

ENGLISH

First Additional Language

Grade 4

Lesson Plan

Term 1

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GRADE 4-6 EFAL ROUTINE

- This routine is designed for 30-minute lessons – this can be adjusted per school
- This routine assumes that EFAL is taught every day – this can be adjusted per school

| Monday Week 1 Day 1 | Tuesday Week 1 Day 2 | Wednesday Week 1 Day 3 | Thursday Week 1 Day 4 | Friday Week 1 Day 5 |
|---|---|---|---|---|
| L&S / LSC Theme Introduction Oral Activities | L&S Speaking Activity | L&S / LSC Oral Activities | R&V Shared Reading: Second Read | R&V Shared Reading: Post-Read |
| L&S Listening Activity | R&V Phonics Review Shared Reading: Pre-Read | R&V / LSC Shared Reading: First-Read LSC in Context | R&V Teach Comprehension Strategy | W&P Teach the Genre |
| Monday Week 2 Day 1 | Tuesday Week 2 Day 2 | Wednesday Week 2 Day 3 | Thursday Week 2 Day 4 | Friday Week 2 Day 5 |
| W&P Planning | L&S / LSC Oral Activities | W&P Teach LSC Drafting | L&S / LSC Oral Activities | W&P Edit, Publish & Present |
| R&V Group Guided Reading / Independent or Paired Reading & Comprehension | R&V Group Guided Reading / Independent or Paired Reading & Comprehension | R&V Group Guided Reading / Independent or Paired Reading & Comprehension | R&V Group Guided Reading / Independent or Paired Reading & Comprehension | R&V Group Guided Reading / Independent or Paired Reading & Comprehension Theme conclusion: <ul style="list-style-type: none"> • <i>Build and monitor knowledge</i> • <i>Summarise theme learning (no formal time allocation)</i> |

GRADE 6 EFAL ALTERNATIVE ROUTINE

- This routine is designed for 30-minute lessons – this can be adjusted per school
- This routine assumes that EFAL is taught every day – this can be adjusted per school

| Monday Week 1 Day 1 | Tuesday Week 1 Day 2 | Wednesday Week 1 Day 3 | Thursday Week 1 Day 4 | Friday Week 1 Day 5 |
|---|--|---|---|---|
| L&S / LSC Theme Introduction Oral Activities | L&S Speaking Activity | L&S / LSC Oral Activities | R&V Shared Reading: Second Read | R&V Shared Reading: Post-Read |
| L&S Listening Activity | R&V Phonics Review Shared Reading: Pre-Read | R&V / LSC Shared Reading: First-Read LSC in Context | R&V Teach Comprehension Strategy | W&P Teach the Genre |
| Monday Week 2 Day 1 | Tuesday Week 2 Day 2 | Wednesday Week 2 Day 3 | Thursday Week 2 Day 4 | Friday Week 2 Day 5 |
| W&P Planning | L&S / LSC Oral Activities | W&P Drafting continued | L&S / LSC Oral Activities | W&P Publish & Present |
| R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 1: 15 mins Group 2: 15 mins | W&P Teach LSC Drafting | R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 3: 15 mins Group 4: 15 mins | W&P Editing | R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 5: 15 mins Group 6: 15 mins Theme conclusion: <ul style="list-style-type: none"> • <i>Build and monitor knowledge</i> • <i>Summarise theme learning (no formal time allocation)</i> |

GRADE 4-6 EFAL CLASSROOM CULTURE

Classroom culture essentially refers to the atmosphere and practices in a classroom. Ideally, for the effective implementation of this programme, teachers should strive to create well-organised, efficiently run classrooms, where learners are clear on the routines, rules, behavioural expectations and consequences. Ideally, many of these practices should be negotiated with learners in order to make them truly effective.

Then, it is important to acknowledge that learning a new language takes trust and confidence. It is very difficult for learners to orally try out new language if they think they may be cut down, reprimanded for errors, or even worse, laughed at or ridiculed. Because of this, it is important for language teachers to create safe spaces for learning – places of respect, tolerance and fun.

Some fundamental classroom management strategies are included below. These are strategies that are used all the time in this programme, so it is important to master them.

Purpose:

To improve time-on-task, curriculum coverage, effectiveness of teaching, learner behaviour and collaboration between learners. To reduce disruptions to learning. To give all learners the chance to speak independently, even in a large class. To introduce an element of play to learning. To create an environment that is a safe space for learning, where learners feel confident to try out new language without fear of ridicule.

Using a Name Jar

1. It is very important to direct questions to all learners in the class, rather than asking learners to raise their hands to answer.
2. Buy or collect ice-cream sticks, or throat depressors. These can be bought from most stationers and are not expensive.
3. Write each learner's name on a stick, and put all the sticks into a jar, labelled: **Grade 4P to ask**.
4. Have another empty jar, labelled: **Grade 4P asked**.
5. Then, whenever you have a question to ask, pull a stick out of the name jar labelled **to ask**, and ask that learner.
6. Then, put the stick in the jar labelled **asked**.
7. Once all the sticks have been transferred to the 'asked' jar, you can move them back to the 'to ask' jar, and start again.

Seating Arrangements and Group Management

1. Seating learners in the classroom
 - a. **Seat learners in mixed abilities** – you do not want struggling learners to sit together, and strong learners to sit together. Mix learners up so that the whole classroom is a mixed-ability space.
 - b. **Seat learners strategically to avoid conflict or excessive noise.** Do not seat learners who bother each other together. Do not seat learners who cannot stop talking together. Avoid problems by separating these learners.
 - c. It is a good strategy to **change the seating arrangements** from time to time, to avoid learners becoming frustrated or bored. It is recommended that seating arrangements change at least once per term.
 - d. You need to assign 3 different types of groupings for EFAL. Please make sure that learners know these groupings, and that they remember them. This will make your life easier. The 3 groupings are:
 - **Partners or pairs**
 - **Question of the day groups**
 - **Small discussion groups**
2. Working in partners or pairs
 - a. Many activities in this programme require learners to ‘turn and talk’ and work with a partner.
 - b. Again, a more ‘mixed-ability’ approach can be useful for helping struggling learners, but it is also good to allow learners to work with a same-ability partner.
 - c. Train learners to respond as soon as they hear the instruction: ‘turn and talk’ – they should immediately turn to their partner.
3. Working in question of the day groups
 - a. The question of the day is an activity that is done four times per cycle.
 - b. Divide your class into 8 groups – this will ensure that each group does the question of the day at least twice in a term.
 - c. Make these groups of convenience, i.e.: learners who sit in one part of the classroom.
4. Working in small discussion groups
 - a. In the learning programme, there are a few activities that require learners to work in small discussion groups.
 - b. These should be groups of 3-4 learners, seated close together. Do this so that when you tell learners to work in their ‘small groups’ they can form these groups quickly and efficiently, without moving too much.

- c. If learners are seated in rows, an easy way to form small groups is to have two learners in the front row turn around and face the two learners just behind them in the second row. They can make a group of four quickly and efficiently.
- d. Do not leave this up to learners. Decide how to form small groups in your classroom, and train learners to get into these groups quickly and quietly.
- e. If you see that the dynamics of a group are not working, make changes to the group – do not force learners to work together.

Attention Getters

Instead of shouting or waiting for learners' attention, teach learners a few fun and effective attention getters. Use these attention getters to get all learners involved in an activity and listening to you, then keep their attention and begin the lesson.

1. Bread and Cheese
 - a. Train learners to know that when you say: Bread and cheese
 - b. They must respond: Everybody freeze
 - c. Learners must keep absolutely quiet and still when they say this, and must wait for your next instruction.
2. I need 3....
 - a. Use this activity to revise recently taught LSC.
 - b. Say in a loud voice: I need 3....
 - c. Learners must respond by quietening down and listening to you.
 - d. Then say: Peter, I need 3 adjectives to describe a car.
 - e. Peter must respond with 3 appropriate adjectives, for example: fast, shiny, powerful.
 - f. Repeat a few times with different parts of speech.
3. One two three...
 - a. Train learners to know that when you say: One two three, eyes on me
 - b. They must respond: One two, eyes on you!
 - c. Learners must point at you when they say this, and must wait for your next instruction.
4. Beanbag throw
 - a. Have a beanbag or soft ball in your classroom.
 - b. Get learners attention by saying: The topic of the day is what you did on the weekend.
 - c. Then, throw the beanbag to a learner.
 - d. They must say what they did on the weekend, and must then throw the beanbag to the next learner.

Transition Activities

In order to keep learners' attention, and to reinforce language learning through a **total physical response**, it is important to implement transition activities throughout EFAL lessons. Some examples of these activities follow.

1. Teacher Says
 - a. Tell learners to stand up.
 - b. Explain that you are going to do different movements, using verbs that have been taught to learners, for example: rotate; compare; arrange.
 - c. If you first say 'teacher says', then learners must do the action.
 - d. If you do not say 'teacher says', then learners must stand still.
 - e. If a learner does the action when you did not say 'teacher says', then that learner is out and must sit down.
 - f. The winner is the last learner standing.

2. My chair and me
 - a. Tell learners to stand up next to their chairs. There must be some space around them.
 - b. Give learners instructions to follow – they must do this quickly and quietly.
 - c. These instructions are all related to the chair and they practise the use of verbs and prepositions. Only use verbs and prepositions that have been taught.
 - d. Give instructions like:
 - Sit on your chair
 - Stand on your chair
 - Step over your chair
 - Hold your hand above your chair
 - etc.

3. One minute dance party
 - a. Train learners that when you say: One minute dance party!
 - b. They stand up and prepare to dance.
 - c. Play some music on your phone for exactly one minute.
 - d. When the music stops, learners must freeze.
 - e. Then, give your next instruction.

GRADE 4-6 EFAL CORE METHODOLOGIES

The core methodologies used in this programme are based on best teaching practice. They are also designed to address the challenges South Africa is experiencing in terms of reading and comprehension.

In this document, the core methodologies are arranged per component, as follows:

- Language Structures and Conventions
- Listening & Speaking
- Reading & Viewing
- Writing & Presenting

This means that the core methodology descriptions do not follow the sequence of the cycle routine. This has been done to showcase the sequence and logic within each component.

ORAL ACTIVITIES: LSC / L&S

Introduce the theme

Instructions

1. Ask learners to turn to the theme text in the DBE workbook.
2. Give learners a few minutes to read the text title and look at the illustrations.
3. Call learners to attention, and tell them the theme title.
4. Ask learners: What do you think this theme is about? What interests you about this theme?
5. Listen to learners' responses.

Purpose

- This will help you understand what learners already know about the theme, and will give you a sense of their levels of interest.

Activate background knowledge

Instructions

1. At the start of each theme, activate learners' background knowledge by using a graphic organiser.
2. Tell learners that there are many different kinds of graphic organisers that they can use.
 - Explain that in Term 1, we will use a K-W-L chart as a graphic organiser for all themes.
3. Explain to learners that a graphic organiser helps us to keep track of our learning, which is actually an important part of learning! Keeping track helps us to remember things.
4. Draw a K-W-L chart on the board, and instruct learners to draw their own K-W-L chart in their exercise books.
5. Learners should use a double-page spread for this chart, and should start by writing the theme title.

| Theme: Accidents | | |
|------------------|-------------------------|------------------------|
| K (what I know) | W (what I want to know) | L (what I have learnt) |
| | | |

6. The K-W-L chart has three columns, titled:

K - What I *know*

W - What I *want* to know

L - What I have *learnt*

7. Ask learners to think about what they already know about this theme.
 - Remind them that they may have started learning about this theme in another subject. It is important for learners to make these connections, and to integrate their learning from different subjects or sources.
 - Tell learners to turn and talk, and discuss this with a partner.
 - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the K column.
8. Next, ask learners to think about what they want to know about this theme.
 - Tell learners to Turn and talk, and discuss this with a partner.
 - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the W column.
9. Finally, ask individual learners to share some of their ideas, and write these on the class K-W-L chart on the board.
 - Tell learners that they may add any of the class ideas to their own W column.
10. Tell learners that throughout the theme they will return to their K-W-L charts to document what they have learnt, and to add ideas about what they still want to learn.

Build and monitor learners' knowledge

Instructions

1. Explain to learners that throughout the theme, it is important for learners to return to their graphic organisers, to build and monitor their knowledge on the theme.
2. Ask learners to think about what they have learnt about this theme.
 - Tell learners to turn and talk, and discuss this with a partner.
 - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the L column.
3. Next, ask learners to think about what else they still want to know about this theme.
 - Tell learners to turn and talk, and discuss this with a partner.
 - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the W column.
4. Finally, ask individual learners to share some of their ideas, and write these on the class K-W-L chart on the board.
 - Tell learners that they may add any of the class ideas to their own L column.
 - Tell learners that they may add any of the class ideas to their own W column.
5. As you work through this process, and especially at the end of the theme, make the following points clear to learners:
 - Being aware of what we have learnt helps us to remember what we learn.

- The more we learn and know about a theme, the easier it will be for us to understand and learn new things about the theme.
- For this reason, it is important for us to monitor or keep track of our own knowledge.

Purpose

- The more background knowledge learners have on a theme or topic, the more likely they are to understand the texts that they will read.
- For this reason, it is important to activate learners' background knowledge, and to make them aware that they must bring their existing knowledge to the theme.
- Critical thinkers understand that all knowledge on a theme or topic is connected. We need to train learners to understand this, and to keep track of everything they know about a theme or topic.
- Learners must understand that they must try to make connections between all the knowledge that they have on a theme – even if it is from a different subject or source – it is all relevant.
- A graphic organiser like a K-W-L chart helps to organise information and ideas.
- It also helps learners to monitor and remember their learning by visualising the chart.

Build vocabulary

Instructions

1. Teach learners the vocabulary included in lesson plans.
2. Some of this vocabulary is drawn directly from the texts. Some of the vocabulary will enable learners to talk and write about the texts.
3. Use the 'PATS' methodology to teach new vocabulary.
4. PATS is an acronym for Point, Act, Tell and Say.
 - **P - POINT** to a picture or real item, if possible.
 - **A - ACT** out the theme word, if possible.
 - **T - TELL** learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
 - **S - SAY** the word in a sentence, and have the learners repeat the word after you.
5. It is not always possible to do all four actions for each theme word – just do what is appropriate.
6. Once you have taught the theme vocabulary for the week, learners must add the new theme vocabulary to their personal dictionaries, together with their own definition, and/or picture and sentence.

Purpose

- Vocabulary is an essential building block of comprehension.
- BICS, basic interpersonal communication skills, is the language that learners need to communicate in social settings. This is not sufficient for the language of learning and teaching.
- In this programme, the vocabulary that is taught to learners is CALP, cognitive academic language proficiency. This will help learners to make meaning of academic texts and learning.

Document vocabulary in personal dictionaries**Instructions**

1. Train learners to take out their personal dictionaries at the start of all EFAL lessons.
2. As new vocabulary is taught using PATS, encourage learners to record the words in their dictionaries, together with their own definitions.
 - These definitions may include different forms, such as: code-switching; a short written explanation; a sentence that uses the word in context; a diagram or drawing.
 - Encourage learners to find the best way of recording definitions for themselves.
3. Tell learners to also record new words and their meanings during other parts of the EFAL programme, such as shared reading lessons.
4. Explain to learners that they should also record new English vocabulary words from other subjects in their personal dictionaries – again, this shows learners the links between knowledge.
5. Train learners to use their personal dictionaries as a resource whenever they are required to produce original language, whether in spoken or written form.

Purpose

- The personal dictionary is a core part of the learners' language development.
- For learners to understand and make meaning of a text and a theme, it is essential that they understand the key words or vocabulary they will encounter. These words need to be explicitly taught.
- In addition to the main vocabulary, learners also need to have relevant words so that they can discuss and write about the texts they read.
- Learners must be responsible for building their own 'bank of words'.
- Learners must practice and use their new vocabulary as a way of explicitly understanding ideas and growing their schemas.

Question of the day

Instructions

1. Divide the class into 5 x 'question of the day' groups.
 - These groups should be mixed ability groups.
 - They should be groups of convenience, i.e.: groups of learners who sit close together in class.
 - Train learners to know which group they belong to for this activity.
2. Write the 'question of the day' elements on the board.
 - Do this before the lesson begins.
 - Write the question of the day and the answer frame on one side of the board.
 - Draw a graph below this, with the answer options filled in.
3. For example:

| When do you think most accidents happen? | | |
|---|-----------------|---------------------|
| I think most accidents happen... | | |
| Graph | | |
| <i>in the morning</i> | <i>at night</i> | <i>on Saturdays</i> |
| | | |

4. Next, model filling out the graph as follows:
 - Read the question and answer options out loud to the learners.
 - Explain the meanings if necessary.
 - Point to and read the options from which learners may choose.
 - Explain which option you prefer.
 - Write your vote in the correct column by drawing an X.
 - Say your answer aloud, using the answer frame.
5. Call up the relevant 'question of the day group', and let them complete the activity as follows:
 - Train learners to stand in a line, and to answer one after the other.
 - The first learner draw an x in the relevant column, then says her/his answer aloud.
 - Repeat the learners' answer, so that learners hear their choices articulated, with the vocabulary words repeated many times.
 - Ensure that learners also incidentally learn correct language structures, just by *hearing* correct sentences – do not explicitly teach this grammar, unless learners ask.

- If a learner makes a grammatical error, just repeat the sentence in the correct form, do not explain unless the learner asks.
- For example, in the answers below, learners hear the correct gender pronouns, which can be difficult as gender is not identified in African language pronouns:

Nomsa: I think most accidents happen in the morning.

*Teacher: **She** thinks most accidents happen in the morning.*

Buhle: I think most accidents happen on Saturdays.

*Teacher: **He** thinks most accidents happen on Saturdays.*

6. Discuss the follow up questions as follows:
 - Count the number of crosses in each column and write down the total.
 - Ask one learner to answer the first follow up question: *How many learners think most accidents happen in the morning?*
 - Ask one learner to answer the second follow up question: *When do fewest learners think accidents happen?*
 - Ask one learner to answer the third follow up question: *When do most learners think accidents happen?*
 - Ask one learner to answer the fourth follow up question: *When do fewest learners think accidents happen?*
 - Ask a few individual learners (who were not in the question of the day group) to answer the question: *When do you think most accidents happen?*

Purpose

The 'question of the day' is a valuable and important activity for many reasons:

- It takes the average person 16-20 authentic interactions with a new word before they internalise it and are ready to use the word on their own. This activity reinforces new theme vocabulary for learners, by giving them the opportunity to use and repeat the target vocabulary words in complete oral sentences.
- It models correct grammar and syntax for learners in an authentic context.
- It creates regular opportunities for learners to hear and speak English in a real context.
- It requires listening, thinking, doing, speaking and seeing, which activates learners' total physical response.
- The question of the day asks learners an opinion-based question or a prediction type question. This means that all answers are correct. These types of questions allow learners to interact with new words without anxiety about making a mistake.
- Sometimes, additional information is shared at the end of the question of the day. This information encourages learners to think beyond the language classroom, to use all of their knowledge on a subject, and to make connections. These questions develop the learners' critical thinking skills.

Rhyme / Song

Instructions:

1. The specific rhyme or song which you are to do with the learners is listed in the lesson plan.
2. Over time, the learners will get to know these rhymes and songs, and they will sing them automatically.
3. However, when they are first introduced, you need to teach learners the words, action and tune (if there is one).
4. The first time you do this with learners, teach them the rhyme or song line-by-line as follows:
 - a. Sing or say the rhyme or song, and then explain the meaning of it to learners, using code-switching if necessary.
 - b. Sing or say the first line, and then let learners repeat after you.
 - c. Sing or say the second line, and then let learners repeat after you.
 - d. Sing or say the first two lines together, and then let learners repeat after you.
 - e. Continue on in this manner until you have taught learners the whole rhyme or song.
5. For the rest of the cycle, repeat the rhyme or song with the learners.
6. Always include appropriate actions with the rhyme or song. These actions help kinesthetic learners to remember the rhyme or song, and they build meaning.
7. Allow learners to request to sing their favourite rhymes or songs if you have any free time – this is a fun way of reinforcing the new language that they have learnt.

Purpose:

To consolidate learners' knowledge of new vocabulary. To learn through play.

LANGUAGE STRUCTURE & CONVENTIONS

Introduce the LSC in context

Instructions:

1. After completing the first read of the shared reading text, you will introduce the learners to a particular language structure or convention (LSC).
2. This is documented in the lesson plan, at the end of the Shared reading: First read lesson.
3. First, briefly explain the LSC to learners.
4. Next, show learners the examples of the LSC in the text.
5. Tell learners that you will engage more thoroughly with the LSC later in the cycle, in preparation for the writing task.

Purpose:

- When teaching a language structure or convention to learners, it is important for them to see that it has a real purpose. Showing learners the examples of the LSC in the text is an ideal way of illustrating this.
- It is also important to alert learners to the fact that they will be required to use this LSC correctly in their own writing, so that they take real notice of the examples.

Teach and practise using the LSC

Instructions:

1. Write the notes and activity on the board before the lesson.
2. Remind learners of the LSC you introduced them to, by showing them the examples in the text.
3. Remind learners that they will use this LSC in their writing this cycle, so it is important that they understand how it is used in a text.
4. Explicitly teach the use of the LSC using the gradual release method:
 - I do – model the use of the LSC for learners
 - We do – complete an example together with learners
 - You do – instruct learners to complete the rest of the examples independently
5. Do this as follows:
 - Explain the LSC to learners once again, and model how to use it, by completing the first example in the activity. (I do...)
 - Next, complete the second example in the activity together with learners. Read the example, and ask a learner to complete it. If the learner struggles, provide prompts. If the learner still cannot answer, ask another learner to explain, or to complete the example. (We do...)
 - Finally, tell learners to complete the rest of the activity on their own, in their exercise books. (You do...)
6. In the last few minutes of the lesson, go through the answers with learners. Allow learners to check their own answers and make corrections, as this is a valuable learning strategy.
7. *If you have access to an approved textbook, check the Curriculum Tracker in the Management Document, and assign practice activities for homework.*

Purpose

- Again, it is important for learners to understand that language structures and conventions can help them to access meaning in a text, and to write more proficiently. It is meaningless to teach this out of context.
- For this reason, it is important to show learners examples in a text, and to ensure that they use the LSC in the writing task for the cycle.
- It can also be difficult for learners to fully understand the LSC after one explanation.
- For this reason, the gradual release method is used. The repeated explanation and modelling of the use of the LSC, whilst transition from observation to independent work is an effective scaffold for learning.

LISTENING & SPEAKING

Listening Lesson

Instructions:

1. Be well prepared to read the text.
 - In the 30-minute lesson, you will read the text three times.
 - It is important that you model fluent, expressive reading to learners.
 - The text is written in a table in the lesson plan. The table has 3 columns, and the text is in the first column. The three columns each have a particular function:

| Read 1 | Read 2 | Read 3 |
|------------------------------------|---|---|
| Text Read the text and explain. | Read the text. Model 'thinking aloud'. | Read the text. Ask oral comprehension questions. |

2. Prepare learners for the lesson by telling them to have their personal dictionaries ready, and to listen carefully. They may add new words to their personal dictionaries at any time.
3. Remind learners of the theme, and then begin reading.
4. For the first read, read the text fluently.
 - As you read, embed meaning by using vocal expression, actions, gestures and facial expressions.
 - You may also explicitly build meaning by pausing to explain something, or even by code-switching.
5. For the second read, read the text fluently and then model 'thinking aloud' about the text.
 - As you read, embed meaning, but do not explain or code switch.
 - After reading each part of the text, share your thoughts on the text. Do this by 'thinking aloud'. There are cues on how to do this in the second column.
 - This is a critically important skill to model properly. Learners must see that good readers always think about what they are reading.
 - Make sure that there is a clear distinction between what you are reading, and what you are thinking.
6. Finally, on the third read, read the text fluently and then ask learners questions about the text.
 - Again, embed meaning as you read.
 - After reading each part of the text, ask the question in the third column.
 - Direct and distribute these questions in order to include many learners in the lesson.

- If a learner provides a partial answer, ask prompting and probing questions to try and complete the answer.

Purpose:

The listening lesson is very important for the following reasons:

- Learners acquire new vocabulary and language in context by hearing the repeated readings with embedded meaning.
- Learners see how the teacher ‘thinks’ about the text, and in time, will start to develop their own critical thinking about texts.
- Learners have the opportunity to answer questions orally and individually on the text.
- Learners become familiar with the structure and tone of different text genres, which helps them to develop their knowledge and understanding of text types.
- Learners develop a love for text, by hearing engaging texts read to them by a fluent, expressive reader.

Speaking Lesson

Instructions:

1. Divide the class into ‘small discussion’ groups.
 - These groups should be mixed ability groups.
 - Groups should have between 3-5 members, but ideally 4 members.
 - These groups should be set up based on proximity – arrange groups so that learners can easily and quickly get into these groups. For example, the teacher could form groups of four by asking learners at every second desk to turn around and face their partners.
 - Train learners to know which group they belong to for this activity.
2. Prepare groups for their discussions by training them to a simple procedure and rules, as follows:
 - Explain that every learner in the group will take a turn to answer each discussion question.
 - Talking and listening may be controlled by a ‘talking stick’ or some other strategy.
 - Explain that the person who is holding the ‘talking stick’ gets to talk. Once he or she is finished, the stick is passed to the next person.
 - At first, groups should move the ‘talking stick’ in a routine manner: each group member should answer question 1, then each group member should answer question 2, and so on.
 - Once learners have mastered this, you should train them to start doing this in a more ‘conversational’ manner, with learners responding to, building on or asking questions about each other’s points. When doing this, it is important to ensure that each group member still gets a chance to share their points.

- Make it clear to learners that there should be no judgement of answers to open-ended questions – differing answers and opinions should be welcomed and respected.
 - Finally, encourage learners to use as much English as possible for their discussions, but for the more challenging and complex questions, allow them to hold some multilingual discussion first, in order to develop their critical thinking skills, and to build new knowledge. At the same time, encourage learners to learn and use some of the new English vocabulary required.
3. Implement the discussion as follows:
 - Remind learners of the ‘listening text’ that you read to them the previous day.
 - Then, read the discussion frame aloud, and briefly explain it to learners.
 - If necessary, share your own ‘model answers’ to the discussion frame. However, try to avoid doing this, as learners are likely to copy your answers.
 - Tell groups to begin the discussion.
 - As learners discuss, walk around the room and listen to different groups, giving instructions or assistance where needed.
 4. When there are 10 minutes left in the lesson, call all learners back together.
 5. Go through each point in the discussion frame, asking for feedback from the class. This can be done in different ways:
 - You can ask each member in one group to respond to a different point. This way, you get to hear every learner in one group speak. If you do this, make sure to rotate the groups, so that you always hear a report back from different groups.
 - You can ask one person from each group to report back on a different point. If you do this, make a note of which learners speak, so that you call on different learners every time you do this.
 6. If answers are incorrect, ensure that you correct them, quickly and clearly.
 7. If answers are incomplete, ask prompting questions to expand the answers.
 8. Remember to give some feedback to learners after they respond.
 9. Thank the learners for their answers and contributions.

Purpose:

- The Listening & Speaking component of a language programme should provide learners with opportunities for meaningful conversations in a supported, scaffolded manner.
- Having a discussion about a text that learners know and understand well is one way of providing this scaffolding, as it ensures that learners have the knowledge and language to engage in a discussion.
- Providing learners with a discussion frame and giving a clear explanation of this frame provides additional support and scaffolding.

- Ensuring that the classroom is a safe place for learners to try out new language without fear of ridicule or shame is another very important support mechanism. In order for learners to practice their language skills and build confidence in the language, they must feel safe and secure.
- Finally, allowing learners to code-switch or hold multilingual discussions about the more challenging aspects of the discussion leads to the development of critical thinking skills and new knowledge. If learners are interested and engaged in a topic, it is then easier to encourage them to learn the English vocabulary required to support their points.

READING & VIEWING

Shared Reading & Teaching the Comprehension Skill

Overview:

1. This component of language clearly has its own routine. The routine of these lessons is as follows:
 - Week 1 Tuesday / Day 2 - Shared Reading: Pre-Read
 - Week 1 Wednesday / Day 3 - Shared Reading: First Read
 - Week 1 Thursday / Day 4 - Shared Reading: Second Read
 - Week 1 Thursday / Day 4 - Teach the Comprehension Strategy
 - Week 1 Friday / Day 5 - Shared Reading: Post-Read

What follows is a description of the core methodology of each of the five Shared Reading lessons: Pre-Read; First Read; Second Read; Teach the Comprehension Strategy and Post-Read. Read these descriptions to get a clear understanding of the flow of each lesson, as well as how the lessons work together.

Shared Reading: Pre-Read**Instructions:**

1. Tell learners to turn to the correct text in the DBE Workbook.
2. Learners will also need their exercise books and personal dictionaries for this lesson.
3. Start by telling learners to take a minute to look at the text features.
 - This includes features such as the title, the layout, paragraphs, diagrams, pictures, sub-headings, captions, and so on. (*You should incidentally teach learners about new text features as they appear.*)
 - Ask learners: What do these features tell us about the text we are about to read?
 - At first, you may have to provide some further prompts, such as:
 - o Do you think this is a fiction or non-fiction text? Why?
 - o What kind of fiction or non-fiction text do you think this is? Why?
4. Read and explain the meaning of the title.
5. Next, instruct the learners to scan the text.
 - Explain that scanning is not reading every word. It is allowing your eyes to run over the text quickly to find certain words or pieces of information.
 - Instruct learners to scan the text and make a list of any words that they do not understand.
 - Also instruct learners to make a list of any words they think are important in telling us what the text is about.
 - Point out that some words may appear in both of their lists.
 - Train learners to document these words in their exercise books as follows:

| Text: Schoolgirls save boy's life | |
|--|---|
| Words I don't understand | Important words |
| unconscious handling wound | fallen knocked head unconscious cut bleeding ambulance first aid wound |

6. Call learners to attention and discuss the lists of words they do not understand as follows:
 - Ask learners to tell you which words they do not understand.
 - As learners list the words, make a class list on the board.
 - Identify the words that are important for learners to understand.
 - Find the word in the text, and read the sentence aloud.
 - Then, explain the meaning of the word in context.
 - Remind learners to include these words in their personal dictionaries.

7. Call learners to attention and discuss the lists of words they think are important as follows:
 - Ask learners to tell you which words they think are important.
 - As learners list the words, make a class list on the board.
 - a. Help learners to make connections between these words. If they are struggling, model this for them by 'thinking aloud' to show your thought process.
 - b. In the lesson plan, a suggested list of important words is provided, together with ideas of how they are linked. This helps to make meaning of the text.

