

CYCLE 1

Week 1 & 2

“Ultimately, the greatest lesson that COVID-19 can teach humanity is that we are all in this together”

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	Page
Clever English	Beware Bullies	The personality potion	6
English Today	Tell your story	Story telling in Africa	13
Interactive English	Celebrate me	Fables	7&8
Oxford Success English	Our stories	“Homecoming” Short story	18
Platinum	Stories Everyday	Animal Tales from Africa	6
Spot On	I see you	Extract from the book. “Shirley, Goodness and Mercy”	4
Top Class	Gather Around the fire	San Folk Tale: “The day man met fire”	5,6,7
Via Afrika English	Meet and Greet	Short Story: “Unexpected meeting”	11

GRADE 7 READING AND VIEWING SHORT STORIES EFAL LESSON PLAN EXEMPLAR

1. Unit	Unit 1
2. Lesson Number	1
3. Lesson Title	Reading and Viewing short stories
4. Lesson Time	60minutes
5. Policy & Outcomes	Learners will demonstrate the ability to apply key features of literature text.
6. COVID-19 Information	Full list of symptoms are;

	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 , chest pains
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	Key features of literature text; character, characterisation, plot, conflict, background, setting, narrator, theme
9. Content (Concept Development)	<p>INTRODUCE THE TEXT-READ THE COVID-19 STORY</p> <p>Tell the learners:</p> <ul style="list-style-type: none"> • to open their textbooks to the correct page. • to remember what was taught in the previous lesson about character and the setting of a story. <ol style="list-style-type: none"> 1. Remind learners that the setting is the place and time period where events happen: Ask the learners to think about: <ul style="list-style-type: none"> • where the place is • what the place looks like • when the events happen 2. Explain that the plot is how the story unfolds, how the events develop. 3. Explain that the moral is the lesson that can be learnt from the story. The moral can be a lesson on how to live life or a lesson on how to behave. 4. Tell the learners: <ul style="list-style-type: none"> • to follow how the plot unfolds and how one event leads to another • work out the moral or theme of the story. • write these words on the board “Plot”; “Moral” <ul style="list-style-type: none"> • INTRODUCE THE TEXT AND TEXT FEATURES <ol style="list-style-type: none"> 1. Tell the learners to: <ul style="list-style-type: none"> • open the textbook at the correct page • listen for the moral of the story • listen to the plot of the story and how events unfold 2. Read the whole story out loud to the class. 3. Tell the class to: <ul style="list-style-type: none"> • read the story again to a friend • write down words they do not understand • work with a partner once they have read the story to each other and write down

in number format what happened first, second, third, fourth and so on. This will give them a sequenced summary of events

- **READ THE TEXT AND DISCUSS CAUSE AND EFFECT**

1. Read the story aloud again and stop to discuss how one event triggered another.

2. Ask the learners:

- What happened because of the actions of any of the characters?
- What caused this one particular event to happen?
- What was the action or deed or event that made the next action happen?

SILENT READING

1. Instruct learners to read the story on their own, silently.
2. Tell learners to think about what they can learn from the story.
3. Ask the learners if there is a valuable lesson that can be applied to their life?

E.g. Do not be gullible; do not be stubborn; do not trust everyone?

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that the learners will answer questions about the story in written format.

2. Tell learners to skim read for two minutes.

3. Explain to the learners that they should skim read by allowing their eye to travel quickly over the words and only focus on the most important parts: the names of the characters, the setting and the main ideas or sentences of each paragraph.

4. Summarise or recap orally what the text was about.

5. Ask learners:

- Who are the main characters in the text?
- What is the setting for the text?
- What is the plot summary? Give a brief overview of what happens.
- How does the story end?
- What did you like or dislike about this story? Why?
- What do you think the main theme of this story is?
- What do you think the writer wants us to learn or take away from this story?

	<p>6. Read the comprehension questions out loud to learners.</p> <p>7. Explain the meanings of any questions that the learners do not understand.</p> <p>8. Explain to learners how to complete the activity in their workbooks.</p> <p>9. Give learners 30 minutes to complete the work independently.</p> <p>10 Instruct learners to discuss their answers with a partner.</p>
10. Classwork Activity	Learners to complete the work independently.
11. Homework Activity	Learners to complete work at home.