reading discussions this week and Day 1's**

**Comprehension task to rate the learners, recording any problems, against the following**

#### **READING milestones:**

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- 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
- Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping
- Explores the associations of words and concepts to get new angles on topics (**Oral milestone**)

**Note that you could also use the shared reading discussions during Weeks 1 - 4 towards the assessment of these milestones.**

## Week 5 Day 2

### LITERACY FOCUS TIME

#### NOTES TO TEACHER

- Find a true story that relates to the theme of the Investigation. It should contain environmental, cultural or social values that learners can identify.
- Ensure that you have sufficient copies of the story for the whole class, or make a transparency of the text or write it on the board.
- Ensure that dictionaries and thesauruses are available per group.

#### DAILY ACTIVITIES

##### Shared reading: a true story

##### 1. Before reading

- Prepare learners for the story.
- Introduce the title to the learners. Let them predict what the story is about. Draw out learners' prior knowledge. Explain any new vocabulary in the story.

##### 2. While reading

- Read the story aloud once through while learners listen.
- Stop once or twice to discuss happenings in the story. Link these with other, similar happenings in other stories and the novel.
- Let the learners take turns to read the story a second time.

##### 3. After reading

- Discuss the main idea of the story and check for understanding. Ask four to five questions.
- Once the story has been read through a second time, ask learners what appealed to them in it.
  - What do they remember?
  - What did they like / not like about it? Why?
  - What did it remind them of?
  - Because it is a true story did it have more impact?
- Talk about the environmental, cultural and social values in the story. Guide the learners to identify such values and express their opinions.
- Compare this story with the novel that learners are reading. What similarities and differences do learners notice?

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

- Make a list of new vocabulary in the story with the learners. Add other words that are borrowed from Afrikaans, African languages and French to the list. Make use of dictionaries and thesauruses for learners to find the following information on one of the words:
  - Its meaning
  - What part of speech it is.
  - An adverb, adjective, noun and/or verb from the word.
  - A synonym and an antonym
  - The origin of the word.

**Group, guided and independent reading/writing****Vocabulary task**

- Learners continue the activity on vocabulary, finding and recording the same information on 3 – 5 more words. Afterwards use this information to play a game by asking questions such as:
  - Who has a French word?
  - Can anyone tell me a synonym for \_\_\_\_\_?
  - Is beautiful an adjective or an adverb?

**Use the written and oral responses for Assessment Task 1.**

**Guided reading**

- Do guided reading with Group 2.

**LANGUAGE DEVELOPMENT: WRITING****Individual writing: a report on the Investigation**

- Learners use their notes from the Investigation and their prepared speeches to write a two paragraph report.
- You may wish to give the learners a framework for the writing of the report. For example:

1st paragraph	
1 – 2 sentences:	• Hypothesis and possible results
1 sentence:	• How the information was researched
2 – 3 sentences:	• Background information (relevant facts)
2nd paragraph	
2 – 3 sentences:	• Findings from the Investigation
2 – 3 sentences:	• Different viewpoints (Pros and cons)
1 sentence:	• Conclusion

- As learners already have the notes they made and their prepared speech it should simply be a matter of using much of the same material but in a formal, report format. They should therefore be able to draft their report by the end of this lesson – or at least have an outline of it.

*Rewriting sentences using a different, more formal register is a useful activity as it helps learners to recognise the differences between formal spoken and written language.*

**ASSESSMENT: Formal: Assessment Task 1:**

**Use the written task on vocabulary to rate the learners, recording any problems, against the following SPELLING AND GRAMMAR milestone:**

- Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages



<b>Week 5 Day 3</b>
<b>LITERACY FOCUS TIME</b>
<b>NOTES TO TEACHER</b>
<ul style="list-style-type: none"> <li>• Make sure the learners have copies, at least to share, of the class reader (novel).</li> <li>• Plan to finish the reading of the novel by the end of this lesson.</li> </ul>
<b>DAILY ACTIVITIES</b>
<p><b>Shared reading: a novel</b></p> <p><i>The emphasis in this lesson is on a reflection of the novel as a whole.</i></p> <ul style="list-style-type: none"> <li>• There should be a sense of satisfaction that comes when one completes the reading of a book.</li> <li>• You could ask learners to close their eyes for a few minutes and think back over the story and how it ended.</li> <li>• Let them share in pairs or small groups their feelings: <ul style="list-style-type: none"> <li>➤ Did they enjoy the novel? If so what did they enjoy about it?</li> <li>➤ What did they not enjoy about it?</li> </ul> <p><i>Encourage them to be honest. Some may feel that it went on too long. Some may have become bored. Point out that when you read a novel to yourself you read at your own pace and will normally finish a book in a shorter time.</i></p> <ul style="list-style-type: none"> <li>➤ Was the ending a satisfactory one? Had they expected it?</li> <li>➤ Which character would they have liked / not liked as a brother / sister?</li> </ul> </li> </ul> <p><b>Spelling and grammar/word and sentence level work</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Talk about how to use certain words or phrases to connect sentences and paragraphs. Write two sentences on the board and demonstrate how, by adding connecting words, the first sentence is linked to the next. <p><i>He told his mother that he had finished his homework. She let him watch TV.</i>  <i>He told his mother that he had finished his homework. <b>Therefore</b>, she let him watch TV.</i></p> </li> <li>• On the board, write a list of different connecting words and phrases that learners could use to join the sentences in their report. For example: <i>However, therefore, as a result, on the other hand.</i></li> <li>• Remind learners that, to give different points of view, one could use phrases such as <i>Some people think that... Others think...</i></li> </ul> <p><b>Group, guided and independent reading/writing</b></p> <p><b>Written report</b></p> <ul style="list-style-type: none"> <li>• Let learners use this time to work on their report.</li> </ul> <p><b>Guided reading</b></p> <ul style="list-style-type: none"> <li>• Do guided reading with Group 3. Use another, true story this week.</li> </ul>

## LANGUAGE DEVELOPMENT: WRITING

### **Individual writing: a report**

- In this lesson learners complete the writing of their report.
- The learners check each other's draft for spelling and grammar errors and meaning
- The learners write a final, correct version of their reports.
- **Use to assess the INVESTIGATION and SPELLING AND GRAMMAR milestones for Assessment Task 1.**

### **ASSESSMENT: Formal: Assessment Task 1:**

**Use the learners' reports, together with your observations during the first five weeks, to rate them, recording any problems, against the following INVESTIGATION and SPELLING AND GRAMMAR milestones:**

- Develops an hypothesis and predicts the results
- Processes and evaluates the information
- Draws conclusions
- Writes a short report on the research and the findings (1 – 2 paragraphs)
- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports
- Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation

**FOURTH TERM: WEEK 6 OVERVIEW**

COMPONENT	MILESTONES	WEEK 6
<b>ORAL</b> LO 1: AS 1, 2, 5, 6 LO 2: AS 1; 2, 4. LO 5: AS 1	<ul style="list-style-type: none"> <li>• Listens for the main idea and specific details in information texts eg speeches and television documentaries</li> <li>• Asks and responds to thought-provoking questions</li> <li>• Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>• Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone</li> </ul>	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> <li>• Learners watch and discuss a television documentary</li> </ul>
<b>READING</b> LO 3: AS 1, 4, 7, 9, 10, 11. LO 5: AS 1, 2, 3.	<ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>• Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map</li> <li>• Changes text from one form to another eg from a table to a graph</li> <li>• Applies research skills to find information in different sources eg reference books and textbooks</li> <li>• Discusses the influence of context on information</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul>	<u>Shared reading and writing</u> <ul style="list-style-type: none"> <li>• Reading of an information text.</li> <li>• Reading a reference book.</li> </ul> <u>Word and sentence level work</u> <ul style="list-style-type: none"> <li>• Discusses the main and supporting ideas.</li> <li>• Revises use of contents page, headings and index</li> </ul> <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> <li>• Personal dictionaries/vocabulary words/ sentences.</li> <li>• Written comprehension.</li> </ul> <u>Reading for enjoyment</u>
<b>WRITING</b> LO 4: AS 1, 2, 4. LO 5 AS 3 LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> <li>• Writes for playful and creative purposes eg poem, letter</li> <li>• Uses figurative language eg simile, onomatopoeia, personification</li> <li>• Writes and designs visual and information texts eg reports and labeled maps</li> <li>• Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>• Uses topic and supporting sentences to write coherent paragraphs</li> </ul>	<u>Writing</u> <ul style="list-style-type: none"> <li>• Journal entry: response to the television documentary in oral</li> <li>• Individual writing: writing and editing a descriptive paragraph</li> </ul>
<b>SPELLING AND GRAMMAR</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 6.	<ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>• Identifies and uses parts of speech eg articles and conjunctions</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	<u>Word and sentence level work</u> <u>Phonics &amp; Spelling</u> <ul style="list-style-type: none"> <li>• Revises relevant phonics and spelling rules for the week's spellings</li> </ul> <u>Grammar</u> <ul style="list-style-type: none"> <li>• Parts of speech: conjunctions</li> </ul>

## Week 6 Day 1

### ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING

#### LO/Asss

LO 1: AS 1, 2, 5, 6.