8. Finally, ask learners predictive questions, like:
 - a. What do you think this text is about?
 - b. What do you think we will learn from this text?
 - c. Why? (What evidence do you have?)
 - d. Do you think you will enjoy this text? Why?

Purpose:

The Pre-Read teaches learners a 'routine approach' to engaging with new texts. This is a skill that learners can use with all texts that they are required to read independently. By going through this pre-reading routine, learners will begin to have an idea of what kind of text they are going to read, as well as what the text is about. This means that the learners are building their understanding of the text before they actually read it.

Shared Reading: First Read

Instructions:

1. Tell learners to turn to the correct text in the DBE Workbook.
2. Learners will also need their personal dictionaries for this lesson.
3. Tell learners to follow in their DBE Workbook, listen carefully and think as you read the text.
 - Read each paragraph or section fluently and clearly.
 - As you read, use gestures, actions and facial expressions. Change tone of voice (expression) to enhance meaning.
 - Where necessary, stop and explain a word or phrase to learners.
 - If you need to code switch, you may do so. This helps to give learners a basic understanding of the text.
4. At the same time, during the First Read, model 'thinking about the text' for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see 'thinking aloud' prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading, and when you are 'thinking aloud'.
 - You will notice that the 'thinking aloud' focusses on one or two main comprehension strategies. This is to lead learners to a deeper understanding of the text by showing them how to use these comprehension strategies.
5. Finally, give learners the opportunity to answer questions.
 - The first two questions are recall questions to gauge a straightforward understanding of the text.
 - Ask different learners to answer these questions.
 - Thereafter, there are 1-2 questions that demand more critical thinking.
 - Allow learners the chance to turn and talk and discuss their answers with a partner.
 - Then call on a few learners to share their answers.
 - Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.

Purpose:

The first read is important for many reasons, including:

- Modelling fluent, expressive reading for learners
- Ensuring that learners gain a basic understanding of the text
- Helping learners to build enjoyment of and appreciation for texts

- Modelling ‘thinking aloud’ about the text, to show learners that good readers always think about what they are reading
- Modelling the use of specific comprehension strategies, for example: visualising or making connections

Shared Reading: Second Read

Instructions:

1. Tell learners to turn to the correct text in the DBE Workbook.
2. Learners will also need their personal dictionaries for this lesson.
3. Write the follow up questions on the board before the lesson.
4. Read through and explain these questions to learners.
5. Explain to learners that you are going read the text once again.
6. Tell learners to follow in their DBE Workbooks, listen carefully and think as you read the text once again.
7. If the text includes dialogue, you may want to include some learners in this second ‘read aloud’, by allocating different characters to different learners.
8. Read each paragraph or section fluently and clearly.
 - As you read, embed meaning by using gestures, actions, facial expressions and vocal expression.
 - Where necessary, stop and explain a word or phrase to learners. For the Second Read, you should no longer code-switch.
9. This repeated reading helps learners to move from a basic understanding of the text, to a deeper level of understanding and meaning making.
10. Once again, model ‘thinking about the text’ for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see ‘thinking aloud’ prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading and when you are ‘thinking aloud’.
 - You will notice that the ‘thinking aloud’ shows learners how to think about the text in a deeper manner, to ensure that learners really start to think more critically about the text.
11. Next, give learners the opportunity to answer questions written on the chalkboard.
 - Allow learners the chance to turn and talk and discuss their answers with a partner.
 - Then call on a few learners to share their answers.

- Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.
12. Finally, ask learners to formulate a question about the text.
- Ask learners to independently think of a question that they can ask about the text.
 - If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
 - It is a good idea to create an 'Anchor Chart' of 'question words' for your classroom. This chart is always there to remind learners of the kinds of questions they can ask.
 - Tell learners to turn and talk, and share their questions with each other.
 - Then, ask a few learners to share their questions with the class.
 - Give other learners the opportunity to answer these questions.

Purpose:

- The repeated reading of the text gives learners the opportunity to reinforce their knowledge of the new vocabulary and content.
- It also allows learners to more deeply understand the text, by listening to the teacher 'thinking aloud' about the text.
- By giving learners the opportunity to formulate their own questions about a text, it encourages them to think about the text in a critical way.
- Thinking of and posing their own questions also helps to build learners' confidence.

Teach the Comprehension Strategy

Instructions:

1. On Day 4 of the first week of the cycle, you will explicitly teach the comprehension strategy that has been modelled and practiced throughout the week.
2. This is done using the gradual release method:
 - I do – first, you will model the use of the comprehension strategy for learners
 - We do – next, you will complete an example of using the strategy together with learners
 - You do – finally, learners will complete an example of using the strategy independently
3. Do this as follows:
 - Start by sharing a brief explanation of the comprehension strategy, as included in the lesson plan.
 - The lesson plan also includes three examples of using the comprehension strategy to work through with the learners.
 - a. Model how to use the comprehension strategy, by completing the first example in the lesson plan. This will involve reading part of the text again, and showing learners how to (visualise; make an inference; make a connection; etc). This is called: *I do...*
 - b. Next, complete the second example in the lesson plan together with learners. Read part of the text, and ask learners to (visualise; make an inference; make a connection; etc). This is called: *We do...*
 - c. Finally, give learners the third example of using the comprehension strategy to complete in pairs or on their own. This is called: *You do...*
4. Towards the end of the lesson, ask a few learners to share their answers with the class.
5. Use this opportunity to clarify any misunderstandings around the comprehension strategy.
6. Finally, end the lesson by asking learners to write down or re-read a simple reminder of the comprehension strategy.

Purpose:

- Ultimately, the aim is to develop learners who instinctively use all the comprehension strategies every time they read. The explicit teaching and practicing of strategies is a step in that direction.
- The table below provides the purpose/s of each comprehension strategy.

| Strategy 1: Predict | |
|--|--|
| Explanation | When learners predict, they say what they <u>think</u> a text is about. Learners can predict what the text will be about by looking at the text features. They can also make predictions by scanning the text, and identifying important words. They must then try to connect these words to form a basic understanding of what the text will be about. |
| Purpose | Prediction prompts learners to try and get a sense of what a text is about, and to think about the text, even before read it. Teaching learners a 'routine approach' to prediction is a valuable skill that learners can use to try and understand all new texts. |
| Steps (For predicting with text structures) | <ol style="list-style-type: none"> 1. Ask learners to look over the whole text. 2. Ask learners: <i>What kind of text do you think this is? How is it laid out?</i> (Are there paragraphs, stanzas, sections, a greeting, headings, columns, etc?) 3. Ask learners: <i>What do you think we might read about?</i> 4. If learners cannot answer, ask further prompting questions, or provide the answers. |
| Steps (For predicting by scanning the text) | <ol style="list-style-type: none"> 1. Ask learners to scan the text and identify two lists of words: <ol style="list-style-type: none"> a. words they do not understand b. words that they think are important 2. Go through the list of words that learners do not understand, and explain them in context. 3. Then, go through the list of important words, and show learners how to connect these words to make meaning and predictions about the text. |
| Strategy 2: Visualise | |
| Explanation | When learners visualise, they must think about what is happening in the text like a scene from a movie. They must try to <u>see</u> the text as it happens. |
| Purpose | Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the text as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a movie in our minds. Visualisation can also help learners to remember the details in a text. |

| | |
|------------------------------------|---|
| Steps | <ol style="list-style-type: none"> 1. Read the text on the page. 2. Tell learners what you visualised. (Model the skill.) 3. Instruct learners to close their eyes. Explain that learners must listen to the text and try to picture it, or make a movie in their minds. 4. Read the text again. 5. Ask learners: What did you visualise? (What happened in your movie?) 6. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the text. |
| Strategy 3: Search the text | |
| Explanation | Search the text questions ask learners to recall information or events from the text. Learners need to understand what kind of information they are being asked to recall. They must then think about where in the text they would find that information. |
| Purpose | <p>These questions help learners to check that they have a basic understanding of the text. Teaching learners how to answer these questions shows them:</p> <ul style="list-style-type: none"> • How to identify the kind of information the question is asking for • How to locate the information in the text |
| Steps | <ol style="list-style-type: none"> 1. Read the text. 2. Ask learners a question about the text, like: <i>What did person x do?</i> 3. Ask learners: What kind of information is this question asking for? (<i>an action – we need to identify what person x did</i>) 4. Ask learners: <i>When did we read about person x's actions? Was it at the beginning, the middle or the end of the text?</i> 5. Ask learners to locate the part of the text where the action took place. 6. Ask learners to read that part of the text, and to try and identify what person x did. |
| Strategy 4: Summarise | |
| Explanation | When learners summarise, they think about the most important points of a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing. |
| Purpose | Summarising shows that the learner has understood the main points of the text. Asking learners to summarise the main points of a text is the best way to check their understanding. |

| | |
|---|--|
| Steps | <ol style="list-style-type: none"> 1. Read the text. 2. Remind learners: When we summarise, we identify the most important parts of a text. 3. Explain: Today we will summarise the text we just read. That means we will identify only the main points of the text. 4. Tell learners to use the following questions as a guide: <ol style="list-style-type: none"> a. What is this text about? b. What is the main purpose of the text? Why was it written? c. What did you learn from this text? d. What did you like about this text and why? 5. Always give learners time to think about the text. 6. Always instruct learners to turn and talk and discuss their summary with a partner. 7. Next, instruct learners to write their summary down. 8. Give learners a frame to help them to structure summaries. |
| Strategy 5: Think about the text (I wonder?) | |
| Explanation | When learners wonder about the text, they are thinking about an aspect of the text. |
| Purpose | <p>By modelling how to think/wonder about a text, we teach learners two things:</p> <ol style="list-style-type: none"> 1. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. 2. Secondly, we show learners the kinds of thoughts that good readers have about a text. <p>By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> |
| Steps | <ol style="list-style-type: none"> 1. Read the text on the page. 2. Think of a question or idea that a good reader might have about the text. (Ideas are provided in the First Read and Second Read columns in the lesson plans.) 3. Say: I wonder ... 4. Let learners think about this. 5. Learners do not need to answer – the point is to encourage them to think more deeply about the text. |

| Strategy 6: Make connections | |
|-------------------------------------|---|
| Explanation | <p>When learners make connections, they compare the text to one of three things:</p> <ol style="list-style-type: none"> 1. To their own lives or experiences - sometimes, learners gain a deeper understanding by thinking about how something from the text is like something in their own lives. <u>This is called a text-to-self connection.</u> 2. To another text - sometimes, learners gain a deeper understanding of a text by connecting it to a related text. These texts may deal with similar issues, or have characters who face the same challenges, or they may be about the same topic. <u>This is called a text-to-text connection.</u> 3. To the world - sometimes, learners must connect the situations or challenges in a text to a more global context. They must relate the text to what has happened or is happening in the world. <u>This is called a text-to-world connection.</u> |
| Purpose | Making connections helps learners go beyond the text itself and relate the issues in the text to a deeper understanding of their own lives and the broader world. |
| Steps | <ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners relevant connection questions, like: <ol style="list-style-type: none"> a. When was a time that you felt x? b. Do you remember when we read about x? Can you make a connection between these two texts? c. This text makes me think about something that is taking place in the world / South Africa / our town right now. Can anyone think of what that is? |
| Strategy 7: Make inferences | |
| Explanation | <p>Making an inference involves using what you know together with what is written in the text, to make a good guess about what isn't explicitly written in the text. This is what is meant by 'reading between the lines'. Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, for readers to work out for themselves. If something is not explicitly stated or described in a text, learners need to make an inference or a good guess about this. They do this by putting what they <i>have read</i> together with <i>their own experiences and prior knowledge</i>.</p> |

| | |
|-----------------------------|---|
| Purpose | Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences. |
| Steps | <ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners: What do you know about this? What does the text say? 3. Ask learners: What else can we work out about this? Is there something that the text does not say? 4. Listen to and discuss learners' answers. Make sure learners' answers are logical. 5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I can infer that ... |
| Example | <p>Text: We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes.</p> <p>Inference: Based on the fact that Thuli got married recently, and that she is buying nappies and baby clothes, we infer that she might be pregnant.</p> |
| Strategy 8: Evaluate | |
| Explanation | <p>When learners evaluate a text, they make a judgement about an aspect of the text, based on the evidence in the text. Learners can make evaluations about:</p> <ul style="list-style-type: none"> • Characters, people or events • Facts versus opinions • The author's perspective, opinions and motivations • What they like or find interesting • What they dislike or find boring |
| Purpose | Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read. They must then be able to support or justify their evaluations. |
| Steps | <ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners an evaluation question and ask them to support their answer. For example: Do you think x did the right thing? Why or why not? 3. Listen to and discuss learners' answers. Make sure that learners' answers are logical. 4. If learners struggle, share your own evaluation as an example: I think x did the right thing because x 5. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations. |

Shared Reading: Post-Read

Instructions:

1. During the Post-Read, you will do one of the following activities:
 - Complete a written comprehension
 - Oral recount and summary
 - Visualise

Instructions for a written comprehension:

1. Before the lesson, write the title of the text as a heading on the chalkboard.
2. Next, write the comprehension questions on the chalkboard, together with the sentence starters for the answers. (Where applicable.)
3. Instruct learners to open their exercise books and write the heading.
4. Tell learners that today, they are going to think about and write the answers to these questions.
5. Read through the questions with learners and explain if required.
6. Tell learners they do not need to write down the questions, only the answers.
7. Walk around and help learners who struggle.
8. In the last few minutes of the lesson, go through the answers with learners.
9. Allow them to correct their own work, as this is a powerful learning mechanism.

Instructions for the oral recount or written summary:

1. Write the summary frame on the chalkboard before the lesson.
2. Explain to learners that when we summarise a text, we share what we think are the most important points about the text. This can also include:
 - Why we think the text was written
 - What we learnt from the text
 - What we liked about the text, and why
3. Read through and explain the summary frame to learners.
4. Tell learners to complete this activity as an oral recount or a written summary – this is up to you.
5. Remind learners that they can skim and scan the text again, before coming up with their oral recounts or written summaries. This can help them remember what the text was about.
6. Give learners 10-15 minutes to think about their own recounts, or to write their own summaries in their exercise books, using the summary frame.
7. Then, tell learners to turn and talk, and share their recounts or summaries with a partner.
8. Finally, create a class recount or summary together – ask different learners to answer each part of the frame.

9. Write down the class summary.
10. Ask learners to go back to their own summaries, to see if they missed any important details. Give learners time to correct their summaries.

Instructions for a visualisation activity:

1. Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
2. Tell learners that they are going to visualise something from the text. Remind learners that when they visualise something, they think about what it looks like, smells like, feels like, and sounds like.
3. They also visualise how they feel about this character, event or item from the text.
4. Ask learners to close their eyes and relax.
5. Read the text to them once more.
6. Then, ask learners to open their eyes, and draw what they have visualised from the text. Learners can add labels to explain details of the visualisation.
7. Then, learners must use the sentence starter/s to write a sentence or two about what they have visualised.
8. Finally, allow learners to turn and talk, and to share their visualisations with a partner.

Purpose:

- The post-read activities give learners the opportunity to consolidate their understanding of the text.
- Learners also get to use new language and vocabulary in an authentic context.
- Finally, these activities also give learners the chance to practice using the new comprehension skill that they have learnt.

GROUP GUIDED READING

Assigning Group Guided Reading groups and text selection:

1. In the first two weeks of school, listen to every learner read individually.
 2. Assign learners to same-ability groups.
 3. Use the rubric below to sort learners according to their abilities.
 4. Ideally, try to have 5 groups, with no more than 12 learners per group.
 5. However, if you have a very large class, you may have to have more groups and manage your time differently.
 6. This rubric divides learners based on their technical reading skills.
 7. If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.
8. **In a Grade 4 class of 54 learners, there may be:**
- 4 learners at level 1 – you may have to find time to work with these learners on a more regular basis.
 - 1 group x 10 learners at level 2
 - 2 groups x 10 learners at level 3
 - 1 group x 10 learners at level 4
 - 1 group x 10 learners at level 5

| I think this learner reads at: Level 1 | I think this learner reads at: Level 2 | I think this learner reads at: Level 3 | I think this learner reads at: Level 4 | I think this learner reads at: Level 5 |
|--|---|--|--|---|
| <ul style="list-style-type: none"> • This learner knows no or very few sight words. • This learner does not seem to recognise many letter-sound relationships, and struggles to decode most phonetically regular words, even common words. | <ul style="list-style-type: none"> • This learner knows just a few common sight words. • This learner does not recognise some letter-sound relationships, and struggles to decode many previously unseen words. | <ul style="list-style-type: none"> • This learner knows many common sight words. • This learner needs help to decode some previously unseen words. | <ul style="list-style-type: none"> • This learner knows many common sight words and can decode most previously unseen words. • This learner occasionally needs help to decode more challenging words. • This learner reads with some fluency. | <ul style="list-style-type: none"> • This learner knows many common words. • This learner can decode previously unseen words. • This learner reads with fluency and expression. • This is one of the best readers in the class. |

What to do with each group during Group Guided Reading:

1. Call a group to read to you.
 - a. Make sure they all bring their reading worksheet or learner book.
 - b. Seat the group in a circle.
2. Revise the week's phonic words and sight words.
3. When working with struggling readers, spend as much time as required on the decodable texts.
4. If the group does not need this, then allow learners to quickly read through the decodable texts, and then move on quickly to the Group Guided Reading Text.
5. Talk about the title of the text. Explain what it means.
6. Next, give learners a few minutes to skim the text in silence.
7. Then, ask each learner to read part of the text aloud, on his or her own.
8. Listen carefully as each learner reads.
 - If the learner is stuck on a word, give him or her some time to try and figure it out.
 - Then, help the learner to sound out the word.
 - If the word is irregular, and cannot be sounded out, tell the learner the word.
 - Ask the learner to re-read the sentence.
9. If time allows, let each learner read part of the text again. This time, ask learners to work on their fluency – to try and read at a good pace, and in a natural way, as if they were speaking.
10. Next, go through the questions with learners.
 - Give learners an opportunity to discuss and answer the questions.
 - Use this time to further teach and practice the comprehension skill, or skills.
 - Show learners that there may be different answers to the same question, particularly when it comes to opinions.
11. Praise and encourage learners for their efforts as well as their successes.
12. Remember that confidence is a big part of reading – learners must feel safe and confident in order to develop their reading skills.

What to do with struggling readers during Group Guided Reading:

1. Keep groups of struggling readers as small as possible, preferably 2-4 learners per group.
2. Call the group to come and work with you.
3. Practice sounding out the week's phonic words with learners.

4. Next, practice reading the sight words with learners.
 - Ask learners to take note of the first sound in the word.
 - Then, tell the learners to look at the spelling of the word.
 - Finally, revise the meaning of the word with learners if applicable – this can help them to remember the word.
5. Then, give learners a chance to try and read the decodable texts silently, on their own.
6. Tell them to ask you if they need help.
7. Finally, listen to each learner read a text on his or her own.
8. As each learner reads, do the following:
 - Be kind and patient.
 - Give the learner some time to try and work out the word alone.
 - Then, help the learner to sound out the word.
 - If the word is irregular and cannot be sounded out, then say the word and get the learner to repeat it.
 - Once the learner has managed to read all the words in a sentence, get him or her to reread the sentence.
 - Thank learners for their efforts, and praise learners for any improvements.

Note: *If these decodable texts are still too difficult for some learners, use flashcards of different sound to teach learners phonics, and to help them build and break down words.*

Purpose:

Decoding is the technical part of reading. This is the skill that allows learners to read all the words on a page. Decoding is usually taught in foundation phase, but has been included to help learners who haven't yet mastered the technical part of reading. It is useful to tell struggling learners that:

- *Reading is a code. With enough practice, anyone can learn the code.*
- *It is never too late to learn how to read.*

INDEPENDENT AND PAIRED READING AND COMPREHENSION

Independent or Paired Reading Activities

Instructions:

1. In the second week of every cycle, there are five lessons for reading and viewing.
2. During these lessons, you will work with each group guided reading group.
3. Whilst you are busy with reading groups, learners should work to complete the week's activities for independent or paired reading and comprehension.
4. At the start of the first lesson, take some time to orientate learners to the week's activities.
5. Instruct learners to have the following items ready for this lesson: their reading worksheets or learner books, their personal dictionaries, and their exercise books.
6. Explain that learners must work independently or with a partner (this is up to you).
7. Orientate the class to the reading and comprehension activities that they must complete during this time.
8. Do this by going through the notes at the start of the reading worksheets titled: How to complete the reading worksheet activities.
9. Then, orientate learners to the specific texts for the theme.
 - Give learners a brief overview of each text.
 - Ensure that learners know that once they have read the texts, they must complete the written activities that follow.
 - Remind learners to write the answers in their exercise books.
10. Develop your own system for learners to check their answers once they have completed the activities. You could do this in one of the following ways:
 - Make copies of the memoranda that are in the Management Document and display them in the classroom for learners to check their own work.
 - Take some time to go through the activities with learners.
 - It is good practice to allow learners to correct their own work, so they can see where they made mistakes.
11. As learners complete their independent work, walk around from time to time, and take note of common challenges.
 - Call learners to attention and tell them that you have noticed that there are common challenges.
 - Help learners by re-explaining to learners and showing them how to correctly answer the question.

Purpose:

- From Grade 4 onwards, learners need to improve their independent reading skills that allow them to 'read to learn'.
- In order to do this, they must have good technical reading or decoding skills.
- They must also have an expanded vocabulary, that includes cognitive academic terminology, to help them make meaning of texts.
- Then, having a strategy, such as a 'routine' way of working through a new text to try and make meaning is a useful strategy for learners.
- Finally, learners need confidence to tackle new texts independently.
 - This confidence can be built by equipping learners with decoding skills, an expanded vocabulary, and a strategy to approach and work through new texts.
 - It can also be built by ensuring that learners have many opportunities to read texts of different genres independently, so that they become familiar with this process.

WRITING & PRESENTING

Process writing: Teach the Genre

Instructions:

1. The writing process begins by teaching learners about the specific genre.
2. Make sure you understand the genre by reading through the lesson plan carefully.
3. Work through the steps in the lesson plan to explain the genre and task to learners.
4. This includes explaining:
 - the purpose of the text
 - the audience
 - the structure
 - the language features
 - the appropriate register
5. Tell learners to write down the brief summary notes about the genre in their exercise books.

Purpose:

- It is important for learners to learn about the different genres of writing, as throughout their lives, they will have to engage with these genres for specific purposes.
- This engagement will occur when learners have to write or read genre specific documents, as the same genres apply to both disciplines.
- There are standard forms and purposes for these genres that learners need to know.
- Understanding the structure, format and purpose of these genres will help learners to make meaning both when reading texts, and when writing texts.
- Learners will essentially engage with and use the same genres for the rest of their academic education, as well as for practical purposes in life.
- The length and complexity of writing tasks or texts will increase, but if learners have a good understanding of the genre, this will be very helpful to them.

Process Writing: Planning

Instructions:

1. This lesson focuses on teaching learners how to plan their writing using one of the following strategies:
 - A writing frame
 - A mind map
2. Tell learners that very few writers start their process without planning.
3. Start this lesson by modelling the planning process for learners, so that they know exactly what to do. The lesson plan guides you on how to do this.
4. Write up your plan on the board to see, following this process:
 - Explain to learners that writers always think about what they are going to write.
 - Model this by explaining your thoughts out loud, so that learners can hear them.
 - Use the planning template to create your own writing plan.
5. Next, give learners a few minutes to think about what they are going to write.
6. Allow learners to turn and talk, and share their ideas with a partner.
7. Remind learners that their personal dictionaries, the theme wall in the classroom, and the class dictionary are all resources that may be used.
8. Finally guide and support learners as they use the planning template to complete their own plans.

Purpose:

- Writing original texts takes skill and confidence.
- Equipping learners with standardised and effective planning strategies provides meaningful support and scaffolding as they work through the process of producing original texts.
- Learners must understand that most professional writers start the writing process by planning.
- They must also understand that this planning process may involve:
 - *Understanding the purpose of the text, the audience, and the genre*
 - *Thinking about what they want to write – this must be original*
 - *Completing research to gather or verify information to include in the text*
 - *Completing a plan using a strategy that will help them to write in the genre*

Process Writing: Drafting**Instructions:**

1. Explain to learners that once they have completed their plan, they need to complete a draft of their writing.
2. Before the lesson begins, rewrite your completed plan from the previous lesson on the board.
3. Then, write the drafting frame on the board.
4. Briefly model how you use your completed plan to write a draft.
 - Start by explaining the drafting frame.
 - Next, model how you use your plan to create a draft by following the guidelines in the drafting frame.
 - Show learners that a draft is not the final piece of writing. Demonstrate that it is okay to make mistakes, or to change your mind and rewrite something.
 - Explain that a draft may look messy, but that is okay, as this is when you figure out sentence structure, the best words to use, the order of your thoughts, etc.
5. Then, tell learners to start writing their own draft.
6. Remind them that a draft is meant to have changes and errors, that there is no need to feel any fear or anxiety about committing their ideas to paper – they are supposed to have doubts and to make changes.
7. As learners complete their draft, walk around the classroom, and hold mini-conferences.
 - Plan which learners you will conduct mini-conferences with, and make a note of this. Do this to ensure that with each writing task, you conduct mini-conferences with a different group of learners.
 - Implement mini-conferences with selected individual learners to go through their plans, to identify and address any challenges, and to then support them as they prepare to write their drafts.
8. As you hold mini-conferences, take note of any common challenges that learners seem to be experiencing.
 - Call learners to attention, and re-explain the area where learners are experiencing challenges.
9. Tell learners to complete their drafts for homework, should they not finish in class.
10. Ensure that learners have copied down the drafting frame to work from.

Purpose:

- Again, building confidence is a critical element of teaching writing.
- It is important for learners to truly understand that the purpose of a draft is to put their first thoughts and ideas down on paper, using their planning notes.

- Learners must understand that once they have done this, they should read and consider making changes or improvements to this draft.
- This could involve adding descriptions or details, reworking the sequence of events, changing the structure of a sentence, etc.
- Mini-conferences also play a vital role in getting learners to understand the writing process.
 - As you hold mini-conferences, really engage learners and their thoughts.
 - Ask learners to explain their writing piece, and then ask questions for clarity, or to prompt the learner's thinking about their writing.
 - Make sure that this is a positive, developmental experience for learners by always praising a good aspect of their drafts, before challenging or probing aspects that can be improved.

Process Writing: Editing

Instructions:

1. Before the start of the lesson, write your draft from the previous lesson onto the board. Purposely make a few errors that link to the draft.
2. Also write the editing checklist onto the board.
3. Tell learners to open their exercise books to their completed draft.
4. Read through and explain the criteria to learners.
5. Next, show learners how to correct a common mistake on your own draft.
6. Also, pay attention to the criteria that refers to the LSC.
7. Ensure that the LSC is included and correctly used in your own draft – point this out to learners, or add or correct the LSC if required.
8. Allow learners time to edit and correct their own writing, using the checklist.
9. Once they have self-edited, ask learners to swop with a partner and peer-edit each other's writing.
10. Again, as learners work on editing their own drafts, walk around and hold mini-conferences.
 - Plan which learners you will conduct mini-conferences with, and make a note of this. Do this to ensure that with each writing task, you conduct mini-conferences with a different group of learners.
 - Implement mini-conferences with selected individual learners to go through their drafts using the checklist, to identify and address any challenges, and to then support them as they edit their drafts.

11. As you hold mini-conferences, take note of any common challenges that learners seem to be experiencing.
 - Call learners to attention, and re-explain the area where learners are experiencing challenges.
 - This is a vital part of the editing lesson, as this is when you get to teach and explain the parts of writing that learners struggle with.
12. Ask learners to complete the editing process for homework if required.

Purpose:

- Learners must understand that drafting and editing go together.
- They must feel confident to get their thoughts and ideas onto paper without fear or anxiety during the drafting phase.
- They must then understand that the editing phase is used to correct and improve their drafts, and that the editing checklist provided guidance.
- It is also important for learners to know that as they progress to higher grades, editing checklists may focus on higher order skills.
- This does not mean that they should disregard the basics. Editing must always involve checking and correcting:
 - The format and structure of the document
 - Punctuation
 - Spelling
 - Grammar and syntax

Process Writing: Publishing & Presenting

Instructions:

Explain to learners that these are the final step in the writing process.

Publishing:

1. Tell learners that it is important for us to finalise our writing, after the editing phase.
2. Tell learners to do this by rewriting their drafts as final pieces, ensuring that they incorporate all the edits that were made.
3. Remind learners that it is human nature to want to read work that is well presented, so encourage learners to set out their writing properly, and to write as neatly as possible.

Presenting:

1. Once learners have completed the publishing of their texts, move on to presenting.
2. Tell learners to swop books and read each other's writing.
3. Once each learner has read someone else's writing, the learner must say two things that they liked about the partner's writing.
4. Walk around the class and listen as learners do this, offering input as required.
5. Then, in the last five minutes of the lesson, ask 1-2 learners to read their writing to the class.
 - If learners are too shy to read themselves, you can offer to read for them.
 - Once each learner has read their piece, ask their partners to share their comments on the writing – what did they like about it?
 - End by giving these learners some feedback – both to the writers, and to the partners who gave feedback.
6. Finally, collect learners' books in order to assess their writing.
7. Even though you are not required to formally assess all writing tasks completed, please read and comment on the learners' published writing at the end of each writing cycle.

Purpose:

- Learners must see that writing has an audience and a purpose.
- Whenever possible and appropriate, try to provide learners with a wider and/or authentic audience for their writing tasks.
 - o This could mean allowing learners to write for a real purpose: a letter of suggestion / complaint or compliment to a real person or organisation; a script for a drama to be presented to the school; a research report to inform a school or class policy; etc.
- Authentic and positive feedback will lead to improvements in learners' writing. For this reason, it is important to ensure that some kind of feedback process always takes place, whether it is just the feedback from a writing partner, feedback from other learners in the class, feedback from yourself, or feedback from a wider audience.

WRITING STRATEGIES

Introduction

1. Confidence is a very important part of becoming a successful writer.
2. Start by calling your learners **writers** during writing lessons. Let them know that they are not people 'pretending' to write, but that by expressing their own thoughts and opinions in writing, they are indeed writers.
3. Routine, doing the same thing over and over again, can make learners feel more secure and confident. Routines also give learners direction, so that they know what to do next. For this reason, teach learners the process writing cycle, and always include all steps of the cycle in your teaching.
4. In addition to the scaffolding and support provided by the routine, further scaffolding and support can be provided by teaching learners the strategies that follow, and encouraging them to use these strategies whenever they need extra support.
5. Teaching these writing strategies to learners, and using them over and over again, will give learners direction and confidence when writing.
6. Train learners to recognise these key phrases, and to understand what they must do when they hear them.

