

CYCLE 2

Week 3 & 4

“THESE SO-CALLED BLEAK TIMES ARE NECESSARY TO GO THROUGH IN ORDER TO GET TO A MUCH, MUCH, BETTER PLACE.

David Lynch

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	Page
Clever English	On the Right Track	“The Railway Cat “ poem	20,21
English Today	Fun and Games	“Bongani’s secret”	23,24
Interactive English	Celebrating Me and You	“ Black and white” poem	23
Oxford Success English	The Language of Feelings	“Education is cool” poem	31
Platinum	New Experiences	Recognising parts of a book	16
Spot On	Poetry Fun	The slavery of spelling	17
Top Class	The sun, the moon and the stars	Recognising parts of a book	15
Via Afrika English	My dream	“My dream” poem	22

GRADE 7 READING AND VIEWING POETRY EFAL LESSON PLAN EXEMPLAR

1. Unit	Unit 2
2. Lesson Number	2
3. Lesson Title	Reading and Viewing Poetry
4. Lesson Time	60minutes
5. Policy & Outcomes	Learners to be exposed to different genres including Poetry.
6. COVID-19 Information	<p>Full list of symptoms are;</p> <p>Fever, cough, shortness of breath, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhoea</p>
7. Psychosocial Support	Learners put emotions on display and may appear isolated from peers, exhibit feelings of helplessness , anxiety , insecurity , fear and frequently absent from school. It is important that teachers know the early signs, this recognition helps teachers to avoid impulsive reactions to learners.
8. Language Component	<p>Figures of speech; imagery; rhyme; rhythm</p> <p>Figurative meanings</p> <p>Mood</p> <p>Theme and message</p> <p>Infer meaning of unfamiliar words</p>
9. Content (Concept Development)	<p>STUDY THE TITLE AND PICTURES</p> <ol style="list-style-type: none"> 1. Read the title. 2. Ask the learners what they expect the poem to be about, according to the title? 3. Help the learners brainstorm words they know or associate with that theme. E.g. If the poem is going to be about nature, brainstorm all the words you can think of about the forces of nature, and elements of nature. 4. Write these words down on the board as learners call them out. 5. Instruct learners to look at the pictures. 6. Ask the learners: <ul style="list-style-type: none"> • What do you think the people in the poem are feeling, based on the facial expressions or body language in the picture? • Where do you think this poem is taking place? (the setting) • What mood do you think is created by the pictures? <p>Tell the learners to:</p> <ul style="list-style-type: none"> • open the textbook at the correct page • read the poem out loud together as a class • follow the rhythm of the poem by adding expression to their voices • Learners should write down all the last words in each line, to work out what the rhyme scheme is • If every two lines rhyme, it is a rhyming couplet • Rhyme schemes vary: • Explain that the words that rhyme get the same letter of the alphabet: <p>E.g. through Sunday’s tunnel hushed and deep (a) Up Monday’s mountain, craggy and steep (a) Along Tuesday’s trail, winding and slow (b)</p>

	<p>Into Wednesday’s woods, still half way to go (b) Or: I played a game of chess with Dad (a) As usual he won and said: (b) “Just learn from me. Next time you’ll win.” (c) Then off I went to bed. (b)</p> <p>2. Ask the learners to look for any words that they do not understand. Ask:</p> <ul style="list-style-type: none"> • What is happening in the poem? • What would the most likely meaning of the word be? <p>READING FOR MEANING:</p> <ol style="list-style-type: none"> 1. Read the poem out loud again to the class. 2. Tell the learners to read the poem out loud to the rest of the class. 3. Ask the learners to tell the class by paraphrasing; what the poem was all about. 4. Ask the learners what the message was, or what the purpose of the poem was, what idea or experience or feeling did the poet want to portray? 5. Did the poet use many figures of speech, such as comparisons, similes, metaphors, personification? 6. If so, identify them and discuss how using these figures of speech makes the poem more effective, or creates stronger pictures in the reader’s mind. <p>PERSONAL OPINIONS; RELATING TO THE STORY FROM PERSONAL EXPERIENCES.</p> <ol style="list-style-type: none"> 1. Ask the learners: <ul style="list-style-type: none"> • Have you ever experienced the same things as the people in the poem? • In what ways have your experiences been the same? • In what ways have your experiences been different? • Did you enjoy the poem? Say why or why not? <p>SILENT READING</p> <p>Instruct learners to read the poem again to themselves, silently.</p> <p>COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK</p> <ol style="list-style-type: none"> 1. Explain that today, learners will think about the poem. 2. Read the comprehension questions out loud to learners. 3. Explain the meanings of any questions that the learners do not understand. 4. Read the poem out loud to learners. Explain that learners should think about the questions as they read. 5. Read the comprehension questions out loud to learners once again. 6. Explain to learners how to complete the activity in their workbooks. 7. Give learners time to complete the work independently.
10. Classwork Activity	Learners to complete the work independently.
11. Homework Activity	Learners to complete work at home.