LO 2: AS 1; 2, 4.

LO 5: AS 1

#### MILESTONES

##### Oral

- Listens for the main idea and specific details in information texts eg speeches and television documentaries
- Asks and responds to thought-provoking questions
- Participates in discussions, shares ideas and offers different perspectives on familiar topics
- Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone

#### NOTES TO TEACHER

- In this lesson the learners watch an excerpt from a television documentary. Unlike previous lessons in which learners watched various television features, the focus here is on finding information from a documentary.
- If you do not have access to the use of a television you could use a radio programme or read an information passage.

#### DAILY ACTIVITIES

##### Watching an excerpt from a television documentary

- Prepare the learners for the documentary you have chosen to the class.
  - Share with them the title.
  - With careful questioning, draw on the prior knowledge of the learners (their worlds) to elicit what they think the documentary might be about. (prediction).
  - Give them a background to the programme and set three or four factual questions and one or two open-ended questions that learners must answer from the viewing.
- Show the excerpt to the class (not more than ten minutes).
- Afterwards briefly discuss as a class the main points of the excerpt, including the answers to the factual questions you posed to learners.
- Let learners discuss in groups the open-ended questions.

**Use for Assessment Task 2.**

#### ASSESSMENT

##### Formal: Assessment Task 2

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

- Listens for the main idea and specific details in information texts eg speeches and television documentaries
- Asks and responds to thought-provoking questions
- Participates in discussions, shares ideas and offers different perspectives on familiar topics

<b>Week 6 Day 1</b>	
<b>LITERACY FOCUS TIME</b>	
<b>LO/ASs</b>	<b>LO 3:</b> AS 1, 4, 7, 9, 10, 11. <b>LO 4:</b> AS 1, 2, 4. <b>LO 5:</b> AS 1, 2, 3, 4. <b>LO 6:</b> AS 1, 2, 3, 4, 6.
<b>MILESTONES</b> <b>Reading</b> <ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>• Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map</li> <li>• Changes text from one form to another eg from a table to a graph</li> <li>• Applies research skills to find information in different sources eg reference books and textbooks</li> <li>• Discusses the influence of context on information</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul> <b>Spelling and grammar</b> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>• Identifies and uses parts of speech eg articles and conjunctions</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Writes for playful and creative purposes eg poem, letter</li> <li>• Uses figurative language eg simile, onomatopoeia, personification</li> <li>• Writes and designs visual and information texts eg reports and labeled maps</li> <li>• Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>• Uses topic and supporting sentences to write coherent paragraphs</li> </ul>	
<b>NOTES TO TEACHER</b>	
<ul style="list-style-type: none"> <li>• For the last five weeks of the school year you may wish to build your oral, reading and writing activities around a theme that would appeal to your learners and keep their interest. You could choose a topic linked to leisure (music, lifestyle etc) or sporting activities eg unusual sports or hobbies or various types of music.</li> <li>• You could use this theme to build towards the writing of a letter of persuasion in Week 9.</li> <li>• This week use information texts from a non-fiction book, textbook or reference book. They should relate to the broad theme you are following. Ensure that you have sufficient copies of the text for the whole class or write it on the board.</li> <li>• Ensure that dictionaries and thesauruses are available per group.</li> <li>• Prepare a worksheet with 15-20 factual questions on the information text. Provide a range of questions from easy to more challenging.</li> </ul>	

## DAILY ACTIVITIES

### **Shared reading: an excerpt from a non-fiction book or textbook**

- Orientate the learners in the usual way to the passage.
- Introduce any new vocabulary.
- Read the opening paragraph and then let the learners take turns to read aloud.
- Ensure that the learners use punctuation marks to aid meaning, and use correct pronunciation and intonation.
- Check the learners' understanding of the section that has just been read.
- Once the excerpt has been read, let learners work in groups to complete a worksheet containing questions based on the content of the excerpt.
- Discuss the responses as a class and let each group mark its own answers.

#### **Use for Assessment Task 2.**

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

#### **Vocabulary**

- Focus on the vocabulary that has been used in the passage.
- Make a list of new words with the learners. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

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

#### **Journal entry**

- Learners write an entry in their journal about the documentary they watched.

#### **Guided reading**

- Do guided reading with Group 1.

### **ASSESSMENT:**

#### **Formal: Assessment Task 2**

**Use your observations of the shared reading discussions this week and the written comprehension on Day 3 to rate the learners, recording any problems, against the following READING milestones:**

- Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index
- Applies research skills to find information in different sources eg reference books and textbooks
- Discusses the influence of context on information

**Note that you could also use the shared reading discussions during Weeks 7- 8 towards the assessment of these milestones.**

<b>Week 6 Day 2</b>
<b>LITERACY FOCUS TIME</b>
<b>NOTES TO TEACHER</b>
<ul style="list-style-type: none"> <li>Continue to use the information text from the previous day.</li> </ul>
<b>DAILY ACTIVITIES</b>
<p><b>Shared reading and writing: an excerpt from a non-fiction book or textbook</b></p> <ul style="list-style-type: none"> <li>Let the learners take turns to read the text through.</li> <li>Ask questions to remind them of the discussions the day before.</li> <li>Talk about the way that the writer has structured the excerpt.</li> <li>In groups the learners identify the key message of each paragraph. They can be guided by the topic sentence but should rephrase it in simple language.</li> <li>Use their ideas to write a summary of the passage as a class.</li> </ul> <p><b>Spelling and grammar/word and sentence level work</b></p> <p><b>Parts of speech</b></p> <ul style="list-style-type: none"> <li>Revise different parts of speech using sentences from the passage.</li> <li>Let the learners identify complex and compound sentences containing a conjunction. List the conjunctions on the board and discuss when each is used. Ask learners to create other sentences using each and share with the rest of the class.</li> </ul> <p><b>Group, guided and independent reading/writing</b></p> <p><b>Written task</b></p> <ul style="list-style-type: none"> <li>Learners write 3 – 5 sentences using different conjunctions from the passage. Remind them to use correct punctuation. Challenge them to see if they can write the sentences around the theme you are following. <b>Use the written and oral responses for Assessment Task 2.</b></li> </ul> <p><b>Guided reading</b></p> <ul style="list-style-type: none"> <li>Do guided reading with Group 2.</li> </ul>
<b>LANGUAGE DEVELOPMENT: WRITING</b>
<p><b>Individual writing: a descriptive paragraph</b></p> <ul style="list-style-type: none"> <li>Learners write a descriptive paragraph.</li> <li>Choose a topic related to the theme you are using – one of which learners have prior knowledge.</li> <li>Learners brainstorm their paragraph by creating a mind map containing 4 – 6 points they can use in their paragraph.</li> <li>Let them discuss their mind maps with a partner who can add more ideas.</li> <li>By the end of this lesson learners should have completed their mind maps.</li> </ul>

**ASSESSMENT: Formal: Assessment Task 2:**

**Use your observations of the guided reading sessions to rate learners, recording any problems, against the following READING milestones:**

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- Reads aloud with expression, changing tempo as appropriate

**Note that you could also use the guided reading sessions during Weeks 7 - 8 towards the assessment of these milestones.**

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

- Identifies and uses parts of speech eg articles and conjunctions



**Week 6 Day 3****LITERACY FOCUS TIME****NOTES TO TEACHER**

- Use a reference book or another information text that has a contents page, headings and index. Ensure that you have sufficient copies of the text for the whole class to have access.