Strategy: Teacher models writing first

1. The teacher first demonstrates the task to the class (she shows the class exactly what they are going to do).
By watching the teacher, the learners have a clear idea of the task.
2. Part of modelling writing is to explain the way good writers think about writing. The teacher must verbalise all the thoughts she has as she goes through the writing process.

Strategy: Writers think before they write

1. Writing is the act of putting thoughts onto paper.
2. This means that writers must think first and decide what to write about before writing.
3. It also means that there are no correct or incorrect 'answers' when writing – every writer has his or her own thoughts to write about.
4. Always build-in time for learners to think about what they want to write.

Strategy: Writers turn and talk

1. At different times in the lesson, learners can turn to a partner, and take turns to talk to each other.
2. This can be used to share ideas about what to write about, to read their writing to each other, or to check that they understand what to do.
3. Teach learners to face each other, take turns, and talk quietly as they turn and talk.

Strategy: Writers may create a framework

Use this as a remediation strategy for learners who struggle with writing.

1. Once learners have created their plan, they may need to create a framework before they write their draft.
2. This can be done as follows:
 - a. First, learners must think about the format and layout of the text, and then draw pencil frames to indicate where they think each element of the draft will go on the page. For example: If learners are writing an essay, they can mark where the heading will go, and where each paragraph will go.
 - b. Next, learners should take the first point in their plans, and think about how to write that as a sentence.
 - Then, they must say the sentence out loud, and count how many words are in the sentence.
 - Next, learners should draw lines to represent each word in the sentence.
 - Lines must be the approximate length of the words. Learners must say the word as they draw each line.
 - At the end of the sentence, the learner must add an appropriate end punctuation mark.
 - c. When the lines are in place, the learner must fill in words that are known.
 - Next, learners must be encouraged to write words phonetically, i.e.: to write words as they hear them. This is known as ‘invented spelling’ and is proven to be an effective developmental writing and reading strategy.
 - At the very least, the phonetic word acts as placeholder so that the learner does not forget their thought.
 - d. Then the learner can use resources like the personal or the class dictionary to check and correct their spelling before asking for help.
3. This gives a structure to the learner’s writing, which builds confidence. Even learners who really struggle can start the writing process in this way.

Strategy: Writers use resources to write words

1. Teach learners not to ask for help to write all unknown words. They should first use other resources to find out how to write the unknown word. For example:
 - Words on a word wall
 - Texts in their reading worksheets
 - Personal dictionaries
 - Classmates
 - Their own memories

Strategy: Writers read what they write

1. Learners must be trained to read their sentences aloud to themselves or to a peer.
2. Doing this helps learners to identify:
 - If the piece is properly sequenced, if it stays on topic, and if it makes sense
 - If any words are missing
 - If the sentence structure is incorrect
 - If there are problems with the tense
3. Once the final piece is published, it is important to give learners an audience for their writing, even if it is just a classmate.
4. Most importantly, set this up so that learners enjoy the reading process, and feel proud of what they have written.

Strategy 8: Hold mini-conferences

1. Mini-conferences are a useful strategy to use with all phases of the writing process.
2. Once you have explained and modelled the task, you should conduct mini-conferences.
3. For every writing cycle, target a different group of learners for mini-conferences, so that over a period of time all learners will get to experience this. Keep a record of which learners you have worked with, to prevent duplication or missing a learner.
4. Conduct mini-conferences as follows:
 - a. Ask the learner to tell you their idea for the task.
 - b. Next, ask them to show you the different parts of the writing process that have been completed. Ask the learner to tell you about each part.
 - c. Next, identify any challenges that the learner seems to be experiencing, and work with them on that point.
5. Make mental notes of common challenges that learners seem to be experiencing. Then, call the whole class to attention, and re-teach or explain the element that seems to be challenging.
6. Remember to give every learner some positive feedback, as well as some points for growth and improvement.

GRADE 4 - TERM 1

WEEK 1

THEME:
ORIENTATION

"Things don't have to change the world to be important."
– Steve Jobs

Introduction to the Orientation Weeks

One of the most important aspects of this programme to focus on is pacing. In order to get the pacing right, and to complete all the cycle activities, there are certain things that you must work on with learners.

1. Routines and procedures

- For any classroom to run smoothly and efficiently, learners must be trained to follow routines and procedures.
- This programme follows a two-week routine.
- Then, within the routine, many of the activities have their own routines or procedures.
- The sooner learners know the routines and procedures, and what is required of them for each activity, the faster your lessons will go.
- This is because learners will know what is needed for each activity, as well as what will be done in each activity.
- In the orientation weeks, learners are introduced to routines and procedures for:
 - o Entering and leaving the class
 - o Handing out and collecting books
 - o The question of the day
 - o Working independently

2. Rules and behaviours

- For any classroom to run smoothly and efficiently, learners need to know the rules of the classroom, and the behaviours that are expected.
- In the orientation weeks, teachers take learners through processes to:
 - o Set class rules together with learners
 - o Control the volume of learners' voices
 - o Use a bathroom pass
 - o Respond to attention getters

3. Seating and group arrangements

- Dividing learners into the groups required, and training them to get into groups quickly will help to improve the efficiency of the classroom.
- In the orientation weeks, procedures are built in to:
 - o Listen to each learner read aloud, in order to form proper same-ability reading groups
 - o Divide learners into small discussion groups
 - o Divide learners into question of the day groups
 - o Divide learners into partners
 - o Train learners to get into their different groups quickly and quietly

4. Classroom culture

- Another important aspect of successful language classrooms is the culture of the classroom.

- In the orientation weeks, some aspects of the classroom culture are established through:
 - o Training learners to follow the routines
 - o Training learners to follow procedures
 - o Designing rules
 - o Establishing appropriate behaviours
 - o Learning all learners' names
 - o Playing games together
 - o Creating a safe learning environment, where the teacher is clearly in control

If all of these aspects of the orientation programme are properly implemented, they will help enormously to ensure that the pace of the programme is achievable within the first term of implementation. For these reasons, the orientation programme is vital to the success of the PSRIP.

| WEEKS 1&2: PHONICS REVIEW AND SIGHT WORDS | |
|---|--|
| Explanation | <p><i>During the orientation programme that runs over Weeks 1 and 2, please take some time to revise the following phonic sounds, phonic words and sight or high frequency words with learners.</i></p> <p><i>The decodable reading programme built into the reading worksheets assumes that learners know the phonic sounds that are the same in African languages and English, and that they can read 50 basic sight or high frequency words.</i></p> <p><i>It is a good idea to review a few sounds and words every day.</i></p> |
| Sounds | /b/ /d/ /e/ /f/ /h/ /i/ /j/ /k/ /l/ /m/ /n/ /p/ /s/ /t/ /y/ /v/ /w/ |
| Activity | <ol style="list-style-type: none"> 1. Explain to learners that many single letters sound the same in African languages and in English. 2. Tell learners that you will spend some time revising these sounds, and you will practice blending these sounds together to make words. 3. Write the following sounds on the chalkboard: b, d, e, f, h, l, j, k, l, m, n, p, s, t, y, v, w. 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: /b/ - /i/ - /d/ = bid /h/ - /i/ - /t/ = hit /t/ - /i/ - /n/ = tin /w/ - /e/ - /b/ = web /v/ - /e/ - /t/ = vet /s/ - /i/ - /p/ = sip 6. Ask learners to sound out and read each word after you. |

| | | | | | | | | | | | | | |
|--------------------------------------|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| <p>Word find</p> | <p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="560 260 1167 421"> <tr> <td>b</td> <td>m</td> <td>n</td> <td>d</td> </tr> <tr> <td>e</td> <td>i</td> <td>h</td> <td>j</td> </tr> <tr> <td>p</td> <td>s</td> <td>t</td> <td>l</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: dip or sit | b | m | n | d | e | i | h | j | p | s | t | l |
| b | m | n | d | | | | | | | | | | |
| e | i | h | j | | | | | | | | | | |
| p | s | t | l | | | | | | | | | | |
| <p>Sight or high frequency words</p> | <ol style="list-style-type: none"> 1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Tell learners that during orientation, we are going to revise fifty common sight words. 5. Write a few of these the sight words on the chalkboard every day, and tell learners to take note of the following as you read the words: <ol style="list-style-type: none"> a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning) 6. Read the words three times and tell learners to repeat after you: the, and, a, to, said, in, he, I, of, it, you, they, on, she, is, for, at, his, but, that, with, all, we, can, are, up, had, my, her, there, out, this, have, went, be, like, some, so, not, then, were, go, little, as, mum, one, them, do, me, down | | | | | | | | | | | | |

| ORIENTATION: WEEK 1 MONDAY | |
|---|--|
| MONDAY | |
| CLASSROOM ENTRANCE | <p>Getting ready</p> <ol style="list-style-type: none"> 1. Go over your class list. 2. Organise the desks appropriately – preferably into groups of desks. 3. Decide how you will assign seats to learners. <p>Instructions</p> <ol style="list-style-type: none"> 1. Greet learners outside the classroom. 2. Explain that you don't want learners coming into the room in chaos. 3. Explain how you expect learners to enter the classroom. 4. Call on learners to enter the classroom. Instruct the learners where to sit. |
| QUESTION OF THE DAY | <ol style="list-style-type: none"> 1. Today, you will need to assign learners into Question of the Day groups. 2. You will need eight groups. <ol style="list-style-type: none"> a. It is a good idea to seat each group together – these can be mixed-ability groups. b. Learners need to know which group they are in. c. Assign learners and name them. 3. Play a game with the learners to help them to remember their groups. <ol style="list-style-type: none"> a. Call different groups to stand up and then sit down. |
| SONG (LEARN ALL NAMES IN YOUR CLASS) | <ol style="list-style-type: none"> 1. Explain that it is important for you to know each and every learner's name, and for learners to know each other's names! 2. Explain that today, some learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Explain that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach for their toes and then the sky, etc.). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself as an example, say: Ms Kgobane and clap three times. 6. All the learners must then say: Ms Kgobane and clap three times. 7. Call one Question of the Day group up to the front of the room. 8. Allow each learner in the group to introduce themselves. |

| | |
|------------------------------|---|
| CHOOSE BOOK MONITORS | <ol style="list-style-type: none"> 1. Explain that in our class, we will have monitors who do different jobs. 2. One of the jobs will be to hand out books to all the learners in the class. 3. Explain that throughout the year different learners will get a turn to do this job, so everyone must pay attention! 4. Show learners where the DBE workbooks and EFAL exercise books are kept. |
| | <ol style="list-style-type: none"> 5. Show learners how the books are neatly stacked. You may want to sort your books, so that each group's books are together. 6. Explain that when you call the monitors, they must each take some of the books. They must look at the name on the front of the book and bring it to the correct learner at their desk. If they do not know the name, they can call the name out to see who the book belongs to. 7. Monitors must do this quickly and quietly, so we have time to do our work! 8. Choose the first set of book monitors (for instance: one person from each group of desks or one person per row). |
| EXPLAIN THE TOILET PROCEDURE | <ol style="list-style-type: none"> 1. (We suggest utilising a bathroom pass. You can easily make a bathroom pass out of cardboard.) 2. Show learners where the bathroom pass is kept. 3. Explain to learners that only one learner will be allowed to use the bathroom at a time. 4. Learners do not need to ask the teacher to use the bathroom – the must take the bathroom pass and quickly go to the bathroom. 5. They must put the pass back in the correct spot when they return. 6. If the bathroom pass is being used, the next learner must wait for it. 7. *If it is an emergency, the learner may speak to the teacher. |

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| <p>INDEPENDENT WORK EXPECTATIONS</p> | <p>Explanation</p> <ol style="list-style-type: none"> 1. Explain that this year, learners will do a lot of work independently. 2. Explain that we will need to practice what it means to do independent work. 3. Explain that when learners do independent work, they must sit quietly at their desks. They must work on the assigned task. 4. Explain that if learners have a question or cannot read a word, they can ask the person sitting next to them. They may not get out of their seats. If they cannot find the answer to the question, they can: <ol style="list-style-type: none"> a. Skip the question or word. b. Circle the question or word so they can try to come back to it later. c. Write down their question so they remember to ask the teacher when the lesson is over. 5. Explain that if learners want to use the toilet, they must use the pass (as discussed above.) 6. Explain that if learners finish the assigned task, they may choose another text in the DBE workbook to read. You expect learners to be reading or writing for the entire period, until you call them back together! <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain that today, learners will practice doing work in their own DBE workbook. You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working! 2. Explain that today, learners will practice independent work using: DBE workbook 1, page 2. 3. Explain that learners will read this story to themselves. 4. Call on the book monitors to stand up. 5. Point to where the DBE workbooks are located. 6. Instruct the book monitors to hand out the DBE workbooks. Help monitors do this quickly and quietly. |
| <p>ASSESS EACH LEARNER'S READING LEVEL</p> | <ol style="list-style-type: none"> 1. While the learners are busy practising independent work, call learners up individually to read to you. You have 8 days to assess learners. Divide your class into 8 so you know how many learners you must assess each day. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three home language texts available (DBE books can be used): <ol style="list-style-type: none"> a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the following rubric to help you: |

| I think this learner reads at: Level 1 | I think this learner reads at: Level 2 | I think this learner reads at: Level 3 | I think this learner reads at: Level 4 | I think this learner reads at: Level 5 |
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| <ul style="list-style-type: none"> This learner knows no or very few sight words. This learner does not seem to recognise many letter-sound relationships, and struggles to decode most phonetically regular words, even common words. | <ul style="list-style-type: none"> This learner knows just a few common sight words. This learner does not recognise some letter-sound relationships, and struggles to decode many previously unseen words. | <ul style="list-style-type: none"> This learner knows many common sight words. This learner needs help to decode some previously unseen words. | <ul style="list-style-type: none"> This learner knows many common sight words and can decode most previously unseen words. This learner occasionally needs help to decode more challenging words. This learner reads with some fluency. | <ul style="list-style-type: none"> This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class. |

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| BOOK MONITORS COLLECT BOOKS | <ol style="list-style-type: none"> 1. Explain that at the end of a task, the book monitors will collect all the books and put them neatly back into the stack. 2. Explain that each monitor must collect the books from their seating group / row. 3. Then, they must quietly come and put them away. 4. Call on the new book monitors to practice this task. 5. Help them to complete the task. |
| DISMISSAL | <ol style="list-style-type: none"> 1. Explain that when the bell rings, learners must sit and wait to be dismissed – they must not grab all of their things and leave just because they hear the bell. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by their Question of the Day groups. (For example, the red group is dismissed, the blue group is dismissed, etc.) |

| ORIENTATION: WEEK 1 TUESDAY | |
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| TUESDAY | |
| CLASSROOM ENTRANCE | <ol style="list-style-type: none"> 1. Greet learners outside the classroom. 2. Ask learners: How do I expect you to enter the classroom? 3. Remind learners about your expectations for how they enter the classroom. 4. Instruct learners to enter the classroom and find their seats. |
| QUESTION OF THE DAY | <ol style="list-style-type: none"> 1. Today, you will remind learners of their Question of the Day groups. 2. Call different groups up to the front of the room. 3. Instruct learners to line up by the chalkboard. 4. Explain that when you touch a learner on the head, they must walk quietly back to their seat. |
| SONG (LEARN ALL NAMES IN YOUR CLASS) | <ol style="list-style-type: none"> 1. Remind learners that it is important for you to know each and every learner's name, and for learners to know each other's names! 2. Explain that today, a new group of learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Remind learners that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach for their toes and then the sky, etc.). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself again as an example, say: Ms Kgobane and touch your toes. 6. All the learners must then say: Ms Kgobane and touch their toes. 7. Call a new Question of the Day group up to the front of the room. 8. Allow each learner in the group to introduce themselves. |
| REVISE BOOK MONITORS | <ol style="list-style-type: none"> 1. Ask learners: What do book monitors do? 2. Remind learners that the book monitors hand out books quietly and quickly to the other learners in the class. 3. Instruct all of the book monitors chosen on Monday to stand up. 4. Explain that these learners must be ready to hand out learner books at any time! |

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| REVISE TOILET PROCEDURE | <ol style="list-style-type: none"> 1. Remind learners that in this class, we have a special procedure for going to the bathroom. 2. Show learners where the bathroom pass is kept. 3. Remind learners that only one learner will be allowed to use the bathroom at a time. 4. Learners do not need to ask the teacher to use the bathroom – they must take the bathroom pass and quickly go to the bathroom. 5. They must put the pass back in the correct spot when they return. 6. If the bathroom pass is being used, the next learner must wait for it. 7. *If it is an emergency, the learner may speak to the teacher. 8. Show learners how they must hold the pass. 9. Explain that learners must not rip or write on the pass. |
| INDEPENDENT WORK EXPECTATIONS | <p>Explanation</p> <ol style="list-style-type: none"> 1. Explain that today, we will continue to practice independent work. 2. Address any challenges or problems you saw on Monday. 3. Remind learners that when they do independent work, they must sit quietly at their desks. They must work on the assigned task. 4. Remind learners that if learners have a question or cannot read a word, they can ask the person sitting next to them. They may not get out of their seats. If they cannot find the answer to the question, they can: <ol style="list-style-type: none"> a. Skip the question or word. b. Circle the question or word so they can try to come back to it later. c. Write down their question so they remember to ask the teacher when the lesson is over. 5. Explain that if learners want to use the toilet, they must use the pass. 6. Explain that if learners finish the assigned task, they may choose another text in the DBE workbook to read. You expect learners to be reading or writing for the entire period, until you call them back together! |
| | <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain that today, learners will practice doing work in their own DBE workbook. You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working! 2. Explain that today, learners will practice independent work using: DBE workbook 1, page 10. 3. Explain that learners will read this story to themselves. 4. Call on the book monitors to stand up. 5. Point to where the DBE workbooks are located. 6. Instruct the book monitors to hand out the DBE workbooks. 7. Help learners do this quickly and quietly. |

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| ASSESS EACH LEARNER'S READING LEVEL | <ol style="list-style-type: none"> 1. While the learners are busy practising independent work, call learners up individually to read to you. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three home language texts available (DBE books can be used): <ol style="list-style-type: none"> a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in Monday lesson) to help you. |
| BOOK MONITORS COLLECT BOOKS | <ol style="list-style-type: none"> 1. At the end of the independent work time, call on book monitors to stand. 2. Remind the book monitors which books they must collect (their seating group or row). 3. Instruct monitors to collect the books and to quickly put them away. |
| DISMISSAL | <ol style="list-style-type: none"> 1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because they the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by their Question of the Day groups. (For example, the yellow group is dismissed, the pink group is dismissed, etc.) |

| ORIENTATION: WEEK 1 WEDNESDAY | |
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| WEDNESDAY | |
| CLASSROOM ENTRANCE | <ol style="list-style-type: none"> 1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats. |
| QUESTION OF THE DAY | <ol style="list-style-type: none"> 1. Today, you will remind learners of their Question of the Day groups. 2. Play a game with the learners by calling different groups to do different tasks, like: <ol style="list-style-type: none"> a. Red group: stand up b. Orange group: clap three times c. Green group: spin around d. Etc. |
| SONG (LEARN ALL NAMES IN YOUR CLASS) | <ol style="list-style-type: none"> 1. Remind learners that it is important for you to know each and every learner's name, and for learners to know each other's names! 2. Explain that today, a new group of learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Remind learners that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach for their toes and then the sky, etc.). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself again as an example, say: Ms Kgobane and make a silly face. 6. All the learners must then say: Ms Kgobane and make a silly face. 7. Call a new Question of the Day group up to the front of the room. 8. Allow each learner in the group to introduce themselves. |
| INTRODUCE ATTENTION-GETTER | <p>Getting ready Before class, decide on an attention-getter you will use with the class, like:</p> <p style="padding-left: 40px;">Teacher says: Crocodile, crocodile Learners say: Chomp, chomp</p> <p>Explanation:</p> <ol style="list-style-type: none"> 1. Explain that throughout the year, it will be important for you to easily get learners' attention. 2. Explain that anytime learners hear the teacher say 'crocodile, crocodile', the learners must say 'chomp, chomp'. 3. Then, learners must put their hands in their lap, stop talking, and put their eyes on the teacher. |

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| | <p>Practice:</p> <ol style="list-style-type: none"> 1. Instruct learners to talk to their partner about anything they want. Wait a few seconds. 2. Say: 'crocodile, crocodile'. 3. Learners should say: 'chomp, chomp'. 4. Learners should stop talking immediately, put their hands in their lap and put their eyes on the teacher. 5. Call out learners who do this well (and quickly!) 6. Practise this a few times. |
| INDEPENDENT WORK EXPECTATIONS | <p>Explanation</p> <ol style="list-style-type: none"> 1. Ask learners: What must we do when it is independent work time? 2. Discuss this with learners. 3. Make sure learners know the expectations, like: <ol style="list-style-type: none"> a. They must sit quietly at their desks. They must work on the assigned task. b. If they have a question or cannot read a word, they can ask the person sitting next to them. c. They may not get out of their seats. d. If they cannot find the answer to the question, they can: <ol style="list-style-type: none"> a. Skip the question or word. b. Circle the question or word so they can try to come back to it later. c. Write down their question so they remember to ask the teacher when the lesson is over. 4. If they want to use the toilet, they must use the pass. 5. If they finish the assigned task, they may choose another text in the DBE workbook to read. <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain that today, learners will practice doing work in their own DBE workbook. You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working! 2. Explain that today, learners will practice independent work using: DBE workbook 1, page 18. 3. Explain that learners will read this story to themselves. 4. Call on the book monitors to stand up. 5. Point to where the DBE workbooks are located. 6. Instruct the book monitors to hand out the DBE workbooks. 7. Help learners do this quickly and quietly. |

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| ASSESS EACH LEARNER'S READING LEVEL | <ol style="list-style-type: none"> 1. While the learners are busy practising independent work, call learners up individually to read to you. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three texts available (DBE books can be used): <ol style="list-style-type: none"> a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in Monday lesson) to help you. |
| BOOK MONITORS COLLECT BOOKS | <ol style="list-style-type: none"> 1. Call learners together using the attention-getter you have taught. 2. At the end of the independent work time, call on book monitors to stand. 3. Remind the book monitors which books they must collect (their seating group or row). 4. Instruct monitors to collect the exercise books and to quickly put them away. |
| DISMISSAL | <ol style="list-style-type: none"> 1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because they the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the beginning sound of their first name, like: <ol style="list-style-type: none"> a. All learners whose name begins with S may stand up and leave. b. All learners whose name begins with T may stand up and leave. c. Etc. |
| <p>Note:</p> <p>These are a number of different attention - getters in the 'Classroom Culture' section of this document.</p> | |

| ORIENTATION: WEEK 1 THURSDAY | |
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| THURSDAY | |
| CLASSROOM ENTRANCE | <ol style="list-style-type: none"> 1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats. |
| QUESTION OF THE DAY | <ol style="list-style-type: none"> 1. Today, you will remind learners of their Question of the Day groups. 2. Call two different groups up to the front of the room. 3. Instruct learners to line up by the chalkboard. 4. Explain that when you say a learner's name, they must come to you. 5. Conduct the following quick conversation with each learner who you call. <ol style="list-style-type: none"> a. Teacher: What is your name? b. Learner: My name is ____. c. Teacher (asks class) What is his / her name? d. Class: His / her name is ____. 6. Then, they must WALK quietly back to their seat. |
| SONG (LEARN ALL NAMES IN YOUR CLASS) | <ol style="list-style-type: none"> 1. Remind learners that it is important for you to know each and every learner's name, and for learners to know each other's names! 2. Explain that today, a new group of learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Remind learners that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach for their toes and then the sky, etc.). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself again as an example, say: Ms Kgobane and make a silly face. 6. All the learners must then say: Ms Kgobane and make a silly face. 7. Call the remaining Question of the Day group up to the front of the room. 8. Allow each learner in the group to introduce themselves. |
| REVISE ATTENTION - GETTER | <ol style="list-style-type: none"> 1. Remind learners that it is important for you to easily get their attention. 2. Explain that anytime learners hear the teacher say 'crocodile, crocodile', the learners must say 'chomp, chomp'. 3. Then, learners must put their hands in their lap, stop talking, and put their eyes on the teacher. 4. Practise this one time with learners. |

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| <p>PRACTISE CAREFUL LISTENING</p> | <p>Explanation</p> <ol style="list-style-type: none"> 1. Explain that this year, we will do a lot of listening. 2. Explain that when it is listening time, learners must work hard to actively focus on what is being said or read. 3. Today, we will play a game to help learners practice their careful listening skills called Simon says. 4. Explain that in this game, learners must listen to the teacher. If the teacher says: Simon says... then the learner must do the action (like: Simon says: stand up). 5. However, if the teacher just says an action without the words 'Simon says', the learner must not complete the action (like: stand up). 6. Whoever is the best listener is the winner! <p>Play the game</p> <ol style="list-style-type: none"> 1. Call out different actions, like: <ol style="list-style-type: none"> a. Simon says: Touch your head b. Simon says: Jump c. Touch your toes 2. Learners who complete the actions like 'touch your toes' without the words 'Simon says' are out. They must sit down. 3. Play until you have a winner in the class – someone who has correctly listened to all the instructions! |
| <p>INDEPENDENT WORK EXPECTATIONS</p> | <p>Explanation</p> <ol style="list-style-type: none"> 1. Ask learners: What must we do when it is independent work time? 2. Discuss this with learners. 3. Make sure learners know the expectations, like: 4. They must sit quietly at their desks. They must work on the assigned task. 5. If they have a question or cannot read a word, they can ask the person sitting next to them. 6. They may not get out of their seats. 7. If they cannot find the answer to the question, they can: <ol style="list-style-type: none"> a. Skip the question or word. b. Circle the question or word so they can try to come back to it later. c. Write down their question so they remember to ask the teacher when the lesson is over. 8. If they want to use the toilet, they must use the pass. 9. If they finish the assigned task, they may choose another text in the DBE workbook to read. |

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| | <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain that today, learners will practice doing work in their own DBE workbook. You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working! 2. Explain that today, learners will practice independent work using: DBE workbook 1, page 36. 3. Explain that learners will read this story to themselves. 4. Call on the book monitors to stand up. 5. Point to where the DBE workbooks are located. 6. Instruct the book monitors to hand out the DBE workbooks. 7. Help learners do this quickly and quietly. |
| ASSESS EACH LEARNER'S READING LEVEL | <ol style="list-style-type: none"> 1. While the learners are busy practising independent work, call learners up individually to read to you. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three texts available (DBE books can be used): <ol style="list-style-type: none"> a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in Monday lesson) to help you. |
| BOOK MONITORS COLLECT BOOKS | <ol style="list-style-type: none"> 1. Call learners together using the attention-getter you have taught. 2. At the end of the independent work time, call on book monitors to stand. 3. Remind the book monitors which books they must collect (their seating group or row). 4. Instruct monitors to collect the exercise books and to quickly put them away. |
| DISMISSAL | <ol style="list-style-type: none"> 1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because they the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the ending sound of their first name, like: <ol style="list-style-type: none"> a. All learners whose name ends with P may stand up and leave. b. All learners whose name begins with E may stand up and leave. c. Etc. |

| ORIENTATION: WEEK 1 FRIDAY | |
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| FRIDAY | |
| REVISE ATTENTION GETTER | <ol style="list-style-type: none"> 1. Remind learners that it is important for you to easily get their attention. 2. Explain that anytime learners hear the teacher say 'crocodile, crocodile', the learners must say 'chomp, chomp'. 3. Then, learners must put their hands in their lap, stop talking, and put their eyes on the teacher. 4. Practise this one time with learners. |
| PRACTICE CAREFUL LISTENING | <p>Explanation</p> <ol style="list-style-type: none"> 1. Remind learners that we need to be careful listeners! 2. Today we will play a game to help learners practice their careful listening skills called Simon says. 3. Remind learners that in this game, they must listen to the teacher. If the teacher says: Simon says... then the learner must do the action (like: Simon says: stand up). 4. However, if the teacher just says an action without the words 'Simon says', the learner must not complete the action (like: stand up). 5. Whoever is the best listener is the winner! <p>Play the game</p> <ol style="list-style-type: none"> 1. Call out different actions, like: <ol style="list-style-type: none"> a. Simon says: Hop on one foot. b. Simon says: Cover your eyes. c. Spin around. 2. Learners who complete the actions like 'spin around' without the words 'Simon says' are out. They must sit down. 3. Play until you have a winner in the class – someone who has correctly listened to all the instructions! |
| CLASSROOM ENTRANCE | <ol style="list-style-type: none"> 1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats. |
| QUESTION OF THE DAY | <ol style="list-style-type: none"> 1. Today, you will remind learners of their Question of the Day groups. 2. Call the remaining two different groups up to the front of the room. 3. Instruct learners to line up by the chalkboard. 4. Explain that when you say a learner's name, they must come to you. |

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| | <ol style="list-style-type: none"> 5. Conduct the following quick conversation with each learner who you call. <ol style="list-style-type: none"> a. Teacher: What is your name? b. Learner: My name is ____. c. Teacher (asks class) What is his / her name? d. Class: His / her name is ____. 6. Then, they must WALK quietly back to their seat. |
| SONG (LEARN ALL NAMES IN YOUR CLASS) | <ol style="list-style-type: none"> 1. Remind learners that it is important for you to know each and every learner's name, and for learners to know each other's names! 2. Explain that today, a new group of learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Remind learners that when it is their turn, the learner must say their name, and do any action that they choose (like spin around, reach for their toes and then the sky, etc.). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself again as an example, like say: Ms Kgobane and touch your toes. 6. All the learners must then say: Ms Kgobane and touch their toes. 7. Call a new Question of the Day Group up to the front of the room. 8. Allow each learner in the group to introduce themselves. <p>Explanation</p> <ol style="list-style-type: none"> 1. Ask learners: What must we do when it is independent work time? 2. Discuss this with learners. 3. Make sure learners know the expectations, like: 5. They must sit quietly at their desks. They must work on the assigned task. 6. If they have a question or cannot read a word, they can ask the person sitting next to them. 7. They may not get out of their seats. 8. If they cannot find the answer to the question, they can: <ol style="list-style-type: none"> a. Skip the question or word. b. Circle the question or word so they can try to come back to it later. c. Write down their question so they remember to ask the teacher when the lesson is over. 9. If they want to use the toilet, they must use the pass. 10. If they finish the assigned task, they may choose another text in the DBE workbook to read. |

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| | <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain that today, learners will practice doing work in their own DBE workbook. You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working! 2. Explain that today, learners will practice independent work using: DBE workbook 1, page 52. 3. Explain that learners will read this story to themselves. 4. Call on the book monitors to stand up. 5. Point to where the DBE workbooks are located. 6. Instruct the book monitors to hand out the DBE workbooks. 7. Help learners do this quickly and quietly. |
| ASSESS EACH LEARNER'S READING LEVEL | <ol style="list-style-type: none"> 1. While the learners are busy practising independent work, call learners up individually to read to you. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three texts available (DBE books can be used): <ol style="list-style-type: none"> a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in Monday lesson) to help you. |
| BOOK MONITORS COLLECT BOOKS | <ol style="list-style-type: none"> 1. Call learners together using the attention-getter you have taught. 2. At the end of the independent work time, call on book monitors to stand. 3. Remind the book monitors which books they must collect (their seating group or row). 4. Instruct monitors to collect the exercise books and to quickly put them away. |
| DISMISSAL | <ol style="list-style-type: none"> 1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because they the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the ending sound of their first name, like: <ol style="list-style-type: none"> a. All learners whose name ends with P may stand up and leave. b. All learners whose name ends with E may stand up and leave. c. Etc. |

GRADE 4 - TERM 1



THEME:
ORIENTATION

"The urgent can drown out the important."