**DAILY ACTIVITIES****Shared reading: a reference book**

- 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.
- Focus firstly on the contents page. From the title of the book and the headings on the contents page ask learners to identify what information the book could give you. Ask questions such as:
  - In which chapter might I find information on...?
  - What information might there be in chapter 4?
  - Who can find information on...?
- Turn to one of the chapters. Discuss the chapter title and ask learners what information might be given in this chapter. Let learners share their prior knowledge of the subject. Teach new vocabulary. Also point out conventions when reading this type of text such as headings, pictures, subheadings etc.
- Go through the chapter quickly with the learners. Focus on using visual (headings, bold print, italics, pictures, map) as well as prediction skills (read two or three words and predict what information will be in that paragraph). Make a list of these strategies on the board. Ask questions and encourage the learners to use these strategies.
- Finally, ask learners questions requiring them to find pages using the index.

**Group, guided and independent reading/writing****Written comprehension**

- Learners complete a comprehension based on using their scanning skills to find information in a book. **Use for Assessment Task 2.**

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

- Do guided reading with Group 3.

## LANGUAGE DEVELOPMENT: WRITING

### Individual writing: a descriptive paragraph

- In this lesson learners complete the writing of their paragraphs.
- Remind them to use connecting words (eg 'Therefore...', 'However...')
- The learners check each other's draft for spelling and grammar errors and meaning. You could let their partners choose a title for the paragraph. This will make them read more attentively and give the writers feedback on how others interpret what they have written.
- The learners write a final, correct version of their paragraphs.
- **Use for Assessment Task 2.**

### ASSESSMENT: Formal: Assessment Task 2:

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

- Writes and designs visual and information texts eg reports and labeled maps
- Uses appropriate grammar, spelling, punctuation and different tenses in written work
- Uses topic and supporting sentences to write coherent paragraphs
- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports
- Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation

**SUGGESTED ASSESSMENT TASK:****Assessment Task 2: Weeks 6 - 10**

	<b>MILESTONES</b>	<b>WEEK</b>	<b>TASK</b>
<b>ORAL</b> <b>LO 1:</b> AS 1, 2, 5, 6 <b>LO 2:</b> AS 1; 2, 4. <b>LO 5:</b> AS 1	<ul style="list-style-type: none"> <li>Listens for the main idea and specific details in information texts eg speeches and television documentaries</li> </ul>	6, 7	<ul style="list-style-type: none"> <li>Listens to a TV documentary and a speech</li> </ul>
	<ul style="list-style-type: none"> <li>Asks and responds to thought-provoking questions</li> <li>Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> </ul>	6, 8	<ul style="list-style-type: none"> <li>Discussions on a TV documentary and the group discussions</li> </ul>
	<ul style="list-style-type: none"> <li>Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone</li> </ul>	8, 9	<ul style="list-style-type: none"> <li>Learners' informal conversations</li> </ul>
<b>READING</b> <b>LO 3:</b> AS 1, 4, 7, 9, 10, 11. <b>LO 5:</b> AS 1, 2, 3.	<ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>Reads aloud with expression, changing tempo as appropriate</li> </ul>	6 - 8	<ul style="list-style-type: none"> <li>Guided reading</li> </ul>
	<ul style="list-style-type: none"> <li>Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map</li> <li>Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>Applies research skills to find information in different sources eg reference books and textbooks</li> <li>Discusses the influence of context on information</li> <li>Changes text from one form to another eg from a table to a graph</li> </ul>	6 - 8  9	<ul style="list-style-type: none"> <li>Shared reading</li> <li>A graph</li> </ul>
<b>WRITING</b> <b>LO 4:</b> AS 1, 2, 4. <b>LO 5:</b> AS 3 <b>LO 6:</b> AS 1, 2, 3, 4.	<ul style="list-style-type: none"> <li>Writes for playful and creative purposes eg poem, letter</li> <li>Uses figurative language eg simile, onomatopoeia, personification</li> </ul>	9	<ul style="list-style-type: none"> <li>A letter</li> </ul>
	<ul style="list-style-type: none"> <li>Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>Uses topic and supporting sentences to write coherent paragraphs</li> </ul>	6 8	<ul style="list-style-type: none"> <li>Descriptive paragraph</li> <li>An article / report</li> </ul>
	<ul style="list-style-type: none"> <li>Writes and designs visual and information texts eg reports and labeled maps</li> </ul>	6 8	<ul style="list-style-type: none"> <li>Descriptive paragraph</li> <li>An article / report</li> </ul>
<b>SPELLING AND GRAMMAR</b> <b>LO 4:</b> AS 1, 2, 4. <b>LO 6:</b> AS 1, 2, 3, 6.	<ul style="list-style-type: none"> <li>Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> </ul>	6 8 9	<ul style="list-style-type: none"> <li>Descriptive paragraph</li> <li>A report / article</li> <li>A letter</li> </ul>
	<ul style="list-style-type: none"> <li>Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>		
	<ul style="list-style-type: none"> <li>Identifies and uses parts of speech eg articles and conjunctions</li> </ul>	6	<ul style="list-style-type: none"> <li>Written task and learners oral responses</li> </ul>



**FOURTH TERM: WEEK 7 OVERVIEW**

COMPONENT	MILESTONES	WEEK 7
<b>ORAL</b> LO 1: AS 1, 2, 5, 6 LO 2: AS 1; 2, 4. LO 5: AS 1	<ul style="list-style-type: none"> <li>Listens for the main idea and specific details in information texts eg speeches and television documentaries</li> <li>Asks and responds to thought-provoking questions</li> <li>Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone</li> </ul>	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> <li>Learners listen to a speech</li> </ul>
<b>READING</b> LO 3: AS 1, 4, 7, 9, 10, 11. LO 5: AS 1, 2, 3.	<ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map</li> <li>Changes text from one form to another eg from a table to a graph</li> <li>Applies research skills to find information in different sources eg reference books and textbooks</li> <li>Discusses the influence of context on information</li> <li>Reads aloud with expression, changing tempo as appropriate</li> </ul>	<u>Shared reading and writing</u> <ul style="list-style-type: none"> <li>Reading of newspaper and magazine articles.</li> </ul> <u>Word and sentence level work</u> <ul style="list-style-type: none"> <li>Discusses the main and supporting ideas.</li> </ul> <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> <li>Personal dictionaries/vocabulary words/ sentences.</li> </ul> <u>Reading for enjoyment</u>
<b>WRITING</b> LO 4: AS 1, 2, 4. LO 5 AS 3 LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> <li>Writes for playful and creative purposes eg poem, letter</li> <li>Uses figurative language eg simile, onomatopoeia, personification</li> <li>Writes and designs visual and information texts eg reports and labeled maps</li> <li>Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>Uses topic and supporting sentences to write coherent paragraphs</li> </ul>	<u>Writing</u> <ul style="list-style-type: none"> <li>Journal entry: response to the speech in oral</li> <li>Individual writing: drafting a newspaper report / article</li> </ul>
<b>SPELLING AND GRAMMAR</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 6.	<ul style="list-style-type: none"> <li>Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>Identifies and uses parts of speech eg articles and conjunctions</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	<u>Word and sentence level work</u> <u>Phonics &amp; Spelling</u> <ul style="list-style-type: none"> <li>Revises relevant phonics and spelling rules for the week's spellings</li> </ul> <u>Grammar</u> <ul style="list-style-type: none"> <li>Paragraphing</li> <li>Direct and indirect speech</li> </ul>

## Week 7 Day 1

### ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING

#### LO/Asss

LO 1: AS 1, 2, 5, 6.