– Marissa Mayer

| ORIENTATION: WEEK 2 MONDAY | | | | | | | | | | | | | | | | | | | | | | | |
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| MONDAY | | | | | | | | | | | | | | | | | | | | | | | |
| CLASSROOM ENTRANCE | <ol style="list-style-type: none"> 1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats. | | | | | | | | | | | | | | | | | | | | | | |
| QUESTION OF THE DAY | <p>Before class, draw the following question and graph on the chalkboard: What is your favourite colour?</p> <table border="1" style="margin: 10px auto;"> <tr> <td style="width: 33%; height: 50px;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td>orange</td> <td>purple</td> <td>green</td> </tr> </table> <ol style="list-style-type: none"> 1. Use modelling to show learners how to answer the question. 2. Call GROUP 1 to come and line up. 3. Explain that each learner must use the CHALK to make an X in the graph. 4. Then, they must pass the chalk to the next person in line. 5. Next, they must step over to the teacher to answer a question. <ol style="list-style-type: none"> a. Teacher: What is your favourite colour? b. Learner: My favourite colour is__. c. Teacher (asks class): What is his / her favourite colour? d. Class: His / her favourite colour is__. 6. Then, the learner must walk quietly back to their seat. 7. All other learners must listen carefully and quietly. <table border="1" style="margin: 10px auto;"> <tr> <td>QUESTION</td> <td>What is your favourite colour?</td> </tr> <tr> <td>GRAPH</td> <td>3-column graph</td> </tr> <tr> <td>OPTIONS</td> <td>orange / purple / green</td> </tr> <tr> <td colspan="2" style="text-align: center;">FOLLOW-UP QUESTIONS</td> </tr> <tr> <td>QUESTION</td> <td>What is your favourite colour?</td> </tr> <tr> <td>ANSWER</td> <td>I like orange.</td> </tr> <tr> <td>ANSWER</td> <td>I like purple.</td> </tr> <tr> <td>ANSWER</td> <td>I like green.</td> </tr> </table> | | | | orange | purple | green | QUESTION | What is your favourite colour? | GRAPH | 3-column graph | OPTIONS | orange / purple / green | FOLLOW-UP QUESTIONS | | QUESTION | What is your favourite colour? | ANSWER | I like orange. | ANSWER | I like purple. | ANSWER | I like green. |
| | | | | | | | | | | | | | | | | | | | | | | | |
| orange | purple | green | | | | | | | | | | | | | | | | | | | | | |
| QUESTION | What is your favourite colour? | | | | | | | | | | | | | | | | | | | | | | |
| GRAPH | 3-column graph | | | | | | | | | | | | | | | | | | | | | | |
| OPTIONS | orange / purple / green | | | | | | | | | | | | | | | | | | | | | | |
| FOLLOW-UP QUESTIONS | | | | | | | | | | | | | | | | | | | | | | | |
| QUESTION | What is your favourite colour? | | | | | | | | | | | | | | | | | | | | | | |
| ANSWER | I like orange. | | | | | | | | | | | | | | | | | | | | | | |
| ANSWER | I like purple. | | | | | | | | | | | | | | | | | | | | | | |
| ANSWER | I like green. | | | | | | | | | | | | | | | | | | | | | | |

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| DEVELOP CLASS RULES | <ol style="list-style-type: none"> 1. Explain that we will work together to learn all year. It is important that our classroom is a happy and safe place for us all to work together. 2. Ask learners: What rules do you think must always be true in our classroom? 3. Brainstorm a list of rules on the chalkboard. Try to write rules in the positive and not the negative, like: <ol style="list-style-type: none"> a. We use kind words b. We try our hardest c. We encourage our friends d. We follow directions e. We listen carefully to the speaker (Try to avoid: We don't...) 4. Discuss learners' suggestions. 5. Come up with a final list of rules that all learners agree to follow. <ol style="list-style-type: none"> a. Try to have a maximum of 6 to 7 rules. These rules need to be easy for learners to memorise. b. Try to be specific – words like 'respect' can mean a lot of different things. Try to use rules that explain what something looks or sounds like! 6. Reminder: Use the attention-getter taught in Week 1 to get learners' attention! 7. After class, write these rules on a large paper or posterboard so they can be permanently displayed in the classroom for the year. |
| CHOOSE A VOLUME MONITOR | <ol style="list-style-type: none"> 1. Before class begins, make a sign that says: CHECK YOUR VOLUME. 2. Explain that in our class, we will have monitors who do different jobs. 3. One of the jobs will be to help make sure the volume doesn't get too loud during independent work time. 4. Explain that different learners will get a turn to do this job throughout the year, so everyone must pay attention! 5. Explain that often, during independent work time, we will need to talk to other learners. 6. Explain that we will need to talk in a soft voice, so that our partner can hear us but other people cannot. 7. Model a soft voice for learners. 8. Instruct learners to turn to the person next to them and practise their soft voice. 9. Explain that the volume monitor will keep the volume sign. Hold up the sign and read it for learners: CHECK YOUR VOLUME. 10. Explain that if one person or pair is talking too loudly, the volume monitor will walk over to them and hold up the sign. 11. Choose one person to be the first volume monitor. Give this learner the sign. |

INDEPENDENT
WORK: SETTING
UP A PERSONAL
DICTIONARY

1. Explain that learners will set up a personal dictionary today, which they will use throughout the entire year for new vocabulary words.
2. Explain that a personal dictionary is a **resource** for learners – they can use it to remember words!
3. Hand out learner exercise books. (If your school has a separate exercise book that you can use as a personal dictionary, please do so.)
4. Instruct learners to turn to the back of their exercise books.
5. Instruct learners to count back 9 pages, so that they will have 9 full pages for their personal dictionaries.
6. At the top of the 9th page, learners must write:

MY PERSONAL DICTIONARY:
A special **resource** for new vocabulary words!

7. Then, learners must make a space for each letter of the alphabet. They should divide each of the 9 pages into 3, which will give them 27 spaces. They must then label each space with a letter of the alphabet, working in alphabetical order. The 9th page will look like this:

| |
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| MY PERSONAL DICTIONARY: A special resource for new vocabulary words! |
| Aa |
| Bb |
| Cc |

8. Remind learners to work independently.
9. Remind learners to use their soft voice as they work.
10. Remind the volume monitor to stand up and show the sign to any learners who are speaking too loudly!

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| <p>ASSESS EACH LEARNER'S READING LEVEL</p> | <ol style="list-style-type: none"> 1. While the learners are busy practising independent work, call learners up individually to read to you. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three texts available (DBE books can be used): <ol style="list-style-type: none"> a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric below to help you: |
|--|--|

| I think this learner reads at: Level 1 | I think this learner reads at: Level 2 | I think this learner reads at: Level 3 | I think this learner reads at: Level 4 | I think this learner reads at: Level 5 |
|--|---|--|--|---|
| <ul style="list-style-type: none"> • This learner knows no or very few sight words. • This learner does not seem to recognise many letter-sound relationships, and struggles to decode most phonetically regular words, even common words. | <ul style="list-style-type: none"> • This learner knows just a few common sight words. • This learner does not recognise some letter-sound relationships, and struggles to decode many previously unseen words. | <ul style="list-style-type: none"> • This learner knows many common sight words. • This learner needs help to decode some previously unseen words. | <ul style="list-style-type: none"> • This learner knows many common sight words and can decode most previously unseen words. • This learner occasionally needs help to decode more challenging words. • This learner reads with some fluency. | <ul style="list-style-type: none"> • This learner knows many common words. • This learner can decode previously unseen words. • This learner reads with fluency and expression. • This is one of the best readers in the class. |

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| <p>DISMISSAL</p> | <ol style="list-style-type: none"> 1. Remind learners that they must sit and wait to be dismissed – they must not grab all of their things and leave just because the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by their favourite colour. <ul style="list-style-type: none"> • All learners whose favourite colour is red may stand up and leave. • All learners whose favourite colour is brown may stand up and leave. • Etc. |
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| ORIENTATION: WEEK 2 TUESDAY | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|--|------------|--|--|-------------|-------------|------------|-----------------|---------------------------------------|-------|----------------|---------|-------------------|---------------------|--|-----------------|---------------------------------------|--------|--------------|--------|--------------|--------|-------------|
| Tuesday | | | | | | | | | | | | | | | | | | | | | | | |
| CLASSROOM ENTRANCE | <ol style="list-style-type: none"> 1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats. | | | | | | | | | | | | | | | | | | | | | | |
| QUESTION OF THE DAY | <p>Before class, draw the following question and graph on the chalkboard: What is your favourite colour?</p> <table border="1" style="margin: 10px auto;"> <tr> <td style="width: 33%; height: 60px;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td style="text-align: center;">pink</td> <td style="text-align: center;">blue</td> <td style="text-align: center;">red</td> </tr> </table> <ol style="list-style-type: none"> 1. Use MODELLING to show learners how to answer the question. 2. Call GROUP 2 to come and line up. 3. Explain that each child must use the CHALK to make an X in the graph. 4. Then, they must pass the chalk to the next person in line. 5. Next, they must step over to the teacher to answer a question. <ol style="list-style-type: none"> a. Teacher: What is your favourite colour? b. Learner: My favourite colour is__. c. Teacher (asks class): What is his / her favourite colour? d. Class: His / her favourite colour is__. 6. Then, they must walk quietly back to their seat. 7. All other learners must watch quietly. <table border="1" style="margin: 10px auto;"> <tr> <td>QUESTION</td> <td>What is your favourite colour?</td> </tr> <tr> <td>GRAPH</td> <td>3-column graph</td> </tr> <tr> <td>OPTIONS</td> <td>pink / blue / red</td> </tr> <tr> <th colspan="2">FOLLOW-UP QUESTIONS</th> </tr> <tr> <td>QUESTION</td> <td>What is your favourite colour?</td> </tr> <tr> <td>ANSWER</td> <td>I like pink.</td> </tr> <tr> <td>ANSWER</td> <td>I like blue.</td> </tr> <tr> <td>ANSWER</td> <td>I like red.</td> </tr> </table> | | | | pink | blue | red | QUESTION | What is your favourite colour? | GRAPH | 3-column graph | OPTIONS | pink / blue / red | FOLLOW-UP QUESTIONS | | QUESTION | What is your favourite colour? | ANSWER | I like pink. | ANSWER | I like blue. | ANSWER | I like red. |
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| pink | blue | red | | | | | | | | | | | | | | | | | | | | | |
| QUESTION | What is your favourite colour? | | | | | | | | | | | | | | | | | | | | | | |
| GRAPH | 3-column graph | | | | | | | | | | | | | | | | | | | | | | |
| OPTIONS | pink / blue / red | | | | | | | | | | | | | | | | | | | | | | |
| FOLLOW-UP QUESTIONS | | | | | | | | | | | | | | | | | | | | | | | |
| QUESTION | What is your favourite colour? | | | | | | | | | | | | | | | | | | | | | | |
| ANSWER | I like pink. | | | | | | | | | | | | | | | | | | | | | | |
| ANSWER | I like blue. | | | | | | | | | | | | | | | | | | | | | | |
| ANSWER | I like red. | | | | | | | | | | | | | | | | | | | | | | |

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| DISCUSS CLASS RULES | <ol style="list-style-type: none"> 1. Show learners that you have made a poster that displays all the CLASS RULES that were decided on. 2. Ask each group of learners to come up and sign the class rules, to show that they accept them, and agree to follow them. 3. Then, stick the class rules in their permanent location. 4. Read each rule. 5. Ask learners: What does this rule mean? / What is an example of this rule? 6. Remind learners that they must always follow the rules in this classroom! | | | |
| INTRODUCE TURN AND TALK PROCEDURE | <ol style="list-style-type: none"> 1. Explain that this year, we will do a lot of sharing with a partner. 2. Explain that today, we will practise what to do when you are instructed to TURN AND TALK. 3. Instruct learners to look at the person next to them to find their partner. 4. Walk around the room and help make sure that each learner has a partner. 5. Explain that when learners TURN AND TALK, they will take turns talking and listening to their partner. 6. Explain that learners must talk in a soft voice – their partner must be able to hear them, but it should be quiet enough that no one else can! 7. Model the volume you expect learners to use. 8. Ask learners: How old are you? 9. Instruct learners to practise turn and talk. They must turn to their partner and answer this question. 10. Give learners 30 seconds to answer the question with their partner. 11. Call learners back together. 12. Ask learners: What did your partner say? 13. Call on a few learners to tell you what their partner said. 14. Explain that during turn and talk, learners must listen carefully to what their partner says, so that they can always answer this question! | | | |
| INDEPENDENT WORK: USING A PERSONAL DICTIONARY | <p>Getting ready</p> <p>Write the following page from the personal dictionary on the board before class begins:</p> <table border="1" data-bbox="548 1856 1479 2169"> <tr> <td data-bbox="548 1856 1479 1964">Uu</td> </tr> <tr> <td data-bbox="548 1964 1479 2066">Vv</td> </tr> <tr> <td data-bbox="548 2066 1479 2169">Ww</td> </tr> </table> | Uu | Vv | Ww |
| Uu | | | | |
| Vv | | | | |
| Ww | | | | |

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| | <p>Explanation</p> <ol style="list-style-type: none"> 1. Remind learners that yesterday, they set up their personal dictionaries. 2. Remind learners that a personal dictionary is a resource for learners – they can use it to remember words! 3. Explain that each week, learners will add new vocabulary words to their personal dictionaries. 4. Explain that today, we will revise some important question words that learners will need to know and use throughout the entire year. <p>Teacher explains and models (I DO)</p> <ol style="list-style-type: none"> 1. Write the following words on the board: who, what, when. 2. Use PATS to explain the meaning of the word 'who', like: 'Who' is a question word that asks us to think about a person or character. 3. Explain that 'who' is a vocabulary word we will add to our personal dictionaries. 4. Explain that learners will need to find the letter Ww in their personal dictionaries. They will add the word and definition under the letter Ww so that it is easy to find later. 5. Explain that learners will not just add the word, but a definition or a sentence to help them remember the word. 6. Write an example definition on the board, like: Who: Who am I? I am Ma'am Mohlapo. |
| ASSESS EACH LEARNER'S READING LEVEL | <ol style="list-style-type: none"> 1. While the learners are busy practising independent work, call learners up individually to read to you. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three home language texts available (DBE books can be used): <ol style="list-style-type: none"> a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in the Monday lesson) to help you. |

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| TURN AND TALK PRACTICE: DISCUSSING DICTIONARY ENTRIES | <ol style="list-style-type: none"> 1. Remind learners that before this activity, we learnt how to turn and talk. 2. Remind learners that they must turn to their partner and read the sentences they have written for the words 'who' and 'what'. 3. Remind learners that they must take turns reading and they must use a soft voice. 4. Give learners 3 to 5 minutes to turn and talk with their partner. 5. As learners turn and talk, walk around the room and make sure learners are reading to each other in a soft voice. 6. Call learners back together. 7. Ask learners: What did your partner write? 8. Call on 2 to 3 learners to tell you what their partner wrote. |
| TURN AND TALK PRACTICE: DISCUSSING DICTIONARY ENTRIES | <ol style="list-style-type: none"> 1. Remind learners that before this activity, we learnt how to turn and talk. 2. Remind learners that they must turn to their partner and read the sentences they have written for the words 'who' and 'what'. 3. Remind learners that they must take turns reading and they must use a soft voice. 4. Give learners 3 to 5 minutes to turn and talk with their partner. 5. As learners turn and talk, walk around the room and make sure learners are reading to each other in a soft voice. 6. Call learners back together. 7. Ask learners: What did your partner write? 8. Call on 2 to 3 learners to tell you what their partner wrote. |
| DISMISSAL | <ol style="list-style-type: none"> 1. Remind learners that they must sit and wait to be dismissed – they must not grab all of their things and leave just because the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the number of syllables in their first name, like: <ol style="list-style-type: none"> a. All learners whose name has 2 syllables may stand up and leave. b. All learners whose name has 3 syllables may stand up and leave. c. Etc. |

| ORIENTATION: WEEK 2 WEDNESDAY | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|--|------------|--|--|--------------|--------------|------------|----------|-----------------------|-------|----------------|---------|---------------------|---------------------|--|----------|------------------------|--------|---------------|--------|---------------|--------|-------------|
| WEDNESDAY | | | | | | | | | | | | | | | | | | | | | | | |
| CLASSROOM ENTRANCE | <ol style="list-style-type: none"> 1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats. | | | | | | | | | | | | | | | | | | | | | | |
| QUESTION OF THE DAY | <p>Before class, draw the following question and graph on the chalkboard: How do you feel today?</p> <table border="1" style="margin: 10px auto;"> <tr> <td style="width: 33%; height: 40px;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td style="text-align: center;">happy</td> <td style="text-align: center;">angry</td> <td style="text-align: center;">sad</td> </tr> </table> <ol style="list-style-type: none"> 1. Use MODELLING to show learners how to answer the question. 2. Call GROUP 3 to come and line up. 3. Explain that each child must use the CHALK to make an X in the graph. 4. Then, they must pass the chalk to the next person in line. 5. Next, they must step over to the teacher to answer a question. <ol style="list-style-type: none"> a. Teacher: How do you feel today? b. Learner: I feel __. c. Teacher (asks class): How does he/she feel today? d. Class: He/she feels __. 6. Then, they must walk quietly back to their seat. 7. All other learners must watch quietly. <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>QUESTION</th> <th>How do you feel today</th> </tr> </thead> <tbody> <tr> <td>GRAPH</td> <td>3-column graph</td> </tr> <tr> <td>OPTIONS</td> <td>happy / angry / sad</td> </tr> <tr> <th colspan="2">FOLLOW-UP QUESTIONS</th> </tr> <tr> <th>QUESTION</th> <th>How do you feel today?</th> </tr> <tr> <td>ANSWER</td> <td>I feel happy.</td> </tr> <tr> <td>ANSWER</td> <td>I feel angry.</td> </tr> <tr> <td>ANSWER</td> <td>I feel sad.</td> </tr> </tbody> </table> | | | | happy | angry | sad | QUESTION | How do you feel today | GRAPH | 3-column graph | OPTIONS | happy / angry / sad | FOLLOW-UP QUESTIONS | | QUESTION | How do you feel today? | ANSWER | I feel happy. | ANSWER | I feel angry. | ANSWER | I feel sad. |
| | | | | | | | | | | | | | | | | | | | | | | | |
| happy | angry | sad | | | | | | | | | | | | | | | | | | | | | |
| QUESTION | How do you feel today | | | | | | | | | | | | | | | | | | | | | | |
| GRAPH | 3-column graph | | | | | | | | | | | | | | | | | | | | | | |
| OPTIONS | happy / angry / sad | | | | | | | | | | | | | | | | | | | | | | |
| FOLLOW-UP QUESTIONS | | | | | | | | | | | | | | | | | | | | | | | |
| QUESTION | How do you feel today? | | | | | | | | | | | | | | | | | | | | | | |
| ANSWER | I feel happy. | | | | | | | | | | | | | | | | | | | | | | |
| ANSWER | I feel angry. | | | | | | | | | | | | | | | | | | | | | | |
| ANSWER | I feel sad. | | | | | | | | | | | | | | | | | | | | | | |

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| DISCUSS CLASS RULES | <ol style="list-style-type: none"> 1. Point out the class rules in their permanent location. 2. Read each rule. 3. Ask learners: What does this rule mean? / What is an example of this rule? 4. Remind learners that they must always follow the rules in this classroom! |
| REVISE TURN AND TALK PROCEDURE | <ol style="list-style-type: none"> 1. Explain that today, we will practise what to do when you are instructed to turn and talk. 2. Instruct learners to look at the person next to them to find their partner. 3. Walk around the room and help make sure that each learner has a partner. 4. Remind learners that when they turn and talk, they will take turns answering a question, telling each other something, or reading to each other. 5. Remind learners that they must talk in a soft voice – their partner must be able to hear them, but it should be quiet enough that no one else can! 6. Model the volume you expect learners to use. 7. Ask learners: What is something you like to do outside of school? 8. Instruct learners to practise turn and talk. They must turn to their partner and answer this question. 9. Give learners 30 seconds to answer the question with their partner. 10. Call learners back together. 11. Ask learners: What did your partner say? 12. Call on a few learners to tell you what their partner said. 13. Remind learners that during turn and talk, learners must listen carefully to what their partner says so that they can always answer this question! |
| INDEPENDENT WORK: USING A PERSONAL DICTIONARY | <p>Explanation</p> <ol style="list-style-type: none"> 1. Remind learners that a personal dictionary is a resource for learners – they can use it to remember words! 2. Explain that each week, learners will add new vocabulary words to their personal dictionaries. 3. Explain that today, we will revise some important question words that learners will need to know and use throughout the entire year. <p>Teacher explains and models (I DO)</p> <ol style="list-style-type: none"> 1. Write the following words on the board: how, where, why. 2. Use PATS to explain the meaning of the word 'how', like: 'How' is a word that is used in lots of different ways. It tells us about the way in which something happened. 3. Explain that 'how' is a vocabulary word we will add to our personal dictionaries. |

INDEPENDENT
WORK: USING
A PERSONAL
DICTIONARY

4. Explain that learners will need to find the letter Hh in their personal dictionaries. They will add the word and definition under the letter Hh so that it is easy to find later.
5. Explain that learners will not just add the word, but a definition or a sentence to help them remember the word.
6. Write an example definition on the board, like:
How: How do I get to school? I walk to school.

Teacher and learners do together (WE DO)

1. Use PATS to explain the meaning of the word 'where', like: 'Where' is a question word that asks us to think about a place.
2. **Ask learners:** Where will you put this word in your personal dictionary?
3. Make sure learners understand it must go under the letter Ww.
4. **Ask learners:** What sentence can you make using the word 'where'?
5. Write some examples on the board, like:
 - a. Where do you live?
 - b. Where do you go to school?
 - c. Where is your mother?
 - d. Where do you want to go?
6. Use PATS to explain the meaning of the word 'why', like: 'Why' is a question word that asks us about the reason for something.
7. **Ask learners:** What sentence can you make using the word 'why'?
8. Write some examples on the board, like:
 - a. Why do we go to school? We go to school to learn.
 - b. Why are you sad?
 - c. Why are you happy?

Learners do independently (YOU DO)

1. Tell the book monitors to hand out the learners' exercise books.
2. Instruct learners to turn to their personal dictionaries.
3. Remind learners that they will need to add the words: 'how', 'where' and 'why'.
4. Explain that learners should not copy one of the sentences from the board – they should write a sentence that makes sense to them!
5. Give learners time to add the words and definitions / sentences to their personal dictionaries.
6. Remind learners that if they finish early, they may add details or sentences to their entry.
7. Remind learners to work independently.
8. Remind learners to use their soft voice as they work.
9. Remind the volume monitor to stand up and show the sign to any learners who are speaking too loudly!

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| ASSESS EACH LEARNER'S READING LEVEL | <ol style="list-style-type: none"> 1. While the learners are busy practising independent work, call learners up individually to read to you. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three home language texts available (DBE books can be used): <ol style="list-style-type: none"> a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in the Monday lesson) to help you. |
| TURN AND TALK PRACTICE: DISCUSSING DICTIONARY ENTRIES | <ol style="list-style-type: none"> 1. Remind learners that when we turn and talk, we turn to our partner and talk softly. 2. Remind learners that they must turn to their partner and read the sentences they have written for the words: 'how', 'where' and 'why'. 3. Give learners 3-5 minutes to turn and talk with their partner. 4. As learners turn and talk, walk around the room and make sure learners are reading to each other in a soft voice. 5. Call learners back together. 6. Ask learners: What did your partner write? 7. Call on 2 to 3 learners to tell you what their partner wrote. |
| DISMISSAL | <ol style="list-style-type: none"> 1. Remind learners that they must sit and wait to be dismissed – they must not grab all of their things and leave just because the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the number of syllables in their first name, like: <ol style="list-style-type: none"> a. All learners whose name has 2 syllables may stand up and leave. b. All learners whose name has 3 syllables may stand up and leave. c. Etc. |
| <p>NOTE: YOU MUST DETERMINE SAME-ABILITY READING GROUPS BEFORE THURSDAY. Remember, there should be FIVE different groups.</p> | |

| ORIENTATION: WEEK 2 THURSDAY | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------|--|------------|--|--|--------------|--------------|------------|----------|-----------------------|-------|----------------|---------|---------------------|---------------------|--|----------|------------------------|--------|---------------|--------|---------------|--------|-------------|
| THURSDAY | | | | | | | | | | | | | | | | | | | | | | | |
| CLASSROOM ENTRANCE | <ol style="list-style-type: none"> 1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats. | | | | | | | | | | | | | | | | | | | | | | |
| QUESTION OF THE DAY | <p>Before class, draw the following question and graph on the chalkboard: How do you feel today?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td style="text-align: center;">happy</td> <td style="text-align: center;">angry</td> <td style="text-align: center;">sad</td> </tr> </table> <ol style="list-style-type: none"> 1. Use MODELLING to show learners how to answer the question. 2. Call GROUP 4 to come and line up. 3. Explain that each child must use the CHALK to make an X in the graph. 4. Then, they must pass the chalk to the next person in line. 5. Next, they must step over to the teacher to answer a question. <ol style="list-style-type: none"> a. Teacher: How do you feel today? b. Learner: I feel __. c. Teacher (asks class): How does he/she feel today? d. Class: He/she feels __. 6. Then, they must walk quietly back to their seat. 7. All other learners must watch quietly. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>QUESTION</th> <th>How do you feel today</th> </tr> </thead> <tbody> <tr> <td>GRAPH</td> <td>3-column graph</td> </tr> <tr> <td>OPTIONS</td> <td>happy / angry / sad</td> </tr> <tr> <th colspan="2">FOLLOW-UP QUESTIONS</th> </tr> <tr> <th>QUESTION</th> <th>How do you feel today?</th> </tr> <tr> <td>ANSWER</td> <td>I feel happy.</td> </tr> <tr> <td>ANSWER</td> <td>I feel angry.</td> </tr> <tr> <td>ANSWER</td> <td>I feel sad.</td> </tr> </tbody> </table> | | | | happy | angry | sad | QUESTION | How do you feel today | GRAPH | 3-column graph | OPTIONS | happy / angry / sad | FOLLOW-UP QUESTIONS | | QUESTION | How do you feel today? | ANSWER | I feel happy. | ANSWER | I feel angry. | ANSWER | I feel sad. |
| | | | | | | | | | | | | | | | | | | | | | | | |
| happy | angry | sad | | | | | | | | | | | | | | | | | | | | | |
| QUESTION | How do you feel today | | | | | | | | | | | | | | | | | | | | | | |
| GRAPH | 3-column graph | | | | | | | | | | | | | | | | | | | | | | |
| OPTIONS | happy / angry / sad | | | | | | | | | | | | | | | | | | | | | | |
| FOLLOW-UP QUESTIONS | | | | | | | | | | | | | | | | | | | | | | | |
| QUESTION | How do you feel today? | | | | | | | | | | | | | | | | | | | | | | |
| ANSWER | I feel happy. | | | | | | | | | | | | | | | | | | | | | | |
| ANSWER | I feel angry. | | | | | | | | | | | | | | | | | | | | | | |
| ANSWER | I feel sad. | | | | | | | | | | | | | | | | | | | | | | |

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| DISCUSS CLASS RULES | <ol style="list-style-type: none"> 1. Point out the class rules in their permanent location. 2. Read each rule. 3. Ask learners: What does this rule mean? / What is an example of this rule? 4. Remind learners that they must always follow the rules in this classroom! |
| INTRODUCE SMALL GROUP DISCUSSION PROCEDURE | <ol style="list-style-type: none"> 1. Explain that this year, we will do some work in small groups of four. 2. Explain that today, we will practise what to do when you are instructed to BREAK INTO SMALL GROUPS. 3. Instruct learners to split into small groups. (These small groups should just be based on who learners are sitting near! They can change from day to day. Explain how learners should do this – this will depend on how your room is set up!) 4. Walk around the room and help make sure that each learner is in a small group of four learners. 5. Explain that when learners discuss in a small group talking and listening to the other learners in their group. 6. Explain that learners must talk in a soft voice – the people in their group must be able to hear them, but it should be quiet enough that no one else can! 7. Model the volume you expect learners to use. 8. Ask learners: Which rule do you think is most important? Why? 9. Instruct learners to practise discussing this question in their small groups. 10. Give learners 2 to 3 minutes to discuss this question in their group. 11. Call learners back together. 12. Ask learners: What did the people in your group think? Did you agree or disagree? 13. Call on a few learners to tell you about their discussion. 14. Explain that during small group discussion, learners must listen carefully to what their group members say, so that they can always answer this question! |
| WRITING HEADINGS | <ol style="list-style-type: none"> 1. Explain that in our writing, it is important that we write quickly and that we don't waste too much time writing a header. 2. Explain that each time the learners write, they must write the date. 3. They must not write their name at the top of the page – their name is already on the front of their books! 4. Point out where the date is located on the board, so learners know where to find it! |

COMPLETE A
SHORT WRITING
TASK**Explanation**

1. Explain that when we do writing tasks this year, you will expect learners to write for the entire writing period.
2. Explain that you do not want to hear the words 'I'm done'.
3. Explain that when learners think they are done, they can add details or sentences to their writing. We can use the time to improve our writing!

Teacher models (I DO)

1. Write the following questions on the board:
 - a. Who are you?
 - b. What do you like to do?
 - c. Where do you live?
 - d. When is your birthday?
 - e. Why do you like school?
2. Explain that learners should write a paragraph about themselves that answers all of these questions in it.
3. Remind learners that they must write a quick heading (the date!) at the top of their papers.
4. Model writing the heading.
5. Model answering one of the questions, like: I am Mr Mabona.
6. Remind learners that they must keep writing until the time is up – if they think they are done, they can add details or sentences to their writing to make it more interesting!