LO 2: AS 1; 2, 4.

LO 5: AS 1

#### MILESTONES

##### Oral

- Listens for the main idea and specific details in information texts eg speeches and television documentaries
- Asks and responds to thought-provoking questions
- Participates in discussions, shares ideas and offers different perspectives on familiar topics
- Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone

#### NOTES TO TEACHER

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

#### DAILY ACTIVITIES

##### Listening to a 'guest speaker'

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

#### ASSESSMENT

##### Formal: Assessment Task

Use the learners' responses to the speech and the journal entry they will write later in the day to rate them, recording any problems you have noticed against the following ORAL milestone:

- Listens for the main idea and specific details in information texts eg speeches and television documentaries

<b>Week 7 Day 1</b>	
<b>LITERACY FOCUS TIME</b>	
<b>LO/ASs</b>	<b>LO 3:</b> AS 1, 4, 7, 9, 10, 11. <b>LO 4:</b> AS 1, 2, 4. <b>LO 5:</b> AS 1, 2, 3, 4. <b>LO 6:</b> AS 1, 2, 3, 4, 6.
<b>MILESTONES</b> <b>Reading</b> <ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>• Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map</li> <li>• Changes text from one form to another eg from a table to a graph</li> <li>• Applies research skills to find information in different sources eg reference books and textbooks</li> <li>• Discusses the influence of context on information</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul> <b>Spelling and grammar</b> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>• Identifies and uses parts of speech eg articles and conjunctions</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Writes for playful and creative purposes eg poem, letter</li> <li>• Uses figurative language eg simile, onomatopoeia, personification</li> <li>• Writes and designs visual and information texts eg reports and labeled maps</li> <li>• Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>• Uses topic and supporting sentences to write coherent paragraphs</li> </ul>	
<b>NOTES TO TEACHER</b>	
<ul style="list-style-type: none"> <li>• Since the beginning of the term you should have been collecting newspaper and magazine articles and pictures on the theme. Use one of these for this lesson. It should contain a picture if possible. Make sure the learners have copies, at least to share, of this article.</li> </ul>	
<b>DAILY ACTIVITIES</b>	
<b>Shared reading: a newspaper or magazine article</b> <ul style="list-style-type: none"> <li>• Orientate the learners to the article you are about to read.</li> <li>• Remind them, through questioning, of the talk they listened to during the oral lesson and the texts they read the previous week.</li> <li>• Explore any new vocabulary from the article, which the learners copy into their personal dictionaries.</li> <li>• Read the article to the learners. Stop at the end of every paragraph and invite learners to make comments. The topic should be familiar to many of them so some should be able to contribute.</li> </ul>	

- Divide the learners into groups.
- Ask the learners to identify the main point of the article.
- Once they have done so, ask each group to create a mind map containing some of the key points in the article.
- Ask the learners to identify the target audience/reader of the article.
  - How do they know this?
  - How is the choice of words affected by the target reader/ audience?  
*The register (choice of words) must be aimed at the age group of the reader.*
- Once the groups have completed the two tasks, they report back to the class.
- Use the information from the mind maps to write four sentences summarising the article as a class.

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

#### **Vocabulary**

- Focus on the vocabulary that has been used in the article as well as other, related words that learners will need to write their own newspaper article.
- Make a list of new words with the learners. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

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

#### **Journal entry**

- Learners write an entry in their journal about the speech they heard.

#### **Guided reading**

- Do guided reading with Group 1.

### **ASSESSMENT:**

#### **Formal: Assessment Task 2**

**Use your observations of the shared reading discussions this week to rate the learners, recording any problems, against the following READING milestones:**

- Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index
- Applies research skills to find information in different sources eg reference books and textbooks
- Discusses the influence of context on information

**Note that you could also use the shared reading discussions during Weeks 6 and 8 towards the assessment of these milestones.**



<b>Week 7 Day 2</b>
<b>LITERACY FOCUS TIME</b>
<b>NOTES TO TEACHER</b>
<ul style="list-style-type: none"> <li>• Continue to use the information text from the previous day.</li> <li>• Create a crossword using vocabulary from the article.</li> </ul>
<b>DAILY ACTIVITIES</b>
<p><b>Shared reading: a newspaper or magazine article</b></p> <ul style="list-style-type: none"> <li>• Let learners take turns to read the article.</li> <li>• Discuss the main idea of the article and check for understanding. Ask four to five questions.</li> <li>• Does the headline summarise the article? Talk about how the headline makes you want to read the whole article.</li> <li>• Check the mind map. Does it contain all the essential information? If not add additional points.</li> <li>• Ask learners what appealed to them in it. <ul style="list-style-type: none"> <li>➤ What do they remember?</li> <li>➤ What did they like / not like about it? Why?</li> <li>➤ What did it remind them of?</li> </ul> </li> <li>• Compare this article with the excerpt from a book that learners read the previous week. What similarities and differences do learners notice?</li> </ul> <p><b>Spelling and grammar/word and sentence level work</b></p> <p><b>Paragraphing</b></p> <ul style="list-style-type: none"> <li>• Use the article to focus on the way the writer / reporter wrote his/her article.</li> <li>• What information is put in each paragraph?</li> <li>• What connecting words does he / she use to connect the sentences and the paragraphs?</li> </ul> <p><b>Group, guided and independent reading/writing</b></p> <p><b>Completing a crossword</b></p> <ul style="list-style-type: none"> <li>• Learners complete a crossword using vocabulary from the article.</li> </ul> <p><b>Guided reading</b></p> <ul style="list-style-type: none"> <li>• Do guided reading with Group 2.</li> </ul>
<b>LANGUAGE DEVELOPMENT: WRITING</b>
<p><b>Individual writing: a newspaper report or article</b></p> <ul style="list-style-type: none"> <li>• Explain to learners that, over the next three lessons, they are going to write a two paragraph report or article on a topic that interests them linked to the theme. eg a recent musical or sporting event they saw or attended.</li> <li>• In this lesson they are going to plan their article.</li> <li>• Let learners discuss in pairs the headline for their article and the information to be included, recording their ideas in point form on a mind map.</li> </ul>

**ASSESSMENT: Formal: Assessment Task 1:**

**Use your observations of the guided reading sessions to rate learners, recording any problems, against the following READING milestones:**

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- Reads aloud with expression, changing tempo as appropriate

**Note that you could also use the guided reading sessions during Weeks 6 and 8 towards the assessment of these milestones.**

**Week 7 Day 3****LITERACY FOCUS TIME****NOTES TO TEACHER**

- Use another newspaper or magazine article. Try and use one from a community newspaper or newsletter where the language is less formal. It should contain a picture if possible.
- Remove the headline before you give the article to the learners.

**DAILY ACTIVITIES****Shared reading: a newspaper or magazine article**

- Instead of preparing learners for reading the article by orientating them to the topic and discussing new vocabulary, give the article to the learners to read in groups without help.
- After most of the groups have worked their way through the text, stop them and discuss what learners have understood about the article:
  - What is it about?
  - Where does it take place?
  - Who is the article about?
  - What headline could be written for this article?
- Read the article through with the learners, stopping to clarify new vocabulary and point out figurative language.
- At the end, share with learners the headline the writer / reporter wrote. Do the learners think it is a suitable one? Why? / Why not?
- Talk about the picture in the article and / or those in the previous article during the week. How does a picture help the reader? How important are pictures in a newspaper or other information text? Help learners to link the picture to the relevant written part of the article. *This is a skill that learners find difficult. Often learners treat the picture and the written text as two separate texts. Being able to read a paragraph and refer at the same time to a picture or graph is an important skill that learners need to acquire.*

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

- Let learners identify examples of direct and indirect speech from the article and write one example of each on the board.
- Ask learners why it is valuable to include some direct speech when writing an article or story.
- Talk about the punctuation that is used in both types.
- Ask different learners to rewrite on the board each of the examples using the alternative form. For example, they can rewrite the sentence containing direct speech as indirect speech.