Learners write (YOU DO)

1. Tell the book monitors to hand out the learners' exercise books.
2. Instruct learners to turn to the first blank page.
3. Give learners 10 minutes to write their paragraphs.
4. Remind learners to keep writing for the entire time!
5. As learners write, walk around the room and help learners.

Small Group Discussion

1. Remind learners that when we have a small group discussion, we work in groups of four.
2. Instruct learners to form small groups again with the people sitting near to them, same as we just did!
3. Give learners time to discuss their paragraphs with their group.
4. As learners discuss, walk around the room and make sure learners are reading to each other and discussing in a soft voice.
5. Call learners back together.
6. **Ask learners:** What did you learn about the people in your group?
7. Call on one learner from each small group to answer the question.

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| GROUP GUIDED READING GROUPS | <ol style="list-style-type: none"> 1. Before class begins, you must determine who will be in each same-ability reading group. 2. Today, you will need to assign learners into their GROUP GUIDED READING GROUPS. 3. Explain that learners will come read with the teacher once every second week with their group. 4. Note: <i>Make sure learners do not know that these are same- ability groups, and they do not know the level of each group. This is just for the teacher to know!</i> 5. Assign groups. Call out learners' names and instruct them to meet with the other learners in their groups. 6. Instruct each group to choose a group name (like an animal, flower, brand name, etc.). 7. Give learners 2 to 3 minutes to choose a group name. 8. Call on each group to tell you their group name. Write down the group names so you remember the group names and can use them! 9. Instruct learners to go back to their seats. 10. Play a game with the learners to help them to remember their groups. <ol style="list-style-type: none"> a. Call different groups to STAND UP and then SIT DOWN. |
| DISMISSAL | <ol style="list-style-type: none"> 1. Remind learners that they must sit and wait to be dismissed – they must not grab all of their things and leave just because the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by their group guided reading groups. |

| ORIENTATION: WEEK 2 FRIDAY | |
|---|--|
| FRIDAY | |
| CLASSROOM ENTRANCE | <ol style="list-style-type: none"> 1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats. |
| DISCUSS CLASS RULES | <ol style="list-style-type: none"> 1. Point out the class rules in their permanent location. 2. Read each rule. 3. Ask learners: What does this rule mean? / What is an example of this rule? 4. Remind learners that they must always follow the rules in this classroom! |
| REVISE SMALL GROUP DISCUSSION PROCEDURE | <ol style="list-style-type: none"> 1. Explain that this year, we will do some work in small groups of four. 2. Explain that today, we will practise what to do when you are instructed to BREAK INTO SMALL GROUPS. 3. Instruct learners to split into small groups. (Explain how learners should do this – this will depend on how your room is set up!) 4. Walk around the room and help make sure that each learner is in a small group of four learners. 5. Explain that when learners discuss in a small group talking and listening to the other learners in their group. 6. Explain that learners must talk in a soft voice – the people in their group must be able to hear them, but it should be quiet enough that no one else can! 7. Model the volume you expect learners to use. 8. Ask learners: Which rule do you think is most important? Why? 9. Instruct learners to practise discussing this question in their small groups. 10. Give learners 2 to 3 minutes to discuss this question in their group. 11. Call learners back together. 12. Ask learners: What did the people in your group think? Did you agree or disagree? 13. Call on a few learners to tell you about their discussion. 14. Explain that during small group discussion, learners must listen carefully to what their group members say, so that they can always answer this question! |
| COMPLETE A SHORT WRITING TASK | <p>Small Group Discussion</p> <ol style="list-style-type: none"> 1. Remind learners that when we have a small group discussion, we work in groups of four. 2. Instruct learners to form small groups again with the people sitting near to them, same as yesterday! <ol style="list-style-type: none"> d. What do you want to read about this year? e. What is something you are good at in school? f. What is something you want to improve on in school? |

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| | <ol style="list-style-type: none"> 3. Give learners time to discuss their paragraphs with their group. 4. As learners discuss, walk around the room and make sure learners are reading to each other and discussing in a soft voice. 5. Call learners back together. 6. Ask learners: What did you learn about the people in your group? 7. Call on one learner from each small group to answer the question. |
| INTRODUCE PAIR READING EXPECTATIONS | <ol style="list-style-type: none"> 1. Revise the expectations for working independently. 2. Explain that sometimes when we work independently, we will do pair reading. 3. Explain that pair reading is when we take turns reading with a partner. 4. While our partner is reading, we listen to them read. We follow the words on the page with our eyes and read inside our heads! 5. Explain that if our partner gets stuck on a word, we can try to help them figure it out. If neither of us can figure it out, we can skip the word and keep reading. 6. Hand out DBE workbooks. (Call on book monitors to do this. Help book monitors do this quickly and quietly as needed!) 7. Instruct learners to turn to page 18. They will read the lead (first paragraph) of the text <i>Girl rescues three-year-old</i> with their partner. 8. Instruct learners to turn and read with their partner. 9. As learners read, walk around the room and make sure learners understand how to do pair reading. 10. After 3 to 5 minutes call learners back together. Address any challenges you have seen. 11. Then, explain that learners will first read the text alone and with a pair. If the pair has time, they can then discuss the questions at the bottom of page 18. |
| COMPLETE A SHORT WRITING TASK | <p>Explanation</p> <ol style="list-style-type: none"> 1. Explain that when we do writing tasks this year, you will expect learners to write for the entire writing period. 2. Explain that you do not want to hear the words 'I'm done'. 3. Explain that when learners think they are done, they can add details or sentences to their writing. We can use the time to improve our writing! <p>Teacher models (I DO)</p> <ol style="list-style-type: none"> 1. Write the following questions on the board: <ol style="list-style-type: none"> a. What do you like to learn about? b. What is your favourite subject? c. What do you hope to learn about this year? |

| | |
|-----------------------------|---|
| | <p>d. What do you want to read about this year?</p> <p>e. What is something you are good at in school?</p> <p>f. What is something you want to improve on in school?</p> <ol style="list-style-type: none"> 2. Explain that learners should write a paragraph about themselves that answers all of these questions in it. 3. Remind learners that they must write a quick heading (the date!) at the top of their papers. 4. Model writing the heading. 5. Model answering one of the questions, like: I like to learn about different cultures. 6. Remind learners that they must keep writing until the time is up – if they think they are done, they can add details or sentences to their writing to make it more interesting! <p>Learners write (YOU DO)</p> <ol style="list-style-type: none"> 1. Tell the book monitors to hand out the learners’ exercise books. 2. Instruct learners to turn to the first blank page. 3. Give learners 10 minutes to write their paragraphs. 4. Remind learners to keep writing for the entire time! 5. As learners write, walk around the room and help learners. |
| GROUP GUIDED READING GROUPS | <ol style="list-style-type: none"> 1. Today, you will remind learners of their GROUP GUIDED READING GROUPS. 2. Take turns calling each group up to the front of the room. 3. Instruct learners in the group to sit on the carpet on the floor. 4. Instruct the rest of the class to keep reading page 18 independently or with a partner. 5. Sit down quickly with the small group. 6. Tell learners that they are a reading group. They will help and support each other to be better and more critical readers this year! 7. Instruct the learners to go back to their seats and go back to reading page 18. |
| CONCLUSION AND DISMISSAL | <ol style="list-style-type: none"> 1. Explain that you are very proud of learners for all of their hard work over the past few weeks. 2. Explain that we have learnt so many things to help our classroom become a happy and safe place to learn this year. 3. Explain that next week, we will begin learning about the theme: Accidents. 4. Call learners to be dismissed by their group guided reading groups. |

GRADE 4 - TERM 1

WEEK 3

THEME: ACCIDENTS

"Almost all accidents take place because of human distraction."

- Sebastian Thrun

| TERM 1: WEEK 3 | |
|------------------------|--|
| OVERVIEW | |
| THEME | Accidents |
| THEME VOCABULARY | rescue, accident, first aid, bandage, wound, balcony, railing, neck brace, observation, paramedics |
| LSC | Direct speech (using quotation marks) |
| COMPREHENSION STRATEGY | I wonder (modelling) Search the text |
| WRITING GENRE | Advertisement in the form of a poster |
| WRITING TOPIC | Design a poster to advertise a product or service to keep people safe. (visual text) |
| CLASSROOM PREPARATION | <ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: newspaper articles about accidents in or near your community. 5. Try to find some pictures of different kinds of accidents. Try to find some real objects for your theme table, such as bandages, a neck brace or other first aid materials. 6. Do some research on the internet to find out some interesting information to prepare for this theme, for example: 256 children get burned every day in South Africa. The majority of burns occur in and around the home. How can we prevent household burns? |

| WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------------------------------|---------|----------------------------|--|-------------------------------------|--|-------|-------------------------------------|------------------------------------|--|--------------------------------------|--|-------|-------------------------------------|-------------------------------------|--|--------------------------------|--|-------|-------------------------------------|
| PICTURE | <ol style="list-style-type: none"> 1. Tell learners to turn DBE Workbook 1 page 20. 2. Instruct learners to look at the picture and the headings on the page. | | | | | | | | | | | | | | | | | | | | |
| INTRODUCE THE THEME | <ul style="list-style-type: none"> • Tell learners the title of the theme. • Activate learners' background knowledge about the theme. • Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. • Fill in the first part of the K-W-L chart. | | | | | | | | | | | | | | | | | | | | |
| SONG / RHYME | <table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>If you see a crash or fall</td> <td></td> </tr> <tr> <td>Then you must find a phone and call</td> <td></td> </tr> <tr> <td>10111</td> <td><i>Pretend to talk on the phone</i></td> </tr> <tr> <td>If you see an accident on the road</td> <td></td> </tr> <tr> <td>Then don't forget the emergency code</td> <td></td> </tr> <tr> <td>10111</td> <td><i>Pretend to talk on the phone</i></td> </tr> <tr> <td>If you see someone who is very sick</td> <td></td> </tr> <tr> <td>And you see an ambulance quick</td> <td></td> </tr> <tr> <td>10111</td> <td><i>Pretend to talk on the phone</i></td> </tr> </tbody> </table> | Lyrics | Actions | If you see a crash or fall | | Then you must find a phone and call | | 10111 | <i>Pretend to talk on the phone</i> | If you see an accident on the road | | Then don't forget the emergency code | | 10111 | <i>Pretend to talk on the phone</i> | If you see someone who is very sick | | And you see an ambulance quick | | 10111 | <i>Pretend to talk on the phone</i> |
| | Lyrics | Actions | | | | | | | | | | | | | | | | | | | |
| | If you see a crash or fall | | | | | | | | | | | | | | | | | | | | |
| | Then you must find a phone and call | | | | | | | | | | | | | | | | | | | | |
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| | And you see an ambulance quick | | | | | | | | | | | | | | | | | | | | |
| 10111 | <i>Pretend to talk on the phone</i> | | | | | | | | | | | | | | | | | | | | |
| THEME VOCABULARY | rescue, accident, first aid, bandage, wound | | | | | | | | | | | | | | | | | | | | |
| QUESTION OF THE DAY | | | | | | | | | | | | | | | | | | | | | |
| Question | <p>Today, we will read the newspaper article <i>Schoolgirls save boy's life</i>.</p> <p>Ask learners: What do you predict the schoolgirls will do to save the boy's life?</p> | | | | | | | | | | | | | | | | | | | | |
| Answer frame | I predict that the girls will (call an ambulance / bandage his wound / stop his bleeding) | | | | | | | | | | | | | | | | | | | | |
| Graph | 3-column graph | | | | | | | | | | | | | | | | | | | | |
| Options | call an ambulance / bandage his wound / stop his bleeding | | | | | | | | | | | | | | | | | | | | |
| Follow-up questions | | | | | | | | | | | | | | | | | | | | | |
| Question | How many learners predict that the schoolgirls will call an ambulance? | | | | | | | | | | | | | | | | | | | | |
| Answer | __ learners predict that the schoolgirls will call an ambulance. | | | | | | | | | | | | | | | | | | | | |

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| Question | How many learners predict that the schoolgirls will bandage his wound? |
| Answer | __ learners predict that the schoolgirls will bandage his wound. |
| Question | How many learners predict that the schoolgirls will stop his bleeding? |
| Answer | __ learners predict that the schoolgirls will stop his bleeding. |
| Question | What do most learners predict the schoolgirls will do to save the boy's life? |
| Answer | Most learners predict that the schoolgirls will __ to save the boy's life. |
| Question | What do fewest learners predict the schoolgirls will do to save the boy's life? |
| Answer | Fewest learners predict that the schoolgirls will __ to save the boy's life. |
| Question | What do you predict the schoolgirls will do to save the boy's life? |
| Answer | I predict the schoolgirls will call an ambulance. |
| Answer | I predict the schoolgirls will bandage his wound. |
| Answer | I predict the schoolgirls will stop his bleeding. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 3 MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to **a newspaper article**: *12-year-old boy survives three-storey fall*.
2. **FIRST READ**: Read the article out loud to learners. Read with fluency and expression. As you read, embed meaning in the article by using your voice, facial expressions, and actions.
3. **SECOND READ**: Read the article out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ**: Read the article out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

| Text | Second Read: Share Thoughts (Model) | Third Read: Ask Questions |
|---|---|---|
| Yesterday, 12-year-old Zano Mokgoto fell off a balcony at City Flats but only broke his arm. The boy was playing on the balcony of a third-storey flat when the railings broke. | I learn so much in this first part of the article. What will this article be about? Oh! I learn that this will be about a 12-year-old boy falling off of a balcony. | <ol style="list-style-type: none"> 1. What did Zano fall off of? (He fell off a balcony.) 2. Why did he fall off the balcony? (Because the railings broke.) |
| 'I heard a loud scream and I knew something had happened to Zano,' said his grandmother. 'I rushed outside and I saw Zano lying flat on his back on the ground.' | Who is speaking here? Oh! It is Zano's grandmother. There is a quotation here. | <ol style="list-style-type: none"> 1. What did Zano's grandmother hear? (She heard a loud scream.) 2. What did Zano's grandmother see? (Zano lying on the ground.) |
| Zano's grandmother, Mrs Khulu Mokgoto, quickly phoned the emergency services. Then, Mrs Mokgoto sat next to Zano as they waited for the ambulance. She held Zano's head and made him lie absolutely still. Within 20 minutes, the paramedics arrived. They put a neck brace on Zano and rolled him on to a backboard. Then, they rushed Zano to the hospital. | I learn here that Zano's grandmother phoned the emergency service for an ambulance. | <ol style="list-style-type: none"> 1. What did the paramedics do? (They put a neck brace on Zano. They put him on a backboard. They rushed him to the hospital in an ambulance.) |

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| <p>Zano's X-rays showed that he was completely fine except for a broken left arm. Dr Mbatho put a cast on Zano's arm and kept Zano at the hospital for observation. 'When someone has a bad fall, we like to watch them closely for the first night,' said Dr Mbatho. 'Sometimes, a head injury only shows itself hours after the fall.'</p> | <p>I remember that the first sentence of the article told me that Zano broke his arm. I learn here that the doctor was worried that Zano could also have a head injury. However, I already know that he does not.</p> | <ol style="list-style-type: none"> 1. What problem did Zano's X-rays show? (His X-ray showed a broken left arm.) 2. Why does Dr Mbatho keep Zano in the hospital for observation? (Because sometimes a head injury only shows itself after a few hours; and the doctor wants to watch Zano to make sure he doesn't have a head injury.) |
| <p>Zano enjoyed his night in the hospital. He ate well and watched television. He also made friends with 11-year-old Simphiwe Zulu, who was in the bed next to him. Simphiwe fell off a high wall and broke his leg, so the two boys could compare stories.</p> | <p>How long did Zano stay in the hospital? Oh! I learn that he spent one night, and that he enjoyed his night.</p> | <ol style="list-style-type: none"> 1. Who did Zano make friends with? (He made friends with Simphiwe Zulu.) 2. What happened to Simphiwe Zulu? (Simphiwe fell off a high wall and broke his leg.) 3. Why could the two boys compare stories? (Because they both fell from high up.) |
| <p>Zano is very grateful that he was not badly injured. Zano shared this important message: 'Always be very careful when you are sitting or playing on a balcony! I am very lucky that the only thing I broke was my arm!'</p> | <p>I learn here that Zano felt grateful that he only had a broken arm. I learn how Zano feels from his quotation.</p> | <ol style="list-style-type: none"> 1. When does Zano say you must be careful? (When you are sitting or playing on a balcony.) |

WEEK 3: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **a newspaper article**: *12-year-old boy survives 3-storey fall*.
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this newspaper article, we learn...
 - b. I found this article interesting because... **OR** I didn't find this article interesting because...
3. Break learners into their small discussion groups.
4. Complete the activity as per the core methodology.

WEEK 3: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS

| | | | | | | | | | | |
|-----------|--|---|---|---|---|---|---|---|---|---|
| Sounds | /r/ /a/ | | | | | | | | | |
| Activity | <ol style="list-style-type: none"> 1. Explain to learners that some letters sound different in English. 2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words. 3. Write the following sounds on the chalkboard: r, a. 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: /r/ - /a/ - /t/ = rat /d/ - /a/ - /m/ = dam /r/ - /a/ - /m/ = ram /m/ - /a/ - /n/ = man /v/ - /a/ - /n/ = van /r/ - /a/ - /g/ = rag 6. Ask learners to sound out and read each word after you. | | | | | | | | | |
| Word find | <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>a</td> <td>r</td> <td>m</td> </tr> <tr> <td>n</td> <td>t</td> <td>v</td> </tr> <tr> <td>c</td> <td>f</td> <td>b</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: bat or car | a | r | m | n | t | v | c | f | b |
| a | r | m | | | | | | | | |
| n | t | v | | | | | | | | |
| c | f | b | | | | | | | | |

| | |
|-------------------------------|---|
| Sight or high frequency words | <ol style="list-style-type: none"> 1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words: <ol style="list-style-type: none"> a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning) 5. Read the words three times and tell learners to repeat after you: do, me, what, dad, big, when, it's, see, looked, who |
|-------------------------------|---|

WEEK 3: TUESDAY / DAY 2: PRE-READING

| | |
|------------------------|------------------------------------|
| TITLE | <i>Schoolgirls save boy's life</i> |
| DBE workbook 1, PAGE | 20 |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | Predict |

PRE-READING ACTIVITY

1. Ask a learner to read the title: ***Schoolgirls save boy's life***.
2. Explain the meaning of the title, e.g. *This is going to be a newspaper article about two girls who rescue a boy and save his life. From the way the title is written, and from the headings on the page, we know that this text is written to give us information about something important that happened.*
3. Explain that one part of a newspaper article is the **sub-title** or **lead**. This is a short summary of what the text will be about.
4. Instruct learners to read the **lead**: *Two 9-year-old schoolgirls from Greenway Primary School rescued a 6-year-old boy who fell from a tree yesterday.*
5. Point out the picture. Instruct learners to read the **caption**: *Brenda Smith and Mandu Shabalala rewarded for bravery.*
6. Instruct learners to think about the pictures, captions and title.
7. Conduct the Pre-Read activity as per core methodology.

| WEEK 3: WEDNESDAY / DAY 3: ORAL ACTIVITIES | | |
|--|---|-------------------------------------|
| SONG / RHYME | Lyrics | Actions |
| | If you see a crash or fall | |
| | Then you must find a phone and call | |
| | 10111 | <i>Pretend to talk on the phone</i> |
| | If you see an accident on the road | |
| | Then don't forget the emergency code | |
| | 10111 | <i>Pretend to talk on the phone</i> |
| | If you see someone who is very sick | |
| | And you see an ambulance quick | |
| | 10111 | <i>Pretend to talk on the phone</i> |
| THEME VOCABULARY | balcony, railing, neck brace, observation, <i>paramedics</i> *Only teach this word after you have completed the Question of the Day. | |
| QUESTION OF THE DAY | | |
| Question | <p>Explain that there are lots of different kinds of accidents. In our Listening & Speaking activity, we read about a child who fell from a balcony when the railing broke. In our DBE workbook, we read about a boy who accidentally fell from a tree. People get into car accidents. Sometimes, people cut themselves accidentally with scissors or knives. These are just a few examples of accidents. Paramedics respond when people are in an accident.</p> <p>Ask learners: What job do you think being a paramedic is similar to?</p> | |
| Answer frame | I think being a paramedic is similar to (a doctor / a nurse / a police officer). | |
| Graph | 3-column graph | |
| Options | doctor / nurse / police officer | |
| Follow-up questions | | |
| Question | How many learners think being a paramedic is similar to being a doctor? | |
| Answer | __ learners think being a paramedic is similar to being a doctor. | |
| Question | How many learners think being a paramedic is similar to being a nurse? | |
| Answer | __ learners think being a paramedic is similar to being a nurse. | |

| | |
|------------------------------|--|
| Question | How many learners think being a paramedic is similar to being a police officer? |
| Answer | __ learners think being a paramedic is similar to being a police officer. |
| Question | What job do most learners think being a paramedic is similar to? |
| Answer | Most learners think being a paramedic is similar to being a __ |
| Question | What job do fewest learners think being a paramedic is similar to? |
| Answer | Fewest learners think being a paramedic is similar to being a __ |
| Question | What job do you think being a paramedic is similar to? |
| Answer | I think being a paramedic is similar to being a doctor. |
| Answer | I think being a paramedic is similar to being a nurse. |
| Answer | I think being a paramedic is similar to being a police officer. |
| EXPLAIN | Explain that being a paramedic is a little bit like being all three of these jobs. A paramedic works in an ambulance. A paramedic is often the first one at the scene of an accident, like a police officer. The paramedics must quickly figure out what is wrong with someone who is sick or hurt, like a doctor. They must care for the person and help keep them alive until they arrive at a hospital, like a nurse. |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

| WEEK 3: WEDNESDAY / DAY 3: FIRST READ | |
|---|--|
| TITLE | <i>Schoolgirls save boy's life</i> |
| DBE workbook 1, PAGE | 20 |
| ACTIVITY | READ ONE |
| COMPREHENSION STRATEGY | I wonder (modelling) Search the text |
| <ol style="list-style-type: none"> 1. Hand out the DBE workbooks. 2. Instruct learners to turn to the article on page 20. 3. Allow learners a few minutes to try and read the article on their own, in silence. 4. Explain that you will read the article to learners. They must follow along with the text as you read. 5. Read the text with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column. | |
| Text | Think Aloud: First Read |
| Brenda Smith and her friend Mandu Shabalala were on their way home from their first aid class at Greenway Primary. They discovered 6-year-old Benny Basson, who had fallen from a tree that he had climbed into to pick some fruit. | What do Brenda and Mandu discover? Oh no! They discover little Benny, who has just fallen from a tree! I wonder what they will do? |
| The girls rushed to help him. Benny had knocked his head and was unconscious. He had also cut his arm and could have bled to death if the two girls had not stopped his bleeding. The girls called for an ambulance and then managed to stop Benny's bleeding. | Oh! They rush to help him – they are very helpful. I learn that they first call for an ambulance to come. Then, they tried to stop his bleeding. |
| Benny was lucky that the two girls were returning home from their first aid class and had their first aid boxes with them. They also had gloves, to protect themselves against possible HIV infection from handling another person's blood. They bandaged Benny's wound before the ambulance arrived. | The schoolgirls know just what to do to help Benny. I learn that they use their first aid kits to help bandage Benny's wound and help to save his life! |
| Mrs Twala, the school principal, will be presenting the two girls with an award at the school assembly on Friday. | Wow! I learn that the girls will be given an award for helping make sure Benny was okay. |

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| Join the Red Cross. Use your local telephone directory to find the number for your province. | I learn that you can take a class like Brenda and Mandu if you want! |
| Follow-up questions | Responses |
| What did the schoolgirls do to help Benny? | They called an ambulance. They bandaged his wound to stop his bleeding. |
| What did the schoolgirls have with them? | They had their first aid boxes with them. |
| Critical thinking | Possible responses |
| Why did the schoolgirls receive an award? | <ul style="list-style-type: none"> • They received an award because they helped Benny. • They received an award for their bravery (like the picture caption tells us!) • They received an award for stopping Benny's bleeding and calling an ambulance for him. • Because they helped to save Benny's life. |
| Introduce the LSC in context | |
| <ol style="list-style-type: none"> 1. Explain to learners that this cycle, they will learn about direct speech. 2. Point out the following example of this: In most newspaper articles, there is a quotation from someone involved. For instance, this article could have included a quote from Mrs Twala, the school principal. 3. Introduce this LSC as follows: Direct speech is the words that someone actually says. We write this in the following way: 'The girls were extremely brave in a scary situation,' said Mrs Twala. | |

| WEEK 3: THURSDAY / DAY 4: SECOND READ | |
|--|---|
| TITLE | <i>Schoolgirls save boy's life</i> |
| DBE workbook 1, PAGE | 20 |
| ACTIVITY | READ TWO |
| COMPREHENSION STRATEGY | Search the text |
| <ol style="list-style-type: none"> Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> <i>Where were Brenda and Mandu coming from?</i> <i>What might have happened if the schoolgirls hadn't stopped Benny's bleeding?</i> <i>Why was Benny lucky?</i> Read the follow-up questions out loud to learners. Hand out the DBE workbooks. Instruct learners to turn to the text on page 20. Explain that you will read the article to learners. They must follow along with the text as you read. Read the article with fluency and expression to learners. Read the Text first and then say the comment in the Second Read column. Next, instruct learners to turn and talk with a partner. Instruct learners to take turns reading the article to each other. Tell learners to orally discuss the follow-up questions together. | |
| Text | Think Aloud: Second Read |
| Brenda Smith and her friend Mandu Shabalala were on their way home from their first aid class at Greenway Primary. They discovered 6-year-old Benny Basson, who had fallen from a tree that he had climbed into to pick some fruit. | Where were the schoolgirls coming from? Oh! I learn that they were coming from a first aid class. It is so lucky that they are the ones who found Benny! |
| The girls rushed to help him. Benny had knocked his head and was unconscious. He had also cut his arm and could have bled to death if the two girls had not stopped his bleeding. | Benny is badly hurt from his fall! I learn that he could have bled to death if the girls had not helped him. |
| The girls called for an ambulance and then managed to stop Benny's bleeding. | |

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| Benny was lucky that the two girls were returning home from their first aid class and had their first aid boxes with them. They also had gloves, to protect themselves against possible HIV infection from handling another person's blood. They bandaged Benny's wound before the ambulance arrived. | I learn that the writer of this article thinks that Benny was lucky that Brenda and Mandu were coming from a first aid class. They knew what to do, and they had the materials they needed to safely help Benny. |
| Mrs Twala, the school principal, will be presenting the two girls with an award at the school assembly on Friday. | |
| Join the Red Cross. Use your local telephone directory to find the number for your province. | Maybe this story will make us want to get trained in first aid, so we can help people in accidents, just like Brenda and Mandu. I learn how to do that here! |
| Follow-up questions | Responses |
| Where were Brenda and Mandu coming from? | They were coming from their first aid class at Greenway Primary School. |
| What might have happened if the schoolgirls hadn't stopped Benny's bleeding? | He might have bled to death. |
| Critical thinking | Possible responses |
| Why was Benny lucky? | <ul style="list-style-type: none"> • Because Brenda and Mandu found him on the way home from their first aid class. • Because Brenda and Mandu knew what to do to help Benny, because they were coming from a first aid class. • Brenda and Mandu had their boxes, so they had all the materials they needed to help him. • He might have bled to death if Brenda and Mandu hadn't found him. |
| <p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who, what, when, where, how, why, in your opinion, do you think, list, etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. | |



**Modelling
(I DO)**

1. Explain that this week, we have been working on **searching the text**.
2. Explain that when we search the text, we look for information that is stated in the text.
3. Hand out the DBE workbooks to learners.
4. Instruct learners to open to: **page 20**
5. **Ask learners:** What happened to Benny?
6. Explain that to answer this question quickly, we can search the text for the word 'Benny' – that is a helpful **key word**.
7. Use **modelling** to search the text for the word *Benny*. Start at the beginning and point out the word wherever you can find it:
 - a. *They discovered 6-year-old **Benny** Basson, who had fallen from a tree that he had climbed into to pick some fruit.* (We learn one thing that happened to Benny: He fell from a tree.)
 - b. ***Benny** had knocked his head and was unconscious.* (We learn two other things about what happened to Benny: He knocked his head; he was unconscious.)
 - c. We can see the word **also** in the next sentence. This is a keyword that tells us that there might be something else that is related to the previous sentence. If we read, we find out that: *He had **also** cut his arm and could have bled to death if the two girls had not stopped his bleeding.* (We learn here that he cut his arm.)
 - d. *The girls called for an ambulance and then managed to stop **Benny's** bleeding.* (We learn that Benny was bleeding. What was bleeding? If we search, we find that he cut his arm.)
 - e. We don't have to keep going because we have already figured out how to answer the question!
8. Then, tell learners the answer to the question, like: Okay, we searched the text and learnt that Benny hit his head and cut his arm. He was bleeding and unconscious.
9. Explain that when we search the text, we usually answer questions about:
 - a. Who
 - b. What
 - c. When
 - d. Where
 - e. How
 - f. Why
10. When we search the text, we:
 - a. Think about the question word – what is being asked?
 - b. Look for information in the words that are written.
 - c. Look for key words to help us find the answer more easily!

| | |
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| <p>Work with learners (WE DO)</p> | <ol style="list-style-type: none"> 1. Ask learners: Who will present the award? 2. Ask learners: What key word/s do you think you could try to find? <ol style="list-style-type: none"> a. Explain that present and award are both key words. b. Explain that who tells us we are looking for the name of a person. 3. Instruct learners to search the text for the answer to this question. 4. Call on a learner to tell you the answer: Mrs Twala, the school principal will present the award. |
| <p>Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Explain that learners will now work with a partner to search the text. 2. Ask learners: What did the girls use to protect themselves from HIV infection? 3. Instruct learners to discuss this with their partners. 4. After 3 to 5 minutes, call learners back together. 5. Call on a learner to share their answer to the question: They used gloves to protect themselves from HIV infection. 6. Ask learners: What key words did you look for to help you answer this question? 7. Explain that to answer this question, we could have searched for key words that tell us <i>how long</i>, like: protect, infection. |
| <p>NOTES</p> | <p>Tell learners to open their exercise books and copy down the following notes to remind them of how to search the text:</p> <p><u>Search the text</u> Answer questions! I must:</p> <ol style="list-style-type: none"> a. Think about the question word. What kind of information must I find? b. Think about key words. c. Look at the text. Think about the meaning. d. Put information from the text together. |

| WEEK 3: FRIDAY / DAY 5: POST-READING | |
|--|------------------------------------|
| TITLE | <i>Schoolgirls save boy's life</i> |
| DBE workbook 1, PAGE | 20 |
| ACTIVITY | WRITTEN COMPREHENSION |
| COMPREHENSION STRATEGY | Search the text |
| POST-READING | |
| <p><u>Schoolgirls save boy's life</u></p> <ol style="list-style-type: none"> Who had an accident? <i>...had an accident – he fell from a tree.</i> When did Mandu and Brenda find Benny? <i>They found him...</i> Where were the girls going when they found Benny? <i>They were going...</i> Why was Benny unconscious? <i>Benny was unconscious because...</i> Why were Brenda and Mandu able to help Benny so well? <i>They were able to help Benny because...</i> | |
| <p><u>Schoolgirls save boy's life (Answers)</u></p> <ol style="list-style-type: none"> Who had an accident? <i>Benny had an accident – he fell from a tree.</i> When did Mandu and Brenda find Benny? <i>They found him on their way home from their first aid class.</i> Where were the girls going when they found Benny? <i>They were going home.</i> Why was Benny unconscious? <i>Benny was unconscious because he hit his head when he fell from the tree.</i> Why were Brenda and Mandu able to help Benny so well? <i>They were able to help Benny because they took a first aid class.</i> <i>They were able to help Benny because they had their first aid boxes.</i> | |

| WEEK 3: FRIDAY / DAY 5: TEACH THE GENRE | | | |
|---|--|--|---|
| TEXT TYPE | PURPOSE | TEXT STRUCTURE | LANGUAGE FEATURES |
| ADVERTISEMENT / POSTER / NOTICES | To persuade someone to buy something or to use a service | Can take a variety of forms Make use of slogans and logos Usually have a visual, design element Use advertising techniques Use design to make the advertisement eye-catching and memorable | Figurative language and poetic devices used to create impact and make the language memorable, e.g.: metaphor, simile, alliteration, repetition, rhyme, rhythm |
| INTRODUCE THE GENRE | <ol style="list-style-type: none"> 1. Explain that this cycle, learners will design an advertisement in the form of a poster. 2. An advertisement persuades someone to buy something or to use a service. <ol style="list-style-type: none"> a. In terms of information, the advertisement gives the reader information about the product or service, it explains the benefits (good reasons) for using the product and service, it gives the cost of the product or service, and it gives the contact details of the company. b. An advertisement in the form of a poster must be visually appealing and eye-catching, it must be well laid out and easy to read, and it must not have too much writing on it. c. In terms of language, advertisements use slogans or catch phrases to make the reader remember the product or service. These slogans or catch phrases often use figurate language, like alliteration or a rhyme. d. Another language feature that many advertisements make use of is the use of a quotation from a satisfied customer. 3. Show learners an example of how this may look. Write the following example on the board: | | |

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| <p>READ THE SAMPLE TEXT</p> | <p>Keep your children safe by watching them all the time: 1, 2 EYES ON YOU!</p>  <p>The new 1, 2 EYES ON YOU phone app does the following:</p> <ul style="list-style-type: none"> • Watches your children all the time • Sends an alarm if they are in danger  <p>This amazing app only costs: R199 PER MONTH!</p> <p>Mrs Jones, a satisfied customer, has this to say: <i>'I have never felt so safe. I know that my children are being watched the whole time. I love the 1, 2 eyes on you app!'</i></p> <p>CONTACT US NOW ON 086 555 555</p> |
| <p>DISCUSS</p> | <ol style="list-style-type: none"> 1. What product or service is being advertised? 2. What is the product or service called? 3. What does the product or service do? 4. What is the slogan or catch phrase? 5. What does the product or service cost? 6. What do the visuals of the advertisement tell us? 7. Is there a quotation from a satisfied customer? 8. How do we get in touch with the company? |

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| NOTES | <p>Tell learners to open their exercise books, and to write down the following heading and notes:</p> <p><u>Advertisement in the form of a poster</u></p> <ol style="list-style-type: none">1. Think of a product or service.2. Give the product or service a name.3. Think of a slogan or catch phrase. This can use alliteration (the repeated use of a sound) or a rhyme.4. List the benefits of the product or service – what does it do?5. List the cost of the product or service – how much does it cost?6. Include a quotation from a satisfied customer – use direct speech.7. Include the contact details – how do customers get in touch with you.8. Make sure the poster has good visuals and is well laid-out and easy to read. |
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GRADE 4 - TERM 1



THEME: ACCIDENTS

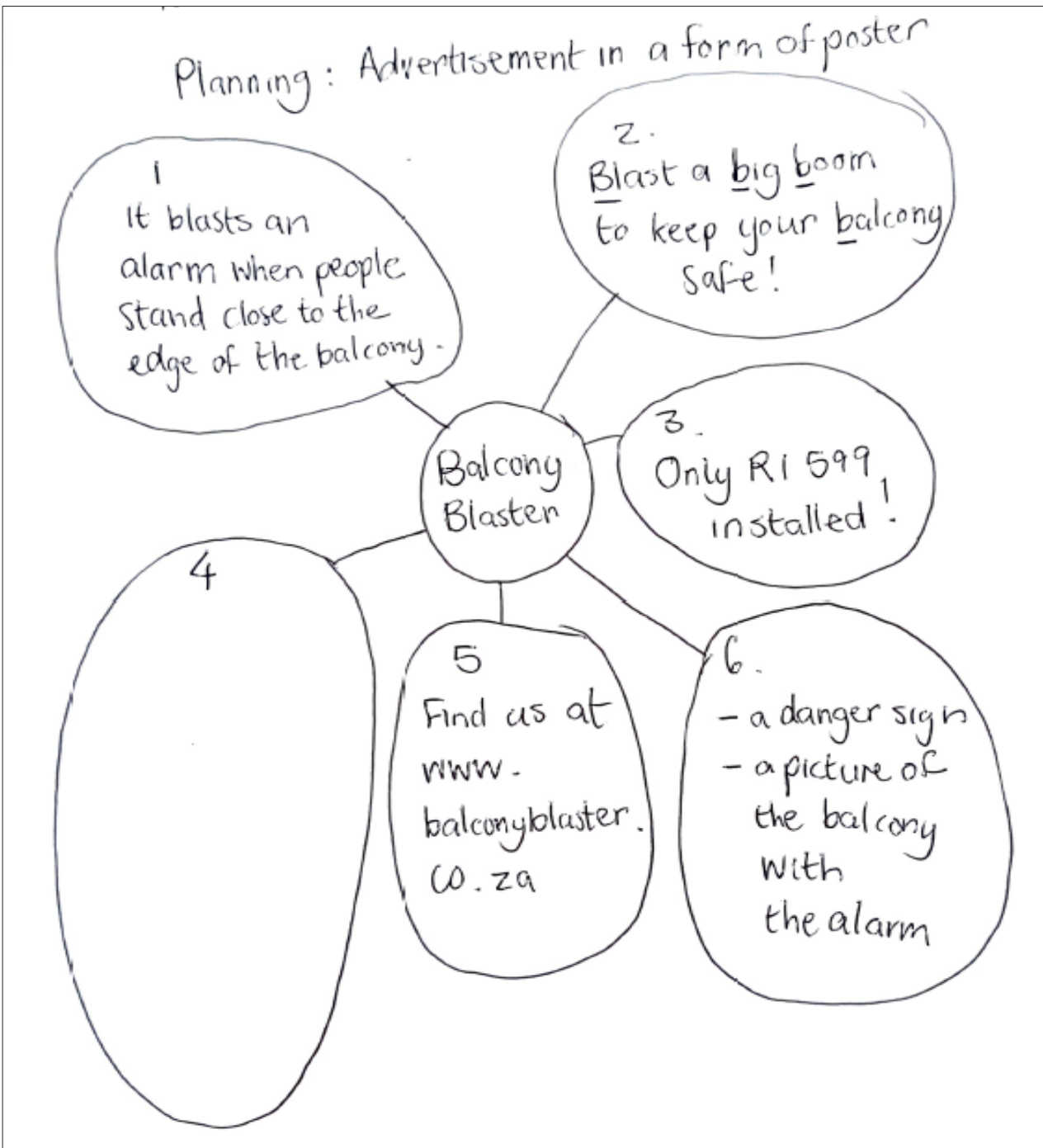
"We don't do it for the money. We don't do it for the glory. We do it for the life that may be saved. All we ask is for consideration and some respect."

- Johannesburg paramedic

| TERM 1: WEEK 4 | |
|------------------------|--|
| OVERVIEW | |
| THEME | Accidents |
| THEME VOCABULARY | rescue, accident, first aid, bandage, wound, balcony, railing, neck brace, observation, paramedics, extinguish, firefighter, caught, alight, smother, lungs, infection, common, rise, rush |
| LSC | Direct speech (using quotation marks) |
| COMPREHENSION STRATEGY | I wonder (modelling) Search the text |
| WRITING GENRE | Advertisement in the form of a poster |
| WRITING TOPIC | Design a poster to advertise a product or service to keep people safe. (visual text) |

| WEEK 4: MONDAY / DAY 1: PLANNING | | | |
|------------------------------------|--|--|---|
| TOPIC | Design a poster to advertise a product or service to keep people safe. (visual text) | | |
| GENRE | Advertisement in the form of a poster | | |
| PLANNING STRATEGY | Mind map | | |
| MODEL THE PLANNING STRATEGY (I DO) | <ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about completing the writing topic, like: <i>I think it is dangerous to stand too close to the railings on a balcony. I did not like the newspaper article we listened to about the boy who fell off the balcony. I am going to advertise an alarm system for balconies. People can install the alarm, and if anyone gets too close the edge of the balcony, the alarm will go off.</i> 4. Have the writing topic written on one side of the chalkboard. 5. Write the planning frame below the topic on the chalkboard. 6. On the other side of the chalkboard, show learners how you make a plan by completing each part of the mind map. | | |
| | 1. What does it do? | 2. What is the catch phrase or slogan? (Use alliteration or rhyme) | 3. What does it cost? |
| | | Name of product or service | |
| | 4. Quotation from a satisfied customer (add later) | 5. Contact details for company | 6. Visuals – what visuals are you going to include? |
| | | | |
| | 1. <i>It blasts an alarm when people stand too close to the edge of the balcony.</i> | 2. <i>Blast a big boom to keep your balcony safe!</i> | 3. <i>Only R1 599 installed!</i> |
| | | Balcony Blaster | |
| | 4. | 5. <i>Find us at: www. balconyblaster.co.za</i> | 6. <i>A danger sign A picture of a balcony with the alarm</i> |

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| <p>LEARNERS USE THE PLANNING STRATEGY (YOU DO)</p> | <ol style="list-style-type: none"> 1. Tell learners to close their eyes and think of the product or service that they want to advertise to keep people safe. 2. Remind them of the newspaper article about the boy who fell from the balcony. Remind them of the schoolgirls who saved the boy's life because of their first aid skills. 3. Next, tell learners to turn and talk with a partner, to share their ideas. 4. Hand out exercise books. 5. Show learners the planning frame on the chalkboard and tell them to use this frame to plan their advertisement in the form of a poster, just like you did. 6. Tell learners not to copy your plan – they must write their own ideas. 7. As learners work, walk around the room and hold mini-conferences. |
|--|--|



WEEK 4: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING**GROUP GUIDED READING**

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

| WEEK 4: TUESDAY / DAY 2: ORAL ACTIVITIES | | |
|--|--|-------------------------------------|
| SONG / RHYME | Lyrics | Actions |
| | If you see a crash or fall | |
| | Then you must find a phone and call | |
| | 10111 | <i>Pretend to talk on the phone</i> |
| | If you see an accident on the road | |
| | Then don't forget the emergency code | |
| | 10111 | <i>Pretend to talk on the phone</i> |
| | If you see someone who is very sick | |
| | And you see an ambulance quick | |
| 10111 | <i>Pretend to talk on the phone</i> | |
| THEME VOCABULARY | extinguish, firefighter, caught, alight, smother | |
| QUESTION OF THE DAY | | |
| Question | How do you think firefighters extinguish fires? | |
| Answer frame | I think firefighters (use foam / use chemicals / smother fires) | |
| Graph | 3-column graph | |
| Options | use foam / use chemicals / smother fires | |
| Follow-up questions | | |
| Question | How many learners think firefighters use foam to extinguish fires? | |
| Answer | __ learners think firefighters use foam to extinguish fires. | |
| Question | How many learners think firefighters use chemicals to extinguish fires? | |
| Answer | __ learners think firefighters use chemicals to extinguish fires. | |
| Question | How many learners think firefighters smother fires to extinguish them? | |
| Answer | __ learners think firefighters smother fires to extinguish them. | |
| Question | How do most learners think firefighters extinguish fires? | |
| Answer | Most learners think that firefighters __ to extinguish fires. | |

| | |
|------------------------------|---|
| Question | How do fewest learners think firefighters extinguish fires? |
| Answer | Fewest learners think that firefighters ___ to extinguish fires. |
| Question | How do you think firefighters extinguish fires? |
| Answer | I think firefighters use foam to extinguish fires. |
| Answer | I think firefighters use chemicals to extinguish fires. |
| Answer | I think firefighters smother fires. |
| EXPLAIN | Explain that we all know that firefighters use water. However, there are other ways that firefighters put out fire. All of these options are correct! |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 4: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

| | |
|-------|---|
| GROUP | Call a same-ability reading group to work with you. |
|-------|---|

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

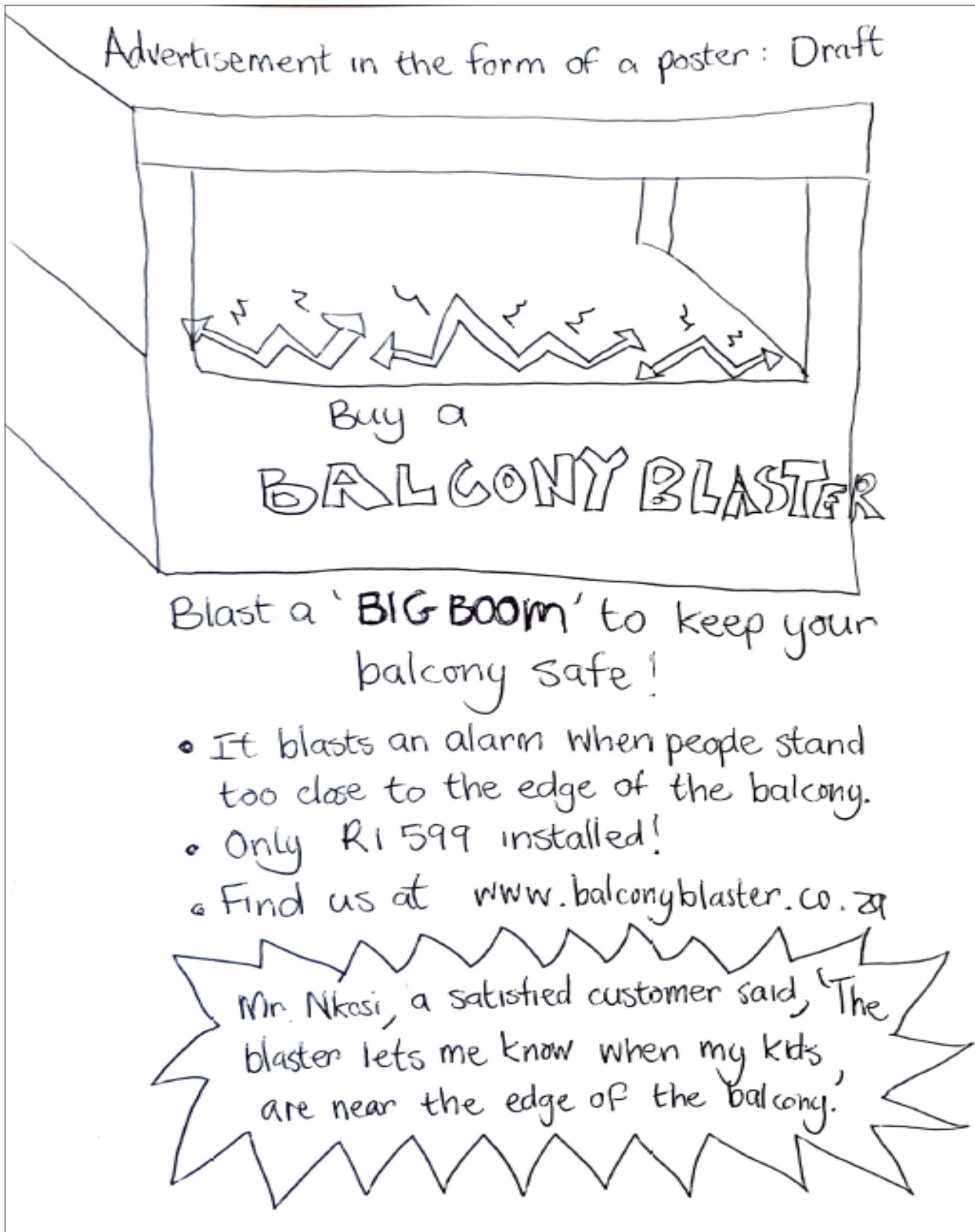
WEEK 4: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING

| LSC | Direct speech (how to use quotation marks) |
|-------------------------|---|
| LSC MODELLING (I DO) | <p>Part 1</p> <ol style="list-style-type: none"> 1. Explain that many advertisements have quotations from customers. These quotations tell us what the customer likes about the product or service. 2. Explain that a quotation is an example of direct speech. Direct speech is where we write the words exactly as someone says them. 3. Call a volunteer up to the front of the room. Ask this learner: What is one thing you like my balcony blaster? 4. Write down what the learner says as a quotation on the board, like: <ol style="list-style-type: none"> a. Zodwa Nkosi, a satisfied customer said, 'I like the balcony blaster because I can't fall off.' b. 'I like the balcony blaster because I can't fall off,' said Zodwa Nkosi, a satisfied customer. 5. Point out that: <ol style="list-style-type: none"> a. The quotation marks go around what the person says. b. A tag (like said Zodwa) can go before or after the quotation marks. c. The comma goes outside the quotation marks if the tag is before. d. The comma goes inside the quotation marks if the tag is after. <p>Part 2</p> <ol style="list-style-type: none"> 1. Explain that today we will add a quotation to our plan before we begin drafting. 2. Write the questions on the board: <ol style="list-style-type: none"> a. Who is your satisfied customer? b. What do they say about your product or service? 3. Point to your plan. Remind learners that your advertisement is about the Balcony Blaster, an alarm that goes off if people get too close to the edge of your balcony. 4. Explain your idea for a quotation, like: I will write a quotation from Mr Nkosi, a satisfied customer. He will say that his son fell off the balcony and broke his arm. He will say that his son was lucky not to die. He will say that he feels safe not that he has the Balcony Blaster. 5. Use modelling to write your quotation and tag, like: <p style="margin-left: 40px;"><i>Mr Nkosi, a satisfied customer, said, 'My son fell off the balcony and broke his arm. We were lucky he did not die. I feel much safer now that we have the Balcony Blaster.'</i></p> |

| | | | | | | | | | | | | |
|---|--|--|--|--|---|--|--|--|--|---|---|--|
| <p>LSC Ask learners for help (WE DO)</p> | <ol style="list-style-type: none"> Ask learners: What is another thing the customer could have said? Call on learners to give you ideas. Write down one idea on the board like, The blaster lets me know when my kids are near the edge of the balcony. Call on a different learner to come to the front of the room and add the proper punctuation and tag, like: <i>Mr Noksi, a satisfied customer, said, 'The blaster lets me know when my kids are near the edge of the balcony.'</i> <i>'The blaster lets me know when my kids are near the edge of the balcony,' said Mr Nkosi, a satisfied customer.</i> | | | | | | | | | | | |
| <p>LSC Pair work (YOU DO)</p> | <ol style="list-style-type: none"> Hand out exercise books. Instruct learners to find their plans from Monday. Explain that today, they will add point 4 to the mind map – a quotation from a satisfied customer. Give learners a few minutes to reread their plans. Then tell them to think about the quotation they are going to add. Instruct learners to turn and talk and share their quotation with a partner. They must discuss where the tag line will go, and what punctuation must be used. Then, tell learners to add their quotation to their plan. Ask the whole class: Why do you think quotations from satisfied customers are an important part of advertising? Explain that many new customers want to know that other people are happy with the product or service before they buy it. | | | | | | | | | | | |
| <p>TOPIC</p> | <p>Design a poster to advertise a product or service to keep people safe. (visual text)</p> | | | | | | | | | | | |
| <p>PLANS</p> | <ol style="list-style-type: none"> Before class begins, rewrite the planning frames on the board. Show learners how to add their quotation to point 4 of the mind map. <table border="1" data-bbox="525 1584 1504 2090"> <tr> <td data-bbox="525 1584 836 1781"> <ol style="list-style-type: none"> What does it do? </td> <td data-bbox="836 1584 1178 1781"> <ol style="list-style-type: none"> What is the catch phrase or slogan? (Use alliteration or rhyme) </td> <td data-bbox="1178 1584 1504 1781"> <ol style="list-style-type: none"> What does it cost? </td> </tr> <tr> <td colspan="2" data-bbox="525 1781 1178 1892"> <p>Name of product or service</p> </td> <td data-bbox="1178 1781 1504 1892"></td> </tr> <tr> <td data-bbox="525 1892 836 2090"> <ol style="list-style-type: none"> Quotation from a satisfied customer (add later) </td> <td data-bbox="836 1892 1178 2090"> <ol style="list-style-type: none"> Contact details for company </td> <td data-bbox="1178 1892 1504 2090"> <ol style="list-style-type: none"> Visuals – what visuals are you going to include? </td> </tr> </table> | | | <ol style="list-style-type: none"> What does it do? | <ol style="list-style-type: none"> What is the catch phrase or slogan? (Use alliteration or rhyme) | <ol style="list-style-type: none"> What does it cost? | <p>Name of product or service</p> | | | <ol style="list-style-type: none"> Quotation from a satisfied customer (add later) | <ol style="list-style-type: none"> Contact details for company | <ol style="list-style-type: none"> Visuals – what visuals are you going to include? |
| <ol style="list-style-type: none"> What does it do? | <ol style="list-style-type: none"> What is the catch phrase or slogan? (Use alliteration or rhyme) | <ol style="list-style-type: none"> What does it cost? | | | | | | | | | | |
| <p>Name of product or service</p> | | | | | | | | | | | | |
| <ol style="list-style-type: none"> Quotation from a satisfied customer (add later) | <ol style="list-style-type: none"> Contact details for company | <ol style="list-style-type: none"> Visuals – what visuals are you going to include? | | | | | | | | | | |

| | | | |
|---------------|---|---|--|
| | <p>1. <i>It blasts an alarm when people stand to close to the edge of the balcony.</i></p> | <p>2. <i>Blast a big boom to keep your balcony safe!</i></p> | <p>3. <i>Only R1 599 installed!</i></p> |
| | Balcony Blaster | | |
| | <p>4. Mr Noksi, a satisfied customer, said, 'The blaster lets me know when my kids are near the edge of the balcony.'</p> | <p>5. <i>Find us at: www.balconyblaster.co.za</i></p> | <p>6. <i>A danger sign A picture of a balcony with the alarm</i></p> |
| WRITING FRAME | <ol style="list-style-type: none"> 1. Tell learners that they must now lay the plan out like a poster, to advertise their product or service. 2. They must think about where to put all the writing and visuals. 3. They must use the full space of a double page in their exercise books. 4. They must use different font (lettering styles) and colour. | | |
| DRAFT | <ol style="list-style-type: none"> 1. Settle learners so that you have their attention. 2. Remind learners that they are writing an advertisement in the form of a poster, about a product or service that keeps people safe. 3. Instruct learners to write the date and heading: Advertisement in the form of a poster: Draft 4. Instruct learners to use the writing frame instructions and their plans to help them draft their advertisement. 5. Remind learners of the strategies they can use to help them. 6. As learners write, walk around the classroom and hold mini-conferences. | | |
| HOMEWORK | Learners must complete the draft for homework. | | |

Advertisement in the form of a poster: Draft



Buy a
BALCONY BLASTER

Blast a 'BIG BOOM' to keep your balcony safe!

- It blasts an alarm when people stand too close to the edge of the balcony.
- Only R1 599 installed!
- Find us at www.balconyblaster.co.za

Mr. Nkasi, a satisfied customer said, 'The blaster lets me know when my kids are near the edge of the balcony.'

WEEK 4: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

| WEEK 4: THURSDAY / DAY 4: ORAL ACTIVITIES | | |
|---|--|-------------------------------------|
| SONG / RHYME | Lyrics | Actions |
| | If you see a crash or fall | |
| | Then you must find a phone and call | |
| | 10111 | <i>Pretend to talk on the phone</i> |
| | If you see an accident on the road | |
| | Then don't forget the emergency code | |
| | 10111 | <i>Pretend to talk on the phone</i> |
| | If you see someone who is very sick | |
| | And you see an ambulance quick | |
| | 10111 | <i>Pretend to talk on the phone</i> |
| THEME VOCABULARY | lungs, infection, common, rise, rush | |
| QUESTION OF THE DAY | | |
| Question | What do you think extinguishes fires best? | |
| Answer frame | I think (a hose / a fire extinguisher / a wet sack) extinguishes fires best. | |
| Graph | 3-column graph | |
| Options | a hose / a fire extinguisher / a wet sack | |
| Follow-up questions | | |
| Question | How many learners think a hose extinguishes fires best? | |
| Answer | ___ learners think a hose extinguishes fires best. | |
| Question | How many learners think a fire extinguisher extinguishes fires best? | |
| Answer | ___ learners think a fire extinguisher extinguishes fires best. | |
| Question | How many learners think a wet sack extinguishes fires best? | |
| Answer | ___ learners think a wet sack extinguishes fires best. | |
| Question | What do most learners think is best at extinguishing fires? | |
| Answer | Most learners think ___ is best at extinguishing fires. | |
| Question | What do fewest learners think is best at extinguishing fires? | |

| | |
|------------------------------|---|
| Answer | Fewest learners think ___ is best at extinguishing fires. |
| Question | What do you think extinguishes fires best? |
| Answer | I think a hose extinguishes fires best. |
| Answer | I think a fire extinguisher extinguishes fires best. |
| Answer | I think a wet sack extinguishes fires best. |
| EXPLAIN | Explain that all of these can successfully put out fires. Firefighters have to think about how big the fire is, what the fire is caused by, and where the fire is in order to choose which method will work best! |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 4: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

| | |
|-------|---|
| GROUP | Call a same-ability reading group to work with you. |
|-------|---|

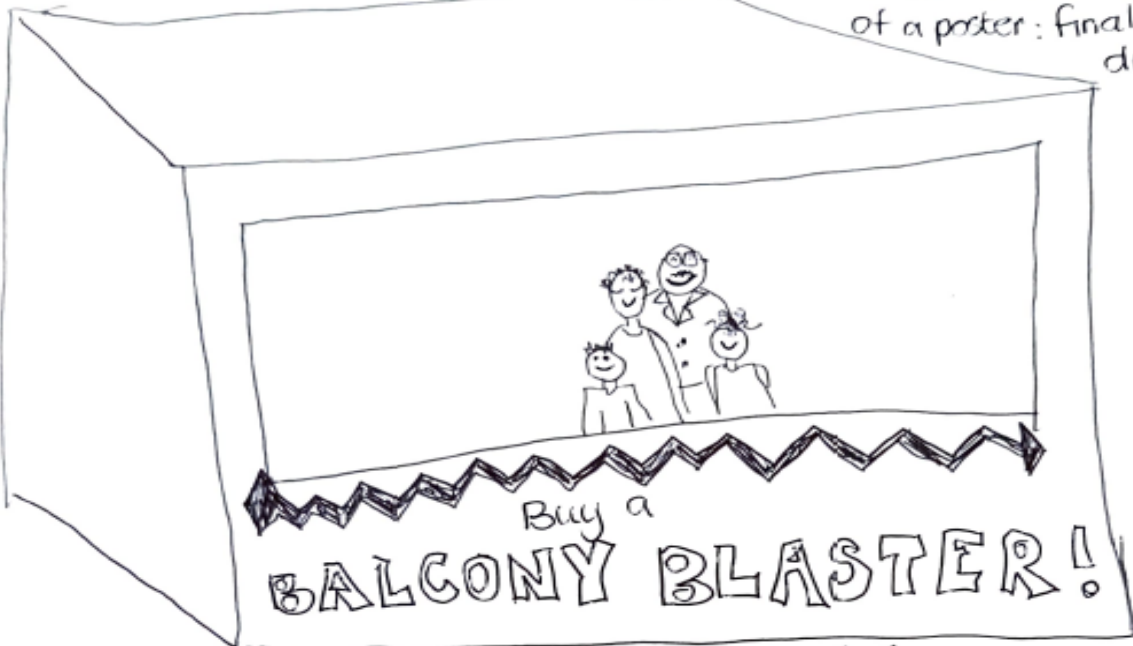
INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING

| | |
|---|--|
| <p>EDITING CHECKLIST (Write this on the board before the class begins)</p> | <ol style="list-style-type: none"> 1. Does my product have a name? 2. Does my advert have a slogan or catch phrase? 3. Does the slogan or catch phrase use alliteration (repeated sounds) or a rhyme? 4. Does my advert say what the product or service does? 5. Does it say the cost? 6. Does it include visuals? 7. Does it include a quotation from a satisfied customer? 8. Have I used direct speech properly for my quotation? 9. Is my advert well laid-out and easy to read? 10. Is my spelling and punctuation correct? |
| <p>EDIT</p> | <ol style="list-style-type: none"> 1. Instruct learners to open their books to the completed drafts. 2. Go through the editing checklist on the chalkboard with learners. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure that the answer to each question is yes. 5. Instruct learners to fix any mistakes they find. 6. Explain that learners may begin to publish when they are finished editing. |
| <p>PUBLISH</p> | <ol style="list-style-type: none"> 1. Explain that in the final draft, learners must use colour for their posters, especially for the visuals and key words. 2. Instruct learners to read through their corrections. 3. Instruct learners to redraft their posters, using a double page spread in their exercise books. |
| <p>SHARE</p> | <ol style="list-style-type: none"> 1. Instruct learners to turn and talk with a partner. 2. Instruct learners to read their posters aloud to their partners. 3. Instruct learners to tell their partners 1-2 things they liked about their advertisements in the form of a poster. |

Advertisement in the form of a poster: final draft



Buy a
BALCONY BLASTER!

Blast a **BIG BOOM** to keep your balcony safe!

- It blasts an alarm when people stand too close to the edge of the balcony.
- Only R1599 installed!
- Find us at www.balconyblaster.co.za

Mr Nkosi, a satisfied customer said, 'The blaster lets me know when my kids are near the edge of the balcony!'