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

**Written task: Direct and indirect speech**

- Let learners change two sentences containing direct speech as indirect speech and two sentences containing indirect speech as direct speech.

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

**Guided reading**

- Do guided reading with Group 3.

**LANGUAGE DEVELOPMENT: WRITING**

**Individual writing: a newspaper report or article**

- In this lesson learners write a first draft of their report / article using the information in the mind map they created.
- Suggest to learners that they begin by looking at the points in their mind map and decide on:
  - the order they will write the sentences
  - which points will be included in each paragraph
- Learners use this framework to write their first draft.

**ASSESSMENT:**

- Informal assessment of learners' use of direct and indirect speech

**FOURTH TERM: WEEK 8 OVERVIEW**

COMPONENT	MILESTONES	WEEK 8
<b>ORAL</b> LO 1: AS 1, 2, 5, 6 LO 2: AS 1; 2, 4. LO 5: AS 1	<ul style="list-style-type: none"> <li>• Listens for the main idea and specific details in information texts eg speeches and television documentaries</li> <li>• Asks and responds to thought-provoking questions</li> <li>• Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>• Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone</li> </ul>	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> <li>• Learners participate in a group and class discussion</li> </ul>
<b>READING</b> LO 3: AS 1, 4, 7, 9, 10, 11. LO 5: AS 1, 2, 3.	<ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>• Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map</li> <li>• Changes text from one form to another eg from a table to a graph</li> <li>• Applies research skills to find information in different sources eg reference books and textbooks</li> <li>• Discusses the influence of context on information</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul>	<u>Shared reading and writing</u> <ul style="list-style-type: none"> <li>• Reading and editing an article.</li> </ul> <u>Word and sentence level work</u> <ul style="list-style-type: none"> <li>• Edits a badly written report</li> <li>• Writes captions for pictures</li> </ul> <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> <li>• Personal dictionaries/vocabulary words/ sentences.</li> <li>• Word puzzle.</li> <li>• Edits a badly written article</li> </ul> <u>Reading for enjoyment</u>
<b>WRITING</b> LO 4: AS 1, 2, 4. LO 5 AS 3 LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> <li>• Writes for playful and creative purposes eg poem, letter</li> <li>• Uses figurative language eg simile, onomatopoeia, personification</li> <li>• Writes and designs visual and information texts eg reports and labeled maps</li> <li>• Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>• Uses topic and supporting sentences to write coherent paragraphs</li> </ul>	<u>Writing</u> <ul style="list-style-type: none"> <li>• Individual writing: editing and finalising an article / report</li> </ul>
<b>SPELLING AND GRAMMAR</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 6.	<ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>• Identifies and uses parts of speech eg articles and conjunctions</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	<u>Word and sentence level work</u> <u>Phonics &amp; Spelling</u> <ul style="list-style-type: none"> <li>• Revises relevant phonics and spelling rules for the week's spellings</li> </ul> <u>Grammar</u> <ul style="list-style-type: none"> <li>• Dictionary and thesaurus work</li> <li>• Editing</li> </ul>

## Week 8 Day 1

### ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING

#### LO/Ass

LO 1: AS 1, 2, 5, 6.

LO 2: AS 1; 2, 4.

LO 5: AS 1

#### MILESTONES

##### Oral

- Listens for the main idea and specific details in information texts eg speeches and television documentaries
- Asks and responds to thought-provoking questions
- Participates in discussions, shares ideas and offers different perspectives on familiar topics
- Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone

#### NOTES TO TEACHER

- In this lesson the learners participate in a group and class discussion.
- In Week 9 learners will write a persuasive letter. This discussion can help learners to hear different points of view.
- In Oral in Week 9 learners will present short role plays in which they demonstrate their persuasive oral skills. Brief the learners during this lesson so that the groups can prepare during this week. Groups need to create a short scene in which they show a conflict being resolved through persuasion. (Emphasise that the scene cannot end with a fight or argument; or with someone running away; or with someone crying.) (Possible topics are given in Week 9.) Give the groups a time limit to present.

#### DAILY ACTIVITIES

##### Group and class discussions

- Choose a topic for discussion – one that links with the theme and that all the learners can contribute their ideas. For example, if the theme is linked to different sports learners could discuss whether the school should be offering more opportunities for playing sport in the afternoon or should be introducing a wider range of sports.
- You could change the grouping for this activity or have larger groups.
- Be clear to the learners exactly what they are to discuss. Write the questions on the board and give them a set time limit.
- Give one or two spokespersons from each group the opportunity to share their groups' ideas. Allow time for discussion on different viewpoints. Ask specific learners who have not responded up to that point for their views. **Use for Assessment Task 2.**

**ASSESSMENT**

**Formal: Assessment Task 2**

**Use the learners' participation in the discussions to rate them, recording any problems you have noticed against the following ORAL milestones:**

- Asks and responds to thought-provoking questions
- Participates in discussions, shares ideas and offers different perspectives on familiar topics

**You had other opportunities to assess these milestones in previous weeks.**

**Use the learners' everyday conversations during this week and next week to rate them, recording any problems you have noticed against the following ORAL milestone:**

- Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone

## Week 8 Day 1

### LITERACY FOCUS TIME

#### LO/ASs

LO 3: AS 1, 4, 7, 9, 10, 11.

LO 4: AS 1, 2, 4.

LO 5: AS 1, 2, 3, 4.

LO 6: AS 1, 2, 3, 4, 6.

#### MILESTONES

##### Reading

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index
- Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map
- Changes text from one form to another eg from a table to a graph
- Applies research skills to find information in different sources eg reference books and textbooks
- Discusses the influence of context on information
- Reads aloud with expression, changing tempo as appropriate

##### Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports
- Identifies and uses parts of speech eg articles and conjunctions
- Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation

##### Writing

- Writes for playful and creative purposes eg poem, letter
- Uses figurative language eg simile, onomatopoeia, personification
- Writes and designs visual and information texts eg reports and labeled maps
- Uses appropriate grammar, spelling, punctuation and different tenses in written work
- Uses topic and supporting sentences to write coherent paragraphs

### NOTES TO TEACHER

- Write an article (3 – 5 paragraphs) that contains many errors – the type learners often make.
- These can include:
  - A lack of coherence – one sentence does not follow on from another.
  - Isolated paragraphs with no links to the one before or after.
  - Incorrect spelling, grammar, punctuation and tenses
  - Clear evidence of biased reporting.
  - Incorrect use of articles and conjunctions
- Make copies of the article for each learner.

### DAILY ACTIVITIES

#### Shared reading: a badly written article

- Give the learners each a copy of the article and ask them to read it in pairs. You could explain to them that, as they have to write an article, you have done so too but have made a number of deliberate mistakes.
- Let them work in pairs or small groups to read the article and find the faults. They can either underline or put a circle around them. (They will need to be able to read it again the next day so the words must still be legible. No scratching out!)



- When learners have completed the task go through the article as a class. Let different learners read a sentence and identify the error, suggesting the correct word / phrase.
- List the errors on the board as they are identified. For example: spelling error; incorrect tense etc
- This list would be a useful checklist when learners edit their own articles.

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

#### **Vocabulary**

- Focus on the correct vocabulary that has been used in the article as well as other, related words that learners will need to write their own newspaper article.
- Make a list of new words with the learners. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

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

#### **Journal entry**

- Learners write an entry in their journal reflecting on the year that is ending.

#### **Guided reading**

- Do guided reading with Group 1.

### **ASSESSMENT:**

#### **Formal: Assessment Task 2**

**Use your observations of the shared reading discussions this week to rate the learners, recording any problems, against the following READING milestones:**

- Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index
- Applies research skills to find information in different sources eg reference books and textbooks
- Discusses the influence of context on information

**Note that you could also use the shared reading discussions during Weeks 6 and 7 towards the assessment of these milestones.**

## Week 8 Day 2

### LITERACY FOCUS TIME

#### NOTES TO TEACHER

- Use the same, badly written article from the previous day.

#### DAILY ACTIVITIES

##### **Shared reading and editing: a badly written article**

- As a class, work through the article, rewriting it correctly paragraph by paragraph.
  - This may not be an easy task as some sentences will need to be rewritten.
  - It might be necessary to put the sentences in a different order or change them to another paragraph.
  - You might need to add connecting words or change conjunctions.
- Explain clearly the changes to the learners so that they understand the requirements. This activity enables you to revise many grammar and language aspects taught during the year.
- Leave the last paragraph uncorrected for learners to rewrite themselves.

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

###### **Editing task**

- Learners correctly rewrite the last paragraph of the article.

###### **Guided reading**

- Do guided reading with Group 2.

#### LANGUAGE DEVELOPMENT: WRITING

##### **Individual writing: a newspaper report or article**

- In this lesson learners edit their first draft of their report / article.
- Learners can use the checklist they developed the previous day to guide them.
- Let learners read each other's articles / reports and give suggestions.

##### **ASSESSMENT: Formal: Assessment Task 2:**

**Use your observations of the guided reading sessions to rate learners, recording any problems, against the following READING milestones:**

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- Reads aloud with expression, changing tempo as appropriate

**Note that you could also use the guided reading sessions during Weeks 6 - 7 towards the assessment of these milestones.**

<b>Week 8 Day 3</b>
<b>LITERACY FOCUS TIME</b>
<b>NOTES TO TEACHER</b>
<ul style="list-style-type: none"> <li>• Use the photographs you have been collecting during the term. Divide them between the groups. Cut off the captions before you give them to the groups so that the groups receive both the pictures and, later, the (separate) captions.</li> <li>• Prepare a word puzzle.</li> </ul>
<b>DAILY ACTIVITIES</b>
<p><b>Shared reading: pictures and captions</b></p> <ul style="list-style-type: none"> <li>• Display 1 – 2 pictures on the board and read and discuss their captions. What information is included in a caption?</li> <li>• Give each group 2 – 3 pictures with the caption removed.</li> <li>• Let them write a suitable caption for each picture. (They can glue the picture on a sheet of blank paper and write the caption below it.) The groups will need to study each picture and decide what is happening in it.</li> <li>• When they have finished, they can swap their pictures and captions with another group for their comments.</li> <li>• Finally give the learners the original captions to compare.</li> <li>• As a class discuss whether learners found this an easy task. Why? / Why not? <i>Without a written caption it can be difficult to make meaning of a picture. Often the caption guides us in our understanding of the picture. Without a written caption there could be several different interpretations of a single picture.</i></li> </ul> <p><b>Group, guided and independent reading/writing</b></p> <p><b>Word puzzle</b></p> <ul style="list-style-type: none"> <li>• Let learners do a word puzzle.</li> </ul> <p><b>Group, guided and independent reading/writing</b></p> <p><b>Guided reading</b></p> <ul style="list-style-type: none"> <li>• Do guided reading with Group 3.</li> </ul>
<b>LANGUAGE DEVELOPMENT: WRITING</b>
<p><b>Individual writing: a newspaper report or article</b></p> <ul style="list-style-type: none"> <li>• In this lesson learners complete the writing of their article / report.</li> <li>• The learners check each other's final draft for spelling and grammar errors and meaning</li> <li>• The learners write a final, correct version of their article / report.</li> <li>• <b>Use to assess the WRITING and SPELLING AND GRAMMAR milestones for Assessment Task 2.</b></li> </ul>

**ASSESSMENT: Formal: Assessment Task 2:**

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

- Writes and designs visual and information texts eg reports and labeled maps
- Uses appropriate grammar, spelling, punctuation and different tenses in written work
- Uses topic and supporting sentences to write coherent paragraphs
- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports
- Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation

**FOURTH TERM: WEEK 9 OVERVIEW**

COMPONENT	MILESTONES	WEEK 9
<b>ORAL</b> LO 1: AS 1, 2, 5, 6 LO 2: AS 1; 2, 4. LO 5: AS 1	<ul style="list-style-type: none"> <li>• Listens for the main idea and specific details in information texts eg speeches and television documentaries</li> <li>• Asks and responds to thought-provoking questions</li> <li>• Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>• Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone</li> </ul>	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> <li>• Learners role play a situation</li> </ul>
<b>READING</b> LO 3: AS 1, 4, 7, 9, 10, 11. LO 5: AS 1, 2, 3.	<ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>• Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map</li> <li>• Changes text from one form to another eg from a table to a graph</li> <li>• Applies research skills to find information in different sources eg reference books and textbooks</li> <li>• Discusses the influence of context on information</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul>	<u>Shared reading and writing</u> <ul style="list-style-type: none"> <li>• Reads a longer story.</li> </ul> <u>Word and sentence level work</u> <ul style="list-style-type: none"> <li>• Discusses the main plot and characters.</li> </ul> <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> <li>• Personal dictionaries/vocabulary words/ sentences.</li> <li>• Transfers data from a table to a graph.</li> <li>• Word puzzles.</li> </ul> <u>Reading for enjoyment</u>
<b>WRITING</b> LO 4: AS 1, 2, 4. LO 5 AS 3 LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> <li>• Writes for playful and creative purposes eg poem, letter</li> <li>• Uses figurative language eg simile, onomatopoeia, personification</li> <li>• Writes and designs visual and information texts eg reports and labeled maps</li> <li>• Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>• Uses topic and supporting sentences to write coherent paragraphs</li> </ul>	<u>Writing</u> <ul style="list-style-type: none"> <li>• Individual writing: writing and editing a persuasive letter</li> </ul>
<b>SPELLING AND GRAMMAR</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 6.	<ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>• Identifies and uses parts of speech eg articles and conjunctions</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	<u>Word and sentence level work</u> <u>Phonics &amp; Spelling</u> <ul style="list-style-type: none"> <li>• Revises relevant phonics and spelling rules for the week's spellings</li> </ul> <u>Grammar</u> <ul style="list-style-type: none"> <li>• Word origins, dictionary and thesaurus work</li> </ul>

## Week 9 Day 1

### ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING

#### LO/ASs

LO 1: AS 1, 2, 5, 6.

LO 2: AS 1; 2, 4.

LO 5: AS 1

#### MILESTONES

##### Oral

- Listens for the main idea and specific details in information texts eg speeches and television documentaries
- Asks and responds to thought-provoking questions
- Participates in discussions, shares ideas and offers different perspectives on familiar topics
- Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone

#### NOTES TO TEACHER

##### The last two weeks of the school year

- As the end of the school year approaches it can become a challenge to keep learners involved in normal teaching and learning activities. The lesson plans for the last two weeks of the term therefore contain activities that learners will enjoy while keeping them occupied in developing their literacy skills.

##### Role plays

- In this lesson the learner have the chance to present the role plays they prepared.
- Teaching learners the difference between arguing and persuading is sometimes difficult. When one is trying to persuade someone to do something that changes their mind, attitude or actions it implies that there is already conflict in the situation. This activity gives learners the opportunity to understand the difference and practise persuasion as an alternative to arguing or bullying.

#### DAILY ACTIVITIES

##### Role plays: Making a persuasive argument

- Guide a short discussion about the difference between conflict and persuasion.
- Remind the groups that they need to present a short scene in which they show a conflict being resolved through persuasion. (Emphasise that the scene cannot end with a fight or argument; or with someone running away; or with someone crying.)

Possible topics could include the following. (You could photocopy these, giving different groups a scenario

- *Children keep breaking the rules in a game, which causes frustration among the friends.*
- *Teenage son/daughter has started smoking and parents (and family) are very concerned.*
- *An older brother/sister takes a younger brother/sister's possession and uses it without permission.*
- *A person has taken a coat that did not belong to him or her because he/she thought it was lost property. The owner would like it back.*
- *A group of children is excluding one child from their gang because he/she is sick and they don't want to catch the disease.*

- Let the groups present their role plays.
- Afterwards encourage discussion about the way that the potential conflict was resolved. Encourage learners to explain how persuasion was used to resolve the conflict.
- Discuss the social, moral and cultural values in different short scenes and allow comments from the learners. Try to ensure that each learner has a chance to comment at least once during the lesson.