WEEK 4: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 4: CONCLUSION

Find 10 - 15 minutes at the end of the week to do the following:

| | |
|---------------------------|---|
| UPDATE THE K-W-L CHART | <ul style="list-style-type: none"> • Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn. |
| SUMMARISE | <ul style="list-style-type: none"> • Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: <ul style="list-style-type: none"> o Theme vocabulary o LSC o The different texts that were read o The small group discussion o The comprehension strategy o The writing genre and task o All content from the theme |
| SHARE WITH FAMILIES | <ul style="list-style-type: none"> • Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class. |
| ACKNOWLEDGE AND CELEBRATE | <ul style="list-style-type: none"> • Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: <ul style="list-style-type: none"> o EFAL skills like reading or writing o Theme content o Tasks or activities o Behaviour in the class o Relationships with other learners o Attitude to EFAL o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed. |

TERM 4 - GRADE 1

WEEK 5

THEME: WE ALL MATTER

"We are all made of experience and natural strengths. It's impossible to be born without any, or to go through life without learning."

- Violeta Nedkova

| TERM 1: WEEK 5 | |
|------------------------|--|
| OVERVIEW | |
| THEME | We all matter |
| THEME VOCABULARY | arrogant, grateful, popular, miserable, unique, squeak, roar, grateful, lonely, trapped |
| LSC | Adverbs |
| COMPREHENSION STRATEGY | Visualise Evaluate |
| WRITING GENRE | Story (narrative essay) and sms |
| WRITING TOPIC | Write a story about a person who helps another person. Include an sms in the story. |
| CLASSROOM PREPARATION | <ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: newspaper articles about people who have helped others. 5. Try to find some pictures of people helping each other. 6. Do some research on the internet to find out some interesting information to prepare for this theme, for example: almost one out of every four students (22%) report being bullied during the school year. Why is bullying such a big problem? |

| WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES | | |
|---|---|--|
| PICTURE | <ol style="list-style-type: none"> 1. Tell learners to turn to DBE Workbook 1 page 44. 2. Instruct learners to read the heading and look at the pictures. | |
| INTRODUCE THE THEME | <ul style="list-style-type: none"> • Tell learners the title of the theme. • Activate learners' background knowledge about the theme. • Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. • Fill in the first part of the K-W-L chart. | |
| SONG / RHYME | Lyrics | Actions |
| | Everyone is different in so many ways. | |
| | Wouldn't it be boring if we were all the same? | <i>Shrug your shoulders to show you're asking a question.</i> |
| | Celebrate your culture, your family history, And when we're all together, celebrate diversity! | <i>Celebrate by waving your fists in the air</i> <i>Celebrate by waving your fists in the air</i> |
| THEME VOCABULARY | arrogant, diversity, popular, miserable, unique | |
| QUESTION OF THE DAY | | |
| Question | Have you ever felt miserable at school, like Kate? | |
| Answer frame | Yes, I have felt miserable at school. / No, I have never felt miserable at school. | |
| Graph | 2-column graph | |
| Options | yes / no | |
| Follow-up questions | | |
| Question | How many learners have felt miserable at school like Kate? | |
| Answer | __ learners have felt miserable at school like Kate. | |
| Question | How many learners have never felt miserable at school like Kate? | |
| Answer | __ learners have never felt miserable at school like Kate. | |
| Question | Have more learners felt miserable at school or not? | |
| Answer | More learners have __ at school. | |

| | |
|------------------------------|---|
| Question | Have you ever felt miserable at school like Kate? |
| Answer | Yes, I have felt miserable at school. |
| Answer | No, I have never felt miserable at school. |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 5: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to **a story**: *We all have our strengths*.
2. **READ 1**: Read the story out loud to learners. Read with fluency and expression. As you read, embed meaning in the story by using your voice, facial expressions, and actions.
3. **READ 2**: Read the story out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Read 2** column below.
4. **READ 3**: Read the story out loud to learners. As you read, stop and ask questions. Use the questions in the **Read 3** column below.

| Text | Read 2: Share Thoughts (Model) | Read 3: Ask Questions |
|---|--|--|
| In the town of Badplaas, there lived a girl named Kabelo. Kabelo was a very popular girl, who had many friends and a loving family. Kabelo was a talented singer and she was extremely good at soccer. Everyone loved Kabelo! | | <ol style="list-style-type: none"> 1. Who will be the main character of this story? (Kabelo.) 2. What do we know about Kabelo? (She is very popular, a good singer, and good at soccer.) |
| But, just like all people, Kabelo had a problem. She was not a good student. Kabelo felt embarrassed about her poor results, and she was even worried that she may not pass Grade 4. Kabelo tried really hard to focus at school, but her mind kept wandering to other things, and she could not sit still. | I can visualise Kabelo getting a test back from her teacher; I can visualise her trying to hide the paper under her desk, so no one else will see her bad marks. | <ol style="list-style-type: none"> 1. What is Kabelo's problem? (She is not a good student.) 2. How does Kabelo feel about her poor results? (She feels embarrassed.) |

| | | |
|--|---|---|
| <p>Kabelo felt sorry for Kate. 'Um, hi Kate,' she said. 'What is wrong?'</p> <p>Kate looked up at Kabelo with tears in her eyes. 'Oh, hi Kabelo,' said Kate. She seemed surprised that Kabelo knew who she was. 'Nothing is wrong. Sorry, don't worry about me.'</p> <p>Kabelo looked at Kate kindly. 'You are lying. Something is wrong...please tell me?'</p> | <p>I can visualise Kabelo walking over and sitting next to Kate on the side of the street. I can visualise Kabelo taking her face out of her hands – her eyes are red from crying and her face is wet with tears.</p> | <ol style="list-style-type: none"> 1. Why was Kate crying? (We don't know – she doesn't want to tell Kabelo.) 2. Why does Kate seem surprised? (Because Kabelo, a very popular girl, knows who she is.) |
| <p>Kate sniffed and wiped the tears from her eyes. 'Some of the girls in our grade were teasing me because I don't have friends.'</p> <p>Kabelo thought about this for a while. 'Do you want friends?'</p> <p>Kate looked miserable as she nodded her head. 'I do because I am very lonely... but nobody wants to be my friend.'</p> <p>Kabelo grinned at Kate. 'Well, don't worry about that any more. I want to be your friend.'</p> | <p>I can visualise Kabelo putting her arm around Kate's back and smiling.</p> | <ol style="list-style-type: none"> 1. Why was Kate crying? (Because the other girls were teasing her for not having friends.) 2. Does Kate want to have friends? (Yes, because she is lonely without friends.) 3. Who will be Kate's friend? (Kabelo.) |
| <p>The next day at school, Kabelo called Kate to come and play. Kate joined Kabelo's group of friends and everyone was very nice to her. Kate was so grateful for Kabelo's kindness.</p> | <p>I can visualise Kabelo with all of her friends at break, laughing and talking. I can visualise Kate standing all alone. Then, I can visualise Kabelo loudly calling Kate's name, and beckoning her to come talk and laugh together with all of her friends.</p> | <ol style="list-style-type: none"> 1. What was Kate grateful for? (She was grateful for Kabelo's kindness.) 2. Close your eyes and visualise Kabelo and Kate at school. What do you visualise? (I visualise...) |

| | | |
|--|---|---|
| <p>Later that day, Kabelo and Kate walked home from school together. Suddenly, Kabelo tripped and dropped her schoolbag. One of her tests fell out of her bag. Kabelo was embarrassed and quickly picked the test up. However, Kate had already seen Kabelo's test mark.</p> | <p>I can visualise Kabelo gasping when the test falls out of her bag. I can visualise her covering the mark on her test and quickly trying to shove it back into her bag.</p> | <ol style="list-style-type: none"> 1. What fell out of Kabelo's bag? (A test.) 2. Do you think Kabelo's test mark was good or bad? Why? (It was bad – Kabelo was embarrassed. Also, we learnt at the beginning of the story that Kabelo is not a good student.) |
| | | <ol style="list-style-type: none"> 3. Close your eyes and visualise Kabelo's feelings when the test falls out of her bag. What do you visualise? (I visualise...) |
| <p>Kate looked at Kabelo kindly. 'Kabelo, do you want me to help you with schoolwork?' Kabelo looked at Kate in surprise. 'Really? You would do that for me?' Kate nodded her head quickly. 'Of course. We are friends...and friends help one another.'</p> | | <ol style="list-style-type: none"> 1. How will Kate help Kabelo? (She will help her with her schoolwork.) 2. What do you think the message of this story is? / What do you think you are meant to learn from this story? (We all have things we are good at and can help each other with. / No one is good at everything! / Friends help each other and do not judge each other.) |

WEEK 5: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **a story**: *We all have our strengths*.
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this story...
 - b. I can visualise...
 - c. I liked when...
 - d. I think this story is called ***We all have our strengths*** because...
3. Break learners into their small groups.
4. Complete the activity as per core methodology.

WEEK 5: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS

| | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|---|---|
| Sounds | /c/ /u/ /x/ | | | | | | | | | |
| Activity | <ol style="list-style-type: none"> 1. Explain to learners that some letters sound different in English. 2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words. 3. Write the following sounds on the chalkboard: c, u, x. 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: /c/ - /a/ - /n/ = can /c/ - /u/ - /p/ = cup /j/ - /u/ - /g/ = jug /j/ - /a/ - /m/ = jam /b/ - /o/ - /x/ = box /f/ - /o/ - /x/ = fox 6. Ask learners to sound out and read each word after you. | | | | | | | | | |
| Word find | <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>a</td> <td>c</td> <td>j</td> </tr> <tr> <td>x</td> <td>o</td> <td>f</td> </tr> <tr> <td>t</td> <td>p</td> <td>b</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: ox or top | a | c | j | x | o | f | t | p | b |
| a | c | j | | | | | | | | |
| x | o | f | | | | | | | | |
| t | p | b | | | | | | | | |

| | |
|-------------------------------|---|
| Sight or high frequency words | <ol style="list-style-type: none"> 1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words: <ol style="list-style-type: none"> a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning) 5. Read the words three times and tell learners to repeat after you: very, kind, don't, come, will, into, eat, care, children, full |
|-------------------------------|---|

WEEK 5: TUESDAY / DAY 2: PRE-READING

| | |
|---|--|
| TITLE | <i>The big lion and the tiny mouse</i> |
| DBE workbook 1, PAGE | 44 |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | Predict |
| PRE-READING ACTIVITY | |
| <ol style="list-style-type: none"> 1. Ask a learner to read the title: The big lion and the tiny mouse. 2. Explain the meaning of the title, e.g. <i>This is going to be a story about a big lion and a tiny mouse</i>. 3. Ask learners to look closely at the pictures, captions and title. 4. Conduct the Pre-readas per core methodology. | |

| WEEK 5: WEDNESDAY / DAY 3: ORAL ACTIVITIES | | |
|--|---|--|
| SONG / RHYME | Lyrics | Actions |
| | Everyone is different in so many ways. | |
| | Wouldn't it be boring if we were all the same? | <i>Shrug your shoulders to show you're asking a question.</i> |
| | Celebrate your culture, your family history, And when we're all together, celebrate diversity! | <i>Celebrate by waving your fists in the air</i> <i>Celebrate by waving your fists in the air</i> |
| THEME VOCABULARY | arrogant, diversity, popular, miserable, unique | |
| QUESTION OF THE DAY | | |
| Question | Have you ever felt miserable at school like Kate? | |
| Answer frame | Yes, I have felt miserable at school. / No, I have never felt miserable at school. | |
| Graph | 2-Column graph | |
| Options | yes / no | |
| Follow-up questions | | |
| Question | How many learners have felt miserable at school like Kate? | |
| Answer | __ learners have felt miserable at school like Kate. | |
| Question | How many learners have never felt miserable at school like Kate? | |
| Answer | __ learners have never felt miserable at school like Kate. | |
| Question | Have more learners felt miserable at school or not? | |
| Answer | More learners have __ at school. | |
| Question | Have fewer learners felt miserable at school or not? | |
| Answer | Fewer learners have __ at school. | |
| Question | Have you ever felt miserable at school like Kate? | |
| Answer | Yes, I have felt miserable at school. | |
| Answer | No, I have never felt miserable at school. | |

| | |
|------------------------------|---|
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 5: WEDNESDAY / DAY 3: FIRST READ

| | |
|------------------------|--|
| TITLE | <i>The big lion and the tiny mouse</i> |
| DBE workbook 1, PAGE | 44 |
| ACTIVITY | READ ONE |
| COMPREHENSION STRATEGY | Visualise |

Visualise

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the story on **page 44**.
3. Allow learners a few minutes to try and read the story on their own, in silence.
4. Explain that you will read the story to learners. They must **follow along** with the story as you read.
5. Read the story with fluency and expression to learners.
6. Read the **Text** first and then say the comment in the **First Read** column.

| Text | Think Aloud: First Read |
|--|---|
| <p>One day a tiny mouse accidentally woke a sleeping lion. The lion growled and said, "Such a tiny mouse is waking me up. I will eat it for a snack."</p> <p>He trapped the mouse's tail under his big paw.</p> | <p>I can visualise the tiny mouse next to the lion's big paw. The little mouse isn't even as big as his paw!</p> |
| <p>"Oh no, Mr Lion," squeaked the mouse. "Please don't eat me. I am just a little mouse".</p> <p>"You're right," growled the lion. "You are too small to fill my tummy".</p> <p>"Thank You, Mr Lion", squeaked the mouse. "One day I will help you".</p> | <p>I can visualise the lion's loud roaring laugh. The lion thinks the mouse's offer is so funny. The lion can't visualise how a tiny little mouse could ever help such a big, strong creature like himself!</p> <p>Can you visualise a mouse helping a lion?</p> |

| | |
|---|---|
| <p>“Ha ha ha!” roared the big lion. “How can a tiny little mouse like you help a big, strong lion like me? I am the king of all animals. I can help myself”.</p> | |
| <p>Not long after, the lion went for a walk. He walked into a hunter’s net and was trapped. “Help!” he yelled. “I can’t get out. I’m trapped!”</p> <p>The tiny mouse heard the lion. He ran to the trap and said; “I’ll help you!”</p> <p>“You’re too little to help me,” growled the lion.</p> | <p>I can visualise the lion stuck inside a big net. He wiggles and thrashes, but there is nothing he can do to escape! I can’t visualise how a tiny mouse could help him escape – can you?</p> |
| <p>The little mouse began biting the net into small pieces. Soon the lion was out. He smiled gratefully and said, “You may be little mouse, but you’re a big help.”</p> | <p>Oh! Now I can visualise the little mouse using her tiny, sharp teeth to chew the net! The lion was so arrogant to think that bigger is always better!</p> |
| <p>Follow-up questions</p> | <p>Responses</p> |
| <p>When did the lion yell?</p> | <p>When he was stuck inside the hunter’s trap.</p> |
| <p>How did the mouse help the lion?</p> | <p>She used her teeth to bite the net.</p> |
| <p>Critical thinking</p> | <p>Possible responses</p> |
| <p>Why was the lion surprised?</p> | <ul style="list-style-type: none"> • The lion can’t see how he would ever need help from a tiny mouse. • The lion doesn’t think he will ever need help. • The lion thinks the mouse is too small to help him. • The lion is arrogant – he thinks bigger is always better! |
| <p>LSC in Context</p> | |
| <ol style="list-style-type: none"> 1. Explain to learners that this cycle, they will learn about adverbs. 2. Point out the following example of this: In the first line of the story, we read: One day a tiny mouse accidentally woke a sleeping lion. 'Accidentally' is an adverb because it describes how the mouse woke the lion. 3. Introduce this LSC as follows: Adverbs describe the verb – they give us more information about how the action is performed. | |

| WEEK 5: THURSDAY / DAY 4: SECOND READ | |
|--|---|
| TITLE | <i>The big lion and the tiny mouse</i> |
| DBE workbook 1, PAGE | 44 |
| ACTIVITY | READ TWO |
| COMPREHENSION STRATEGY | Visualise Evaluate |
| <ol style="list-style-type: none"> Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> <i>Which character in this story can be described as arrogant?</i> <i>Which character in this story can be described as helpful?</i> <i>What do you think the message of this story is? (What is this story trying to teach us?)</i> Read the follow-up questions out loud to learners. Hand out the DBE workbooks. Instruct learners to turn to the story on page 44. Explain that you will read the story to learners. They must follow along with the story as you read. Read the story with fluency and expression to learners. Read the Text first, and then say the comment in the Second Read column. Next, instruct learners to turn and talk with a partner. Instruct learners to take turns reading the story to each other. Tell learners to orally discuss the follow-up questions together. | |
| Text | Think Aloud: Second Read |
| One day a tiny mouse accidentally woke a sleeping lion. The lion growled and said, "Such a tiny mouse is waking me up. I will eat it for a snack." He trapped the mouse's tail under his big paw. | I can visualise the little mouse feeling so scared, like he is about to get eaten! |
| "Oh no, Mr Lion," squeaked the mouse. "Please don't eat me. I am just a little mouse". "You're right," growled the lion. "You are too small to fill my tummy". | I can visualise the lion's arrogant tone of voice. He thinks the mouse is so silly for even offering to help him. I can evaluate the lion's words and make the judgement that he is arrogant. |
| "Thank You, Mr Lion", squeaked the mouse. "One day I will help you". "Ha ha ha!" roared the big lion. "How can a tiny little mouse like you help a big, strong lion like me?" | |

| | |
|---|---|
| <p>I am the king of all animals. I can help myself”.</p> | |
| <p>Not long after, the lion went for a walk. He walked into a hunter’s net and was trapped. “Help!” he yelled. “I can’t get out. I’m trapped!”</p> <p>The tiny mouse heard the lion. He ran to the trap and said; “I’ll help you!”</p> <p>“You’re too little to help me,” growled the lion.</p> | <p>I can visualise the lion looking down at the little mouse. I can visualise him thinking – ‘if I am big and strong and can’t escape this net, how could a silly little mouse ever help me?’</p> <p>I can visualise him thinking the mouse is useless.</p> |
| <p>The little mouse began biting the net into small pieces. Soon the lion was out. He smiled gratefully and said, “You may be little mouse, but you’re a big help.”</p> | <p>I can visualise the lion’s face full of surprise as he watches the little mouse begin to chew through the net! I can visualise him thinking: ‘Oh! Maybe I was wrong!’</p> <p>I can evaluate the mouse’s actions and make the judgement that the mouse is honest and helpful. She did exactly what she said she would do, even though the lion was unkind to her!</p> |
| <p>Follow-up questions</p> | <p>Responses</p> |
| <p>Evaluate the characters. Which character in this story can be described as arrogant?</p> | <p>The lion can be described as arrogant.</p> |
| <p>Evaluate the characters. Which character in this story can be described as helpful?</p> | <p>The mouse can be described as helpful.</p> |
| <p>Critical thinking</p> | <p>Possible responses</p> |
| <p>Evaluate the story as a whole. What do you think the message of this story is? (What is this story trying to teach us?)</p> | <p><i>This is an evaluation question. Learners must form their own opinion. They must give a reason for their opinion, like:</i></p> <ul style="list-style-type: none"> • I think the message of this story is that no one is too big or strong that they don’t need help. Even the king of all animals needs help sometimes. • I think the message of the story is that no one is too small to be helpful. Even a tiny little mouse can be helpful! • I think the message of this story is that we shouldn’t dismiss someone because of their size – both big and small animals (and people) have strengths. |

Ask learners to formulate a question about the text.

1. Ask learners to independently think of a question that they can ask about the text.
2. If necessary, remind learners of some of the question words or phrases, for example: who, what, when, where, how, why, in your opinion, do you think, list, etc.
3. Tell learners to turn and talk, and share their questions with each other.
4. Then, ask a few learners to share their questions with the class.

WEEK 5: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY

| | |
|---------------------------------------|---|
| Modelling (I DO) | <ol style="list-style-type: none"> 1. Explain that this week, we have been working on visualising. 2. Explain that when we visualise, we try to imagine what is happening in the text, like a movie inside our minds. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to page 44 5. Read out loud while learners follow along: <i>“Oh no, Mr Lion,” squeaked the mouse. “Please don’t eat me. I am just a little mouse.”</i> 6. Close your eyes and explain what you visualise about this sentence, like: <ol style="list-style-type: none"> a. I visualise the high, squeaky voice of the mouse. b. I can visualise the mouse shaking with fear. c. I can visualise the mouse thinking about what she can do to escape from the lion’s paw. |
| Work with learners (WE DO) | <ol style="list-style-type: none"> 1. Read out loud while learners follow along: <i>“Ha ha ha,” roared the big lion.</i> 2. Instruct learners to close their eyes and to pretend they are watching the lion. 3. Ask learners: What did you visualise? 4. Listen to learners' ideas, like: <ol style="list-style-type: none"> a. I visualise that the lion has a big, loud, deep voice. b. I can visualise the lion laughing and laughing. c. I can visualise the lion looking down at the mouse. d. I can visualise the lion thinking he is so much better than the mouse. |

| | |
|--------------------------------------|--|
| <p>Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Write the following questions on the board: <ol style="list-style-type: none"> a. <i>What did you visualise?</i> b. <i>How was your visualisation similar to your partner's?</i> c. <i>How was your visualisation different from your partner's?</i> 2. Explain that now, learners will work with a partner to visualise. 3. Read out loud while learners follow along: <i>The little mouse began biting the net into small pieces.</i> 4. Instruct learners to visualise this. 5. Then, instruct learners to discuss the questions with their partners. 6. After 3 to 5 minutes, call learners back together. 7. Call on 2 to 3 learners to share their answer to each question. |
| <p>NOTES</p> | <p>Tell learners to open their exercise books, and copy down the following notes to remind them of how to visualise:</p> <p><u>Visualise</u></p> <p>To visualise, we:</p> <ul style="list-style-type: none"> • Close our eyes • Imagine what we see, hear, smell, taste and feel • Try to see the story like a movie in our minds |

WEEK 5: FRIDAY / DAY 5: POST-READING

| | |
|---------------------------|--|
| TITLE | <i>The big lion and the tiny mouse</i> |
| DBE workbook 1, PAGE | 44 |
| ACTIVITY | WRITTEN COMPREHENSION |
| COMPREHENSION STRATEGY | Visualise Evaluate |

POST-READING

The big lion and the tiny mouse

- Where did the lion get trapped?
He got trapped...
- Close your eyes and visualise the lion in the trap. What do you visualise?
I visualise...
- When was the lion surprised? Why?
The lion was surprised when...
He was surprised because...
- What is one thing you liked OR disliked about this story?
I liked...
OR
I disliked...
- Give the story a new title that helps us, the reader, understand what the message of the story will be.
A new title for the story could be...

The big lion and the tiny mouse (Answers)

- Where did the lion get trapped?
He got trapped in the hunter's trap.
- Close your eyes and visualise the lion in the trap. What do you visualise?
I visualise...(learners can write any logical sentence here.)
- When was the lion surprised? Why?
The lion was surprised when the mouse was able to help him escape the trap.
He was surprised because he didn't think a small mouse would ever be able to help him.

| WEEK 5 FRIDAY / DAY 5: TEACH THE GENRE | | | |
|--|---|---|---|
| TEXT TYPE | PURPOSE | TEXT STRUCTURE | LANGUAGE FEATURES |
| Story (narrative essay) | To entertain | <ul style="list-style-type: none"> Orientation that introduces characters and setting, e.g. <i>Once upon a time there was an old woman who lived with her son called Jack. They were very poor.</i> Events leading to a complication, e.g. <i>Jack spent all the money his mother gave him on some magic beans. His mother was angry.</i> Resolution and ending, e.g. <i>Jack came back with the Giant's treasure and they lived happily ever after.</i> | <ul style="list-style-type: none"> Written in the first or third person Written in the past tense Events described sequentially Connectives that signal time, e.g. <i>Early that morning, later on, once</i> Makes use of dialogue Language used to create an impact on the reader, e.g. <i>adverbs, adjectives, images</i> |
| SMS | To inform and maintain a relationship | <ul style="list-style-type: none"> Message Sender's name | <ul style="list-style-type: none"> Speech-like communication |
| INTRODUCE THE GENRE | <ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a story (also called a narrative essay). 2. A story entertains people! It is meant to be interesting and fun to read. 3. Explain that all stories have certain important elements: <ol style="list-style-type: none"> a. Characters: A story always has characters. They can be people or animals. b. Setting: This is when and where the story takes place. c. Conflict / complication: A story has a problem that needs to be solved. d. Resolution: This is how the problem gets solved in a story. 4. Next, explain that in this story one of the characters will receive an SMS. <ol style="list-style-type: none"> a. Explain that an SMS is used to share information or maintain a relationship. b. Explain that we write SMS's like we speak. | | |

| | |
|----------------------|---|
| READ THE SAMPLE TEXT | <p>A tale of two friends</p> <p><i>There once was a boy named Sipho who had to wear thick glasses. Sipho hated his glasses because he thought they made him look strange. Many kids in Sipho’s grade teased him because of his glasses. This made Sipho feel lonely.</i></p> <p><i>One day, a new girl named Mpho arrived at school. The teacher placed her next to Sipho. Mpho looked so scared, that Sipho smiled at her, and told her not to worry. Mpho smiled backed. At break, Mpho didn’t want to leave the classroom because she was so shy. Sipho sent her an SMS. The SMS said:</i></p> <p><i>Hey Mpho, I know how it feels to be different. I don’t want you to feel lonely. Come outside now and we can go for a walk.</i></p> <p><i>Sipho</i></p> <p><i>Mpho went outside and found Sipho. Sipho and Mpho became best friends. Mpho made Sipho feel better about his glasses. Sipho helped Mpho to not be so shy.</i></p> |
| DISCUSS | <ol style="list-style-type: none"> 1. Who are the characters in this story? 2. What is the problem in this story? 3. How did this problem get solved? 4. Is there an SMS in the story? 5. What does the SMS say? 6. What kind of ending did the story have – a sad ending or a happy ending? 7. How do we know that this is a story? |
| NOTES | <p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Story (narrative essay)</u></p> <ol style="list-style-type: none"> 1. <u>Beginning</u>: Tells about character and setting. 2. <u>Middle</u>: A problem! 3. <u>Ending</u>: How the problem gets solved 4. Entertains people! <p><u>SMS</u></p> <ol style="list-style-type: none"> 1. Used to share information or maintain a relationship. 2. We write SMS’s like we speak. 3. If the person does not have your number saved, you must include your name. |

GRADE 4 - TERM 1

WEEK



THEME:
WE ALL MATTER

"Passion will move us beyond ourselves, beyond our shortcomings,
beyond our failures."

- Joseph Campbell

| TERM 1: WEEK 6 | |
|------------------------|---|
| OVERVIEW | |
| THEME | We all matter |
| THEME VOCABULARY | arrogant, grateful, popular, miserable, unique, squeak, roar, grateful, lonely, trapped, strength, weakness, convince, heartsore, stray, elderly, senior, company, wander, adverb |
| LSC | Adverbs |
| COMPREHENSION STRATEGY | Visualise Evaluate |
| WRITING GENRE | Story (narrative essay) and SMS |
| WRITING TOPIC | Write a story about a person who helps another person. Include an SMS in the story. |

| WEEK 6: MONDAY / DAY 1: PLANNING | |
|---|--|
| TOPIC | Write a story about a person who helps another person. Include an SMS in the story. |
| GENRE | Story (narrative essay) and SMS |
| PLANNING STRATEGY | Write a list |
| MODEL THE PLANNING STRATEGY (I DO) | <ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about completing the writing topic, like: <i>I know that I need to write about a character who helps another character. I need to think of a problem. I think I will write about a child who is getting teased at school for her clothing. I will write about this because I want the reader to know that this isn't nice. I will make the SMS come from a nice kid who wants to help her.</i> 4. Have the writing frame written on one side of the chalkboard. 5. Show learners how you make a list by answering the questions. 6. Do this on the other side of the chalkboard. |
| <p>My story</p> <ol style="list-style-type: none"> 1. What is the setting of the story? (When and where does the story happen?) 2. Who is the main character? 3. What do we need to know about this character? 4. What is this character's problem? 5. Who helps this character? 6. What does this character do to help? 7. How is the problem fixed? 8. What is the SMS in the story? | <p>My story</p> <ol style="list-style-type: none"> 1. Naledi Primary School, in White River, Mpumalanga 2. Sindiswa 3. She is in grade 4. 4. Her family is very poor. She doesn't have enough food to eat. She also doesn't have a school uniform that fits her. She gets teased by other learners because of her clothing. 5. An older boy from grade 6 named Zweli who is very popular 6. He tells the other children to stop teasing her. Then he tells her that he used to get teased for the same thing 7. The children in Sindiswa's class listen 8. Zweli sends an SMS to all the kids to ask them to stop teasing Sindiswa |

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and think about a character who needs help. Instruct learners to think about who helps this person. What happens as a result of this help? Ask them to think about the SMS in the story. Who sends the SMS? What does it say?
2. Next, tell learners to **turn and talk** with a partner, to share their idea.
3. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their story, just like you did.
4. Tell learners not to copy your plan – they must write their **own** ideas.
5. As learners work, walk around the room and hold mini-conferences.

Planning: Story and SMS

Zweli stops the teasing

1. Sindiswa
2. She is in Grade 4.
3. Her family is very poor. She doesn't have enough food to eat. Her school uniform is old and does not fit. The learners tease her because of her clothing.
4. Naledi Primary School in White River, Mpumalanga
5. An older boy from Grade 6 named Zweli who is very popular
6. Zweli tells the other kids to stop teasing her. He tells Sindiswa that he used to be teased for the same thing.
7. The children in Sindiswa's class listen
8. Zweli sends an SMS to all the kids to ask them to stop teasing Sindiswa.