**This activity may take longer than the normal Oral lesson. If learners are actively involved in the task and not becoming bored, allow extra time for this activity.**

## **ASSESSMENT**

### **Formal: Assessment Task 2**

**Use the learners' everyday conversations during this week and the previous week to rate them, recording any problems you have noticed against the following ORAL milestone:**

- Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone

## Week 9 Day 1

### LITERACY FOCUS TIME

#### LO/ASs

LO 3: AS 1, 4, 7, 9, 10, 11.

LO 4: AS 1, 2, 4.

LO 5: AS 1, 2, 3, 4.

LO 6: AS 1, 2, 3, 4, 6.

#### MILESTONES

##### Reading

- Reads South African and international fiction and non-fiction texts independently eg short novels and reference books
- Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index
- Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map
- Changes text from one form to another eg from a table to a graph
- Applies research skills to find information in different sources eg reference books and textbooks
- Discusses the influence of context on information
- Reads aloud with expression, changing tempo as appropriate

##### Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports
- Identifies and uses parts of speech eg articles and conjunctions
- Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation

##### Writing

- Writes for playful and creative purposes eg poem, letter
- Uses figurative language eg simile, onomatopoeia, personification
- Writes and designs visual and information texts eg reports and labeled maps
- Uses appropriate grammar, spelling, punctuation and different tenses in written work
- Uses topic and supporting sentences to write coherent paragraphs

#### NOTES TO TEACHER

- Choose some numerical data that learners would find interesting eg number of goals scored or matches won by a sporting team. Write this information on a table, on the board. Ensure that all the learners can see the table.

#### DAILY ACTIVITIES

##### Shared reading and writing: tables and graphs

*The emphasis in this lesson is on the changing of the same data from one form to another.*

- Talk about the table that you have written on the board:
  - The title
  - The information that is included – allow time for some debate on merits of the different teams / players.
  - Ask learners questions such as: *Who is the highest goal scorer / the next highest? Who scores the least goals? Which team won the least matches? Etc*



- Ask learners whether finding this information was easy or difficult. Guide them to recognise that it is sometimes difficult to compare data in a table. Discuss other ways of showing data eg a graph.
- Draw an outline of a graph and talk about how learners can transfer some of the information in the table onto a graph. They can complete the task individually.

**Group, guided and independent reading/writing****Written task: drawing a graph**

- Learners draw a graph to show the information from the table. **Use for Assessment Task 2.**

**Group reading**

- Do group reading this week.

**ASSESSMENT:****Formal: Assessment Task 2**

**Use the learners' graphs to rate them, recording any problems, against the following**

**READING milestone:**

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

## Week 9 Day 2

### LITERACY FOCUS TIME

#### NOTES TO TEACHER

- For shared reading, use a topical story that learners will find interesting. If possible use a short story that could last until the end of the term. Every learner must be able to see the text.
- Ensure that dictionaries and thesauruses are available per group.

#### DAILY ACTIVITIES

##### **Shared reading: a topical story**

- Introduce the story and let different learners share their prior knowledge and experiences.
- Beginning reading the story aloud while learners listen.
- Stop once or twice to discuss how the story begins. Link these with other, similar happenings in other stories.
- Let the learners take turns to continue reading the story.
- Stop at the end of a chapter and discuss the main idea of the story and check for understanding.
- Ask learners what appealed to them in the story.
  - What do they remember?
  - What did they like / not like about it? Why?
  - What did it remind them of?
  - Could it be a true story? Why? Why not?

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

###### **Dictionary / thesaurus quiz**

- Divide learners into teams – make sure that they have a balance of stronger / weaker learners.
- Make a list of new vocabulary on the board. Challenge learners to make use of dictionaries / thesauruses to find the following information on each of the words:
  - Its meaning
  - What part of speech it is.
  - An adverb, adjective, noun and/or verb from the word.
  - A synonym and an antonym
  - The origin of the word.
- They can divide the task between the different members of the group so that different learners find and record the information. (Work on approximately 3 words per learner.)
- Give learners a time limit. Don't allow too long. They must work quickly.
- Then have a quiz. Ask questions such as: *Which team can give me a noun meaning...? / ... another word for ...? etc*
- Keep the score of each team. Give the winning team a small prize at the end.

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

- Do group reading –learners read the next chapter of the story.

**LANGUAGE DEVELOPMENT: WRITING****Individual writing: a persuasive letter**

- Explain to the learners that they are going to write a letter to an influential member of the community eg the principal or a community leader.
- The topic should come from the theme during the past three weeks. For example they could write to the principal requesting that a new sport be introduced at the school.
- Discuss the tone of a letter such as this. the principal is not their best friend. He / She is rather someone who can bring about a change and who might use some of the learners' ideas if he / she decides to support the suggestions. The letter being written is a formal letter.
- Remind learners of the format for writing the address, date, greeting, paragraphing, signing off. Write an example on the board although learners should use their own addresses.
- Guide learners towards writing at least three paragraphs: the first states the request, the second discusses the merits of the idea while the third concludes with a motivation.
- In this lesson learners discuss in pairs their ideas for their letters and write a first draft.

**ASSESSMENT:**

- Informally assess learners' preparations for writing their letter.

**Week 9 Day 3**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER**

- For shared reading, continue to use a topical story that learners will find interesting. If possible use a short story that could last until the end of the term. Every learner must be able to see the text.
- Ensure that dictionaries and thesauruses are available per group.

**DAILY ACTIVITIES**

**Shared reading: a topical story**

- Recap the beginning of the story from the previous day, including the chapter that learners read during group reading.
- Begin reading the next chapter. Stop once or twice for learners make comments.
- Let the learners take turns to continue reading the story.
- Stop at the end of a chapter and give learners the opportunity to discuss the characters of the story in groups.

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

**Group reading**

- Do paired reading –learners read the next chapter of the story, after they have completed the writing of their letter.

**LANGUAGE DEVELOPMENT: WRITING**

**Individual writing: a persuasive letter**

- In this lesson learners complete the writing of their letter.
- Remind learners to include persuasive language and use figures of speech where appropriate.
- Learners read each other's letters and give advice. *How persuasive is it? What else could be added? Is the language suitably formal or is it over friendly?*
- The learners check their draft for spelling and grammar errors and meaning.
- They write a final, correct version of their letters.

**Use to assess the WRITING and SPELLING AND GRAMMAR milestones for Assessment Task 2.**

**Give longer for this task so that learners can complete their letters in this lesson.**

**ASSESSMENT: Formal: Assessment Task 2:**

**Use the learners' letters, together with your observations during the first five weeks, to rate them, recording any problems, against the following WRITING and SPELLING AND GRAMMAR milestones:**

- Writes for playful and creative purposes eg poem, letter
- Uses figurative language eg simile, onomatopoeia, personification
- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports
- Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation



**FOURTH TERM: WEEK 10 OVERVIEW**

COMPONENT	MILESTONES	WEEK 10
<b>ORAL</b> LO 1: AS 1, 2, 5, 6 LO 2: AS 1; 2, 4. LO 5: AS 1	<ul style="list-style-type: none"> <li>• Listens for the main idea and specific details in information texts eg speeches and television documentaries</li> <li>• Asks and responds to thought-provoking questions</li> <li>• Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>• Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone</li> </ul>	<u>Speaking and listening activities</u> <ul style="list-style-type: none"> <li>• Learners play a talking game</li> </ul>
<b>READING</b> LO 3: AS 1, 4, 7, 9, 10, 11. LO 5: AS 1, 2, 3.	<ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>• Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map</li> <li>• Changes text from one form to another eg from a table to a graph</li> <li>• Applies research skills to find information in different sources eg reference books and textbooks</li> <li>• Discusses the influence of context on information</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul>	<u>Shared reading and writing</u> <ul style="list-style-type: none"> <li>• Completes the reading of a story.</li> </ul> <u>Word and sentence level work</u> <ul style="list-style-type: none"> <li>• Discusses the main plot and characters.</li> <li>• Reflects on the story as a whole</li> </ul> <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> <li>• Personal dictionaries/vocabulary words/ sentences.</li> <li>• Word and alphabet puzzles.</li> </ul> <u>Reading for enjoyment</u>
<b>WRITING</b> LO 4: AS 1, 2, 4. LO 5 AS 3 LO 6: AS 1, 2, 3, 4.	<ul style="list-style-type: none"> <li>• Writes for playful and creative purposes eg poem, letter</li> <li>• Uses figurative language eg simile, onomatopoeia, personification</li> <li>• Writes and designs visual and information texts eg reports and labeled maps</li> <li>• Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>• Uses topic and supporting sentences to write coherent paragraphs</li> </ul>	<u>Writing</u> <ul style="list-style-type: none"> <li>• Journal entry: plans for the future</li> <li>• Individual writing: a set of goals</li> </ul>
<b>SPELLING AND GRAMMAR</b> LO 4: AS 1, 2, 4. LO 6: AS 1, 2, 3, 6.	<ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>• Identifies and uses parts of speech eg articles and conjunctions</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	<u>Word and sentence level work</u>  <u>Grammar</u> <ul style="list-style-type: none"> <li>• Dictionary and thesaurus work</li> </ul>

## Week 10 Day 1

### ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING

#### LO/ASs

LO 1: AS 1, 2, 5, 6.

LO 2: AS 1; 2, 4.

LO 5: AS 1

#### MILESTONES

##### Oral

- Listens for the main idea and specific details in information texts eg speeches and television documentaries
- Asks and responds to thought-provoking questions
- Participates in discussions, shares ideas and offers different perspectives on familiar topics
- Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone

#### NOTES TO TEACHER

- In this lesson the learners play a game requiring them to talk for as long as possible without mumbling or hesitating.

#### DAILY ACTIVITIES

##### “Keep talking”

- Challenge learners to see how long they can talk without stopping, hesitating or mumbling.
- Divide the learners into groups of 6 – 8 learners. Try to group learners of similar verbal ability.
- Explain the rules:
  - Give a ball or similar object to one person in each group.
  - The person holding the ball is allowed to talk for as long as they can, on any subject they choose.
  - They must announce the topic before they begin.
  - As soon as they hesitate, say ‘um’ or ‘ah’ or pause for longer than two seconds they must stop and give the ball to someone else in the group.
  - They must keep speaking on the topic.
  - If someone has a second hand on their watch they can time each learner’s speech.
- Encourage learners to give positive feedback at the end of each talk.



<b>Week 10 Day 1</b>	
<b>LITERACY FOCUS TIME</b>	
<b>LO/ASs</b>	<b>LO 3:</b> AS 1, 4, 7, 9, 10, 11. <b>LO 4:</b> AS 1, 2, 4. <b>LO 5:</b> AS 1, 2, 3, 4. <b>LO 6:</b> AS 1, 2, 3, 4, 6.
<b>MILESTONES</b>	
<b>Reading</b>	
<ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>• Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map</li> <li>• Changes text from one form to another eg from a table to a graph</li> <li>• Applies research skills to find information in different sources eg reference books and textbooks</li> <li>• Discusses the influence of context on information</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul>	
<b>Spelling and grammar</b>	
<ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>• Identifies and uses parts of speech eg articles and conjunctions</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	
<b>Writing</b>	
<ul style="list-style-type: none"> <li>• Writes for playful and creative purposes eg poem, letter</li> <li>• Uses figurative language eg simile, onomatopoeia, personification</li> <li>• Writes and designs visual and information texts eg reports and labeled maps</li> <li>• Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>• Uses topic and supporting sentences to write coherent paragraphs</li> </ul>	
<b>NOTES TO TEACHER</b>	
<ul style="list-style-type: none"> <li>• For shared reading, continue to use a topical story that learners will find interesting. If possible use a short story that could last until the end of the term. Every learner must be able to see the text.</li> </ul>	
<b>DAILY ACTIVITIES</b>	
<b>Shared reading: a topical story</b>	
<ul style="list-style-type: none"> <li>• Recap the events in the story from the previous week.</li> <li>• Begin reading the next chapter. Stop once or twice to ask questions.</li> <li>• Let the learners take turns to continue reading the story.</li> <li>• Stop at the end of a chapter and give learners the opportunity to discuss the cause effect relations in the story.</li> </ul>	
<b>Group, guided and independent reading/writing</b>	
<b>Journal writing</b>	
<ul style="list-style-type: none"> <li>• Learners write an entry in their journals about their plans for the holidays.</li> </ul>	
<b>Group reading</b>	
<ul style="list-style-type: none"> <li>• Do group reading – learners read the next chapter of the story.</li> </ul>	

**Week 10 Day 2**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER**

- For shared reading, continue to use a topical story.
- Ensure that dictionaries and thesauruses are available per group.
- Prepare a word search based on new vocabulary introduced this term

**DAILY ACTIVITIES**

**Shared reading: a topical story**

- Ask learners to tell you the events that took place in the chapters of the story that were read during the previous lesson.
- Read the next chapter. Stop once or twice to ask questions or make comments.
- Stop at the end of the chapter and give learners the opportunity to discuss what has happened to different characters in the story.

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

**Word challenge**

- Write a very long word on the board.
- Challenge learners to see how many words of three letters or more they can make using the letters of the long word.
- Let them use a dictionary or thesaurus to look up words.

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

**Group reading**

- Do group reading – learners read a short topical article or story.

**LANGUAGE DEVELOPMENT: WRITING**

**Individual writing: goals for the new year**

- Learners develop a list of goals (or resolutions) for the new year.
- Learners discuss in pairs what they would like to achieve in the following year.
- They can write their goals in note form. They will finalise them in the last lesson.

<b>Week 10 Day 3</b>
<b>LITERACY FOCUS TIME</b>
<b>NOTES TO TEACHER</b>
<ul style="list-style-type: none"> <li>Plan to finish the reading of the story by the end of this lesson.</li> </ul>
<b>DAILY ACTIVITIES</b>
<p><b>Shared reading: a topical story</b></p> <ul style="list-style-type: none"> <li>Read the remaining chapter(s) of the story. Stop once or twice to ask questions or make comments.</li> <li>Give learners the opportunity to share their feelings about the story.</li> <li>Ask learners whether they thought it was a story they would recommend to a friend to read. <i>Why? Why not? Would they want to read another book written by the same author?</i></li> </ul> <p><b>Spelling and grammar/word and sentence level work</b></p> <p><b>Alphabet challenge</b></p> <ul style="list-style-type: none"> <li>Divide learners into groups of 4 – 6 to play an alphabet game.</li> <li>The first learner begins by saying a word.</li> <li>The second learner says a word that begins with the last letter of the first learner’s word.</li> <li>The third learner says a word that begins with the last letter of the second learner’s word.</li> <li>The game continues until one learner hesitates or says an incorrect word.</li> <li>That learner can do a forfeit eg close his / her eyes until he / she says a correct word.</li> </ul> <p><b>Group, guided and independent reading/writing</b></p> <p><b>Word search</b></p> <ul style="list-style-type: none"> <li>Learners complete a word search using this term’s vocabulary.</li> </ul>
<b>LANGUAGE DEVELOPMENT: WRITING</b>
<p><b>Individual writing: goals for the new year</b></p> <ul style="list-style-type: none"> <li>Learners write an correct final version of their list of goals (or resolutions) for the new year.</li> <li>They can use their notes from the previous lesson. Encourage them to put them in logical order.</li> <li>Give each learner a sheet of paper to write his / her goals. He / she could decorate the border to make it look important.</li> <li>Let them take them home to remind them of their goals. They can share them with other learners in their group.</li> </ul>