WEEK 6: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING**GROUP GUIDED READING**

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

| WEEK 6: TUESDAY / DAY 2: ORAL ACTIVITIES | | |
|--|---|--|
| SONG / RHYME | Lyrics | Actions |
| | Everyone is different in so many ways. | |
| | Wouldn't it be boring if we were all the same? | <i>Shrug your shoulders to show you're asking a question.</i> |
| | Celebrate your culture, your family history, And when we're all together, celebrate diversity! | <i>Celebrate by waving your fists in the air</i> <i>Celebrate by waving your fists in the air</i> |
| THEME VOCABULARY | strength, weakness, convince, heartsore, stray | |
| QUESTION OF THE DAY | | |
| Question | What is your strength? | |
| Answer frame | My strength is that I am a good student / I am popular / I am helpful | |
| Graph | 3-Column graph | |
| Options | I am a good student / I am popular / I am helpful | |
| Follow-up questions | | |
| Question | How many learners think their strength is being a good student? | |
| Answer | __ learners think their strength is being a good student. | |
| Question | How many learners think their strength is being popular? | |
| Answer | __ learners think their strength is being popular. | |
| Question | How many learners think their strength is being helpful? | |
| Answer | __ learners think their strength is being helpful. | |
| Question | What do most learners think their strength is? | |
| Answer | Most learners think that their strength is being __ | |
| Question | What do fewest learners think their strength is? | |
| Answer | Fewest learners think that their strength is being __ | |
| Question | What is your strength? | |
| Answer | My strength is that I am a good student. | |
| Answer | My strength is that I am popular. | |
| Answer | My strength is that I am helpful. | |

| | |
|-----------------------|---|
| EXPLAIN | Explain that we all have strengths and weaknesses. It is important to value our strengths and to understand that it is okay to not be good at everything. But we can still work to improve our weaknesses. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 6: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

| | |
|-------|---|
| GROUP | Call a same-ability reading group to work with you. |
|-------|---|

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 6: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING

| LSC | Adverbs |
|--|--|
| <p>LSC MODELLING (I DO)</p> | <p>Part 1</p> <ol style="list-style-type: none"> 1. Explain that today we will learn about adverbs because using adverbs can help make our stories more interesting. They also can help the reader to visualise what is happening in our story. 2. Explain that an adverb is a word that describes a verb. 3. Write the following sentence on the board: She is talking. 4. Explain that this sentence just tells us that someone is talking, but it doesn't give us any details about the talking! It is hard to visualise what the talking sounds like. 5. Explain that we can use adverbs to describe her talking, like: quietly, loudly, confidently. 6. Write the following sentence on the board: She is talking quietly. 7. Explain that now, we can visualise how she is talking. <p>Part 2</p> <ol style="list-style-type: none"> 1. Write the following adverbs on the board: quietly, loudly, confidently 2. Read all the words to learners, emphasising the ending sound: -ly 3. Explain that most adverbs end in -ly. 4. Explain that most adverbs come directly after the verb they describe. 5. Point to the example on the board: She is talking quietly. Point out that the adverb comes after 'talking'. |
| <p>LSC Ask learners for help (WE DO)</p> | <ol style="list-style-type: none"> 1. Write the following sentence on the board: She runs. 2. Ask learners: What words can we use to describe how she runs? 3. Brainstorm some ideas with learners. Write them on the board, like: slowly, quickly, fast, anxiously, happily 4. Explain that some adverbs (like fast) do not end in -ly, but most do. 5. Ask learners: Where do I add the adverb to the sentence? 6. Remind learners that we add it after the verb it is describing. 7. Add one adverb to the sentence, like: She runs happily. |

| | | |
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| <p>LSC Pair work (YOU DO)</p> | <ol style="list-style-type: none"> Write the following sentences on the board: <ul style="list-style-type: none"> He walks She reads They whisper Instruct learners to turn and talk with a small group (4 learners) to choose an adverb for each of these sentences. After 3-5 minutes, give each group a piece of chalk. Explain that they must choose one learner from their group to come write one of their sentences on the chalkboard. After each group has written one sentence on the board, call learners back together. Go through each sentence with the class. Discuss the adverb that has been used. Correct any mistakes that you find. Explain that when learners draft their stories this week, they must include two adverbs. This will help their reader visualise what is happening in their story better! | |
| <p>TOPIC</p> | <p>Write a story about a person who helps another person. Include an SMS in the story.</p> | |
| <p>PLANS</p> | <p>Before class begins, rewrite the planning frames on the board:</p> | |
| <p><u>My story</u></p> <ol style="list-style-type: none"> What is the setting of the story? (When and where does the story happen?) Who is the main character? What do we need to know about this character? What is this character's problem? Who helps this character? What does this character do to help? How is the problem fixed? What is the SMS in the story? | <p><u>My story</u></p> <ol style="list-style-type: none"> Naledi Primary School, in White River, Mpumalanga Sindiswa She is in grade 4. Her family is very poor. She doesn't have enough food to eat. She also doesn't have a school uniform that fits her. She gets teased by other learners because of her clothing. An older boy from grade 6 named Zweli who is very popular He tells the other children to stop teasing her. Then he tells her that he used to get teased for the same thing The children in Sindiswa's class listen Zweli sends an SMS to all the kids to ask them to stop teasing Sindiswa | |

| | |
|---------------|---|
| WRITING FRAME | <ol style="list-style-type: none"> Next, tell learners that they must turn each point in their plan into a sentence. They must also arrange the sentences into three paragraphs. They must include an SMS somewhere in their story – they can decide where. They can use the sentence starters under each heading for help writing their paragraphs. They will need to add more sentences as well. Write the following frame on the chalkboard, and explain it to learners: <p>Paragraph one: Beginning Points 1-3</p> <p><i>This story takes place....</i> <i>Once there lived...</i> <i>He / she...</i></p> <p>Paragraph two: Middle Point 4 <i>His / her problem was...</i></p> <p>Paragraph 3: Ending Points 5-7 <i>One day...</i> <i>He / she helped...</i> <i>Then, finally...</i></p> <p>SMS You must decide where your SMS fit into the story. <i>One day, ... sent/received an SMS. It said:</i></p> |
| DRAFT | <ol style="list-style-type: none"> Hand out learners' exercise books. Settle learners so you have their attention. Remind learners that they will write story using the frame. Instruct learners to write the date and heading: Story and SMS: Draft Instruct learners to complete the writing frame using their plans. Tell learners that they can add more sentences or details if they have time. Remind learners of the strategies they can use to help them. As learners write, walk around the classroom and help learners who are struggling. |
| HOMEWORK | Learners must complete the draft. |

Story and SMS Draft

Zweli stops the teasing

1-3 { This story takes place in Naledi Primary School in White River, Mpumalanga. Once there lived a girl named Sindiswa. ~~Her family was very poor and she did not have food. Her school~~ She was in Grade 4.

4 { Her problem was her family was very poor. She did not have food to eat and her school uniform did not fit. The other kids teased her because of her clothes.

5-7 { One day an older boy from Grade 6 helped Sindiswa. ~~He~~ His name was Zweli and he was popular. He helped by sending a SMS to all the kids. It said:
Guys,
It is not cool to tease Sindiswa. I also had the same problem until my mom got a job. Please be nice.
Zweli } SMS
The kids listened to Zweli and they stopped teasing.

WEEK 6: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

| WEEK 6: THURSDAY / DAY 4: ORAL ACTIVITIES | | |
|---|---|---|
| SONG / RHYME | Lyrics | Actions |
| | Everyone is different in so many ways. | |
| | Wouldn't it be boring if we were all the same? | <i>Shrug your shoulders to show you're asking a question.</i> |
| | Celebrate your culture, your family history, | <i>Celebrate by waving your fists in the air</i> |
| | And when we're all together, celebrate diversity! | <i>Celebrate by waving your fists in the air</i> |
| THEME VOCABULARY | elderly, senior, company, wander, adverb | |
| QUESTION OF THE DAY | | |
| Question | Whose company do you enjoy most? | |
| Answer frame | I enjoy (my friends' / my grandparents' / my siblings') company the most. | |
| Graph | 3-column graph | |
| Options | my friends / my grandparents / my siblings | |
| Follow-up questions | | |
| Question | How many learners enjoy their friends' company the most? | |
| Answer | ___ learners enjoy their friends' company the most. | |
| Question | How many learners enjoy their grandparents' company the most? | |
| Answer | ___ learners enjoy their grandparents' company the most. | |
| Question | How many learners enjoy their siblings' company the most? | |
| Answer | ___ learners enjoy their siblings' company the most. | |
| Question | Whose company do most learners enjoy? | |
| Answer | Most learners enjoy their ___ company. | |
| Question | Whose company do fewest learners enjoy? | |
| Answer | Fewest learners enjoy their ___ company. | |
| Question | Whose company do you enjoy most? | |
| Answer | I enjoy my friends' company most. | |

| | |
|-----------------------|---|
| Answer | I enjoy my grandparents' company. |
| Answer | I enjoy my siblings' company. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 6: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

| | |
|-------|---|
| GROUP | Call a same-ability reading group to work with you. |
|-------|---|

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 6: FRIDAY / DAY 5: EDITING AND PUBLISHING

| | |
|---|---|
| <p>EDITING CHECKLIST (Write this on the board before class begins)</p> | <ol style="list-style-type: none"> 1. Does my story describe the main character and setting in paragraph 1? 2. Does my story have a problem in paragraph 2? 3. Does the problem in my story get resolved or fixed in paragraph 3? 4. Did I include an SMS in my story? 5. Did I use two adverbs in my story? 6. Did I spell all words correctly? 7. Does each sentence begin with a capital letter? 8. Does each paragraph end with proper punctuation? |
| <p>EDIT</p> | <ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to change words if it will help their story sound more interesting. 7. Explain that learners may begin to publish when they are finished editing. |
| <p>PUBLISH</p> | <ol style="list-style-type: none"> 1. Explain that in the final draft, learners must give their articles a title. 2. Instruct learners to read through their corrections. 3. Instruct learners to rewrite their story, correcting any mistakes. 4. Instruct learners to rewrite the story correctly, under their chosen title. 5. Tell learners that they may illustrate their story by drawing a picture with a caption, but it is not a requirement. |

Story and SMS : Final Draft

Zweli stops the teasing

This story takes place in Naledi Primary School in White River, Mpumalanga. Once there lived a girl named Sindiswa. She was in Grade 4.

Her problem was her family was very poor. She did not have food to eat and her school uniform did not fit. The other kids teased her badly because of her clothes.

One day an older boy from Grade 6 helped Sindiswa. His name was Zweli and he was popular. Zweli helped by sending an SMS to all the kids.

It said:

Guy's,

It is not cool to tease Sindiswa. I also had the same problem until my mom got a job finally.

Please be nice.

Zweli

The kids listened to Zweli and they stopped teasing.

The end.

WEEK 6: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 6: CONCLUSION

Find 10 - 15 minutes at the end of the week to do the following:

| | |
|---------------------------|---|
| UPDATE THE K-W-L CHART | <ul style="list-style-type: none"> • Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn. |
| SUMMARISE | <ul style="list-style-type: none"> • Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: <ul style="list-style-type: none"> o Theme vocabulary o LSC o The different texts that were read o The small group discussion o The comprehension strategy o The writing genre and task o All content from the theme |
| SHARE WITH FAMILIES | <ul style="list-style-type: none"> • Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class. |
| ACKNOWLEDGE AND CELEBRATE | <ul style="list-style-type: none"> • Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: <ul style="list-style-type: none"> o EFAL skills like reading or writing o Theme content o Tasks or activities o Behaviour in the class o Relationships with other learners o Attitude to EFAL o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed. |

GRADE 4 - TERM 1

WEEK 7

THEME: TAKING A TRIP

"The world is a book, and those who do not travel read only a page."
- Saint Augustine

| TERM 1: WEEK 7 | |
|------------------------|---|
| OVERVIEW | |
| THEME | Taking a trip |
| THEME VOCABULARY | sunblock, suitcase, toiletries, pack, passenger, jolt, visit, section, services, website |
| LSC | Determiners (first, next, etc.) |
| COMPREHENSION STRATEGY | Make inferences |
| WRITING GENRE | Instructions (procedural text) |
| WRITING TOPIC | Write instructions that tell someone how to get from your house to school. OR Write instructions that tell someone how to get from your house to your best friend's house. |
| CLASSROOM PREPARATION | <ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: pamphlets about travel, travel books, articles about other countries or cities. 5. Try to find some pictures of different countries and different modes of transportation. Try to find some real objects for your theme table, such as tickets, a suitcase, etc. 6. Do some research on the internet to find out some interesting information to prepare for this theme, for example: In which countries can you drink the tap water? |

| WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES | | |
|---|---|---|
| PICTURE | <ol style="list-style-type: none"> Instruct learners to open the DBE Workbook 1 to page 56. Instruct learners to look at the pictures on the page. | |
| INTRODUCE THE THEME | <ul style="list-style-type: none"> Tell learners the title of the theme. Activate learners' background knowledge about the theme. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. Fill in the first part of the K-W-L chart. | |
| SONG / RHYME | Lyrics | Actions |
| | This is a passenger train, | <i>Bend elbows</i> |
| | Puffing down the track. | <i>Move arms forward</i> |
| | The passengers jolt forward, | <i>Push arms forward</i> |
| | The passengers jolt back! | <i>Pull arms back</i> |
| | Now the bell is ringing, | <i>Pretend to ring a bell</i> |
| | Then the whistle blows. | <i>Hold fist near mouth and pretend to blow</i> |
| | What a lot of noise it makes, everywhere it goes! | <i>Cover ears</i> |
| THEME VOCABULARY | sunblock, suitcase, toiletries, pack, passenger | |
| QUESTION OF THE DAY | | |
| Question | What do you want to pack in your suitcase? | |
| Answer frame | I want to pack (sunblock / toiletries / warm clothing) in my suitcase. | |
| Graph | 3-column graph | |
| Options | sunblock / toiletries / warm clothing | |
| Follow-up questions | | |
| Question | How many learners want to pack sunblock in their suitcase? | |
| Answer | ___ learners want to pack sunblock in their suitcase. | |
| Question | How many learners want to pack toiletries in their suitcase? | |
| Answer | ___ learners want to pack toiletries in their suitcase. | |
| Question | How many learners want to pack warm clothing in their suitcase? | |
| Answer | ___ learners want to pack warm clothing in their suitcase. | |

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| Question | What do most learners want to pack in their suitcases? |
| Answer | Most learners want to pack __ in their suitcases. |
| Question | What do fewest learners want to pack in their suitcases? |
| Answer | Fewest learners want to pack __ in their suitcases. |
| Question | What do you want to pack in your suitcase? |
| Answer | I want to pack sunblock in my suitcase. |
| Answer | I want to pack toiletries in my suitcase. |
| Answer | I want to pack warm clothing in my suitcase. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 7: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to **a story**: *A bus ride to granny's house*.
2. **FIRST READ**: Read the story out loud to learners. Read with fluency and expression. As you read, embed meaning in the story by using your voice, facial expressions and actions.
3. **SECOND READ**: Read the story out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ**: Read the story out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

| Text | Second Read: Share Thoughts (Model) | Third Read: Ask Questions |
|---|---|---|
| <p>Thingo and Zanele were sisters and best friends. They lived in King William's Town in the Eastern Cape with their mother. For the winter school holidays, their mother was sending them to visit their grandmother. Thingo and Zanele were very excited to go on this trip, but they were also nervous to catch a bus without an adult for the first time!</p> | <p>I can infer that this story takes place right before the school holidays because the girls are about to go on a trip, but they haven't yet left home!</p> | <ol style="list-style-type: none"> 1. Who are the character of this story? (Thingo, Zanele, and their mother.) 2. What is the setting of the story? (King Williams Town in the Eastern Cape, right before the school holidays.) |
| <p>The girls' mother helped them to prepare for their trip. The first thing that they did was to use their mother's phone to go onto the internet.</p> | <p>I can infer that their mother has bought bus tickets on the Checkers website before. She knows just what to do!</p> | <ol style="list-style-type: none"> 1. Why do the girls use their mothers phone? (To access the internet. / To see the bus schedule. / To buy bus tickets) |
| <p>They went onto the Checkers website to look at the bus schedule. Their mother typed in www.checkers.co.za on her phone. Then, when the website opened, she clicked on the section called 'Services', and then on the section called 'Bus Tickets'.</p> | | <ol style="list-style-type: none"> 2. What website do they use? (They use the checkers website.) |

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| <p>Next, they typed in that they were leaving from East London on 9 July and that they wanted to go to Johannesburg. A list of all the bus trips they could take appeared, together with the times and prices. The girls had a choice of two trips, they could catch a Greyhound Bus from East London for R450 or they could catch an Intercape Bus from East London for R479.</p> | <p>They look for the trips from East London to Johannesburg. That lets me infer that King Williams Town must not have a bus depot. But, it must be close to East London. I can also infer that granny lives in or nearby Johannesburg.</p> | <ol style="list-style-type: none"> 1. How many trips do they find? (Two trips.) 2. What day will they leave for Johannesburg? (They will leave on 9 July.) |
| <p>Their mother told them to choose the trip for R450. Then, she took the phone from them and paid for the tickets by typing in the number of her bank card. 'There,' said mother. 'All done. We have your tickets! Now, we must just ask Uncle Morris to drive us to East London in the afternoon on 9 July so that you can catch your bus.'</p> | <p>They have their bus tickets, but they must still arrange for a ride to the bus depot! That lets me infer that the girls' mother doesn't own a car.</p> | <ol style="list-style-type: none"> 1. Who will give them a ride to the bus depot in East London? (They will ask their Uncle Morris for a lift.) |
| <p>Zanele and Thingo excitedly packed their suitcases. Granny had told them to pack lots of warm clothes. They put their new hats and jackets into their suitcases. They also packed their toiletries. Finally, they each packed a book to read on the journey.</p> | | <ol style="list-style-type: none"> 1. What is the weather like in Johannesburg? (It is cold.) 2. What must the girls pack? (They must pack warm clothes.) |

| | | |
|--|---|--|
| <p>The morning of their trip, Thingo and Zanele woke up very early. They bathed and had their breakfast. Then, Uncle Morris drove the girls and their mother to the bus depot in East London. Finally, it was time to climb on the bus! Mother kissed and hugged the girls, and told them to always stay together.</p> | <p>I can infer that Thingo and Zanele are very excited to go! They woke up so early to get ready – even though we know that Uncle Morris isn't coming until the afternoon to fetch them!</p> | <ol style="list-style-type: none"> 1. What advice does their mother give them before they got onto the bus? (To always stay together.) |
| <p>When the girls arrived in Johannesburg, their grandmother was waiting for them at the bus depot. The girls kissed and hugged their grandmother. Then, they phoned their mother. 'Mama, it was such fun on the bus! We stayed together the whole time like you told us. Now we are here with Gogo!'</p> | <p>The girls phone their mother as soon as they arrive. I can infer that they want their mother to know that they are safe and with Gogo, so she doesn't worry about them!</p> | <ol style="list-style-type: none"> 1. Who was waiting for Thingo and Zanele? (Their grandmother.) 2. Why do they phone their mother when they arrive? (Because they want her to know that they have arrived safely. They don't want her to worry!) |

WEEK 7: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss a story: *A bus ride to granny's house*.
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this story...
 - b. I can infer that...
 - c. I like / dislike this story because...
3. Break learners into small discussion groups.
4. Conduct the activity as per core methodology.

WEEK 7: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS

| | | | | | | | | | | |
|-----------|--|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Sounds | /sh/ /o/ /ck/ | | | | | | | | | |
| Activity | <ol style="list-style-type: none"> 1. Explain to learners that some letters sound different in English. 2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words. 3. Write the following sounds on the chalkboard: sh, o, ck. 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: /p/ - /a/ - /ck/ = pack /sh/ - /o/ - /ck/ = shock /s/ - /o/ - /ck/ = sock /sh/ - /a/ - /ck/ = shack /sh/ - /oe/ = shoe /sh/ - /i/ - /p/ = ship 6. Ask learners to sound out and read each word after you. | | | | | | | | | |
| Word find | <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>sh</td> <td>r</td> <td>c</td> </tr> <tr> <td>a</td> <td>o</td> <td>u</td> </tr> <tr> <td>t</td> <td>l</td> <td>ck</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: shock or rash | sh | r | c | a | o | u | t | l | ck |
| sh | r | c | | | | | | | | |
| a | o | u | | | | | | | | |
| t | l | ck | | | | | | | | |

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| Sight or high frequency words | <ol style="list-style-type: none"> 1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words: <ol style="list-style-type: none"> a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning) 5. Read the words three times and tell learners to repeat after you: want, get, just, now, came, island, got, their, people, clothes |
|-------------------------------|--|

WEEK 7: TUESDAY / DAY 2: PRE-READING

| | |
|---|---|
| TITLE | <i>Going visiting</i> |
| DBE workbook 1, PAGE | 56 |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | Predict |
| PURPOSE | When learners predict, they think about and try to make sense of a text before they read it. This helps build learners' story-telling and comprehension skills. |
| PRE-READING ACTIVITY | |
| <ol style="list-style-type: none"> 1. Ask a learner to read the title: Going visiting. 2. Explain the meaning of the title, e.g. <i>A visit is when we go somewhere to see someone. The title means that someone is going on a visit.</i> 3. Ask learners to look carefully at the pictures, captions and title. 4. Conduct the Pre-Read activity as per core methodology. | |

| WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES | | |
|--|---|---|
| SONG / RHYME | Lyrics | Actions |
| | This is a passenger train, | <i>Bend elbows</i> |
| | Puffing down the track. | <i>Move arms forward</i> |
| | The passengers jolt forward, | <i>Push arms forward</i> |
| | The passengers jolt back! | <i>Pull arms back</i> |
| | Now the bell is ringing, | <i>Pretend to ring a bell</i> |
| | Then the whistle blows. | <i>Hold fist near mouth and pretend to blow</i> |
| | What a lot of noise it makes, everywhere it goes! | <i>Cover ears</i> |
| THEME VOCABULARY | jolt, visit, section, services, internet | |
| QUESTION OF THE DAY | | |
| Question | Who would you prefer to visit? | |
| Answer frame | I would prefer to visit the grandmother (on the farm / in Johannesburg) | |
| Graph | 2-column graph | |
| Options | Sipho, Nomsa and Lerato's grandmother on the farm / Thingo and Zanele's grandmother in Johannesburg | |
| Follow-up questions | | |
| Question | How many learners would prefer to visit Sipho, Nomsa, and Lerato's grandmother on the farm? | |
| Answer | __ learners would prefer to visit Sipho, Nomsa, and Lerato's grandmother on the farm. | |
| Question | How many learners would prefer to visit Thingo and Zanele's grandmother in Johannesburg? | |
| Answer | __ learners would prefer to visit Thingo and Zanele's grandmother in Johannesburg. | |
| Question | Who would more learners prefer to visit? | |
| Answer | More learners would prefer to visit __ | |
| Question | Who would fewer learners prefer to visit? | |
| Answer | Fewer learners would prefer to visit __ | |

| | |
|------------------------------|---|
| Question | Who would you prefer to visit? |
| Answer | I would prefer to visit Siphso, Nomsa and Lerato's grandmother on the farm. |
| Answer | I would prefer to visit Thingo and Zanele's grandmother in Johannesburg. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

| WEEK 7: WEDNESDAY / DAY 3: FIRST READ | |
|---|--|
| TITLE | <i>Going visiting</i> |
| DBE workbook 1, PAGE | 56 |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | Make inferences |
| <ol style="list-style-type: none"> Hand out the DBE workbooks. Instruct learners to turn to the text on page 56. Allow learners a few minutes to try and read the text on their own, in silence. Explain that you will read the text to learners. They must follow along with the text as you read. Read the text with fluency and expression to learners. Read the Text first and then say the comment in the First Read column. | |
| Text | Think Aloud: First Read |
| 1. Sipho and his sisters Nomsa and Lerato live in Johannesburg. They are excited that they will be going by train to visit their grandmother on the farm. | I can infer that their grandmother must live in a different town or suburb if they have to take a train to visit her! |
| (speech bubble) I'm so glad we are going to grandma's house for the weekend. | |
| (speech bubble) I can't wait to milk the cows. | I can infer that the grandchildren do not live on a farm because they are excited to milk the cows. I can infer that they do not have cows at their own house. |
| 2. You must make sure you have your sunblock and sun hats. The sun is very hot in Limpopo. Watch out if you go near the river. There has been a lot of rain and it may be deep. | I see that the children's mother is speaking and telling the children what they must bring. I can infer that the children are going on the trip without their mother! |
| (speech bubble) Oh mom, we will be fine. | |
| 3. They go to the station by taxi. | I can infer that the children's granny must live quite far away! If she lived nearby, they would probably just take a taxi the entire way! |
| 4. Come on. We must hurry so we don't miss the train. | |

| | |
|--|---|
| (speech bubble) Bye, mom! See you on Sunday night. | I can infer that they will leave their granny's house to return home on Sunday. I can infer that their mom will come pick them up at the train station when they get back. |
| (speech bubble) I can't wait to ride a horse. | I can infer that their granny must have horses at her house! |
| Follow-up questions | Responses |
| Where does the children's granny live? | She lives in Limpopo, on a farm. |
| What does their mother say they must bring with them? | They must bring sunblock and a sun hat. |
| Critical thinking | Possible responses |
| The family is going to the train station. Why might they be going to the train station? | <ul style="list-style-type: none"> • I can infer that they are going to the train station to catch a train. • I can infer they are going to take a train to their granny's house. • I can infer that they don't have a car – they take the train to visit their granny. • I can infer that their granny lives quite far away, so they must take a train to visit her. |
| Introduce the LSC in context | |
| <ol style="list-style-type: none"> 1. Explain to learners that this cycle, they will learn about: determiners. 2. Point out the following example of this: In this story, Siphon, Nomsa and Lerato are taking a trip. The story tells us what they want to do on their trip. The writer could have used determiners to make this clearer, for example: First, they want to milk the cows. 3. Introduce this LSC as follows: Determiners are words that tell us the order in which a series of actions are performed. These are words like: first, second, next, last, etc. | |

| WEEK 7: THURSDAY / DAY 4: SECOND READ | |
|---|--|
| TITLE | <i>Going visiting</i> |
| DBE workbook 1, PAGE | 56 |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | Make inferences |
| <ol style="list-style-type: none"> Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> What are two animals that we can infer the children's granny has on her farm? How can we infer the children feel about leaving their mother for the weekend? Why are the children excited? Read the follow-up questions out loud to learners. Hand out the DBE workbooks. Instruct learners to turn to the text on page 56. Explain that you will read the text to learners. They must follow along with the text as you read. Read the text with fluency and expression to learners. Read the Text first, and then say the comment in the Second Read column. Next, instruct learners to turn and talk with a partner. Instruct learners to take turns reading the text to each other. Tell learners to orally discuss the follow-up questions together. | |
| Text | Think Aloud: Second Read |
| 1. Siphon and his sisters Nomsa and Lerato live in Johannesburg. They are excited that they will be going by train to visit their grandmother on the farm. | I can infer that the children might not see their granny very often, because they are so excited to go by train to see her! |
| (speech bubble) I'm so glad we are going to grandma's house for the weekend. | I can infer that the children must have fun at their granny's house when they go! |
| (speech bubble) I can't wait to milk the cows. | The children are excited to be with animals. I can infer that they live in an urban (city) environment, where they do not own their own animals and also might not even see a lot of animals. |
| 2. You must make sure you have your sunblock and sun hats. The sun is very hot in Limpopo. Watch out if you go near the river. There has been a lot of rain and it may be deep. | I can infer that they might not see their granny very often because their mother has to tell them what they must pack. If they went all the time, they would probably know what to bring! |

| | |
|---|--|
| (speech bubble) Oh mom, we will be fine. | I can infer that the children think their mother is worrying about them for no reason. Maybe their mom worries a lot? |
| 3. They go to the station by taxi. | |
| 4. Come on. We must hurry so we don't miss the train. | I can infer that they might be running late! |
| (speech bubble) Bye, mom! See you on Sunday night. | I can infer that the children don't feel sad about leaving their mother. Maybe because they are just going for the weekend? |
| (speech bubble) I can't wait to ride a horse. | |
| Follow-up questions | Responses |
| What are two animals that we can infer the children's granny has on her farm? | We can infer that she has cows and horses on her farm. |
| How can we infer the children feel about leaving their mother for the weekend? | We can infer that they do not feel sad about leaving their mother. We can infer this because they are excited, and because they are smiling as they leave in the pictures. |
| Critical thinking | Possible responses |
| Why are the children excited? | <ul style="list-style-type: none"> We can infer that they are excited because they do not see their granny very often. They are excited to ride horses and milk cows. We can infer that they do not have animals of their own. I can infer that whenever the children go to their granny's house for the weekend, they have fun! |
| <p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> Ask learners to independently think of a question that they can ask about the text. If necessary, remind learners of some of the question words or phrases, for example: who, what, when, where, how, why, in your opinion, do you think, list, etc. Tell learners to turn and talk, and share their questions with each other. Then, ask a few learners to share their questions with the class. Give other learners the opportunity to answer these questions. | |

WEEK 7: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY

| | |
|--|---|
| <p>Modelling (I DO)</p> | <ol style="list-style-type: none"> 1. Explain that this week, we have been working on making inferences. 2. Explain that we make an inference when we use what is written and what we already know to figure something out. 3. Read out loud to learners from the listening story. Instruct learners to listen carefully: <i>Next, they typed in that they were leaving from East London on 9 July and that they wanted to go to Johannesburg.</i> 4. Explain we can make inferences that: <ol style="list-style-type: none"> a. The girls must live near East London. b. I know that they live in King William’s Town. There must not be a bus depot there. c. Their grandmother must live in or nearby Johannesburg. 5. Explain that these are inferences because these are all things that aren’t written, but we can guess when we read the text. |
| <p>Work with learners (WE DO)</p> | <ol style="list-style-type: none"> 1. Read out loud to learners from the listening story. Instruct learners to listen carefully: <i>Granny had told them to pack lots of warm clothes. They packed their new hats and jackets.</i> 2. Ask learners: What inferences can we make after you hear these sentences? 3. Listen to learners' ideas, like: <ol style="list-style-type: none"> a. It must be very cold in Johannesburg. b. The girls got new warm clothes to bring with them. c. It must not be as cold in Eastern Cape as in Johannesburg, because they needed new hats and jackets. |
| <p>Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Hand out the DBE workbooks to learners. 2. Instruct learners to open to: page 56. 3. Explain that now, learners will work with a partner to make an inference. 4. Ask learners: Do you think the children’s grandmother lives in an urban or rural place? 5. Instruct learners to discuss this with their partners. 6. After 3 to 5 minutes, call learners back together. 7. Call on 2 to 3 learners to share their answer to the question, like: I think she lives in a rural place. 8. Explain that the DBE workbook text never tells us what granny’s house looks like, but we can infer based on the fact that: <ol style="list-style-type: none"> a. She lives on a farm. b. The children are excited to milk cows and ride horses. |

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| NOTES | <p>Tell learners to open their exercise books and copy down the following notes to remind them of what an inference is:</p> <p><u>Making inferences</u></p> <p>To make an inference, we take:</p> <ul style="list-style-type: none">what is written+what we already know <p>and we make a good guess about the text.</p> |
|--------------|--|

WEEK 7: FRIDAY / DAY 5: POST-READING

| | |
|---------------------------|-----------------------|
| TITLE | <i>Going visiting</i> |
| DBE workbook 1, PAGE | 56 |
| ACTIVITY | ORAL RECOUNT |
| COMPREHENSION STRATEGY | Summarise |

POST-READING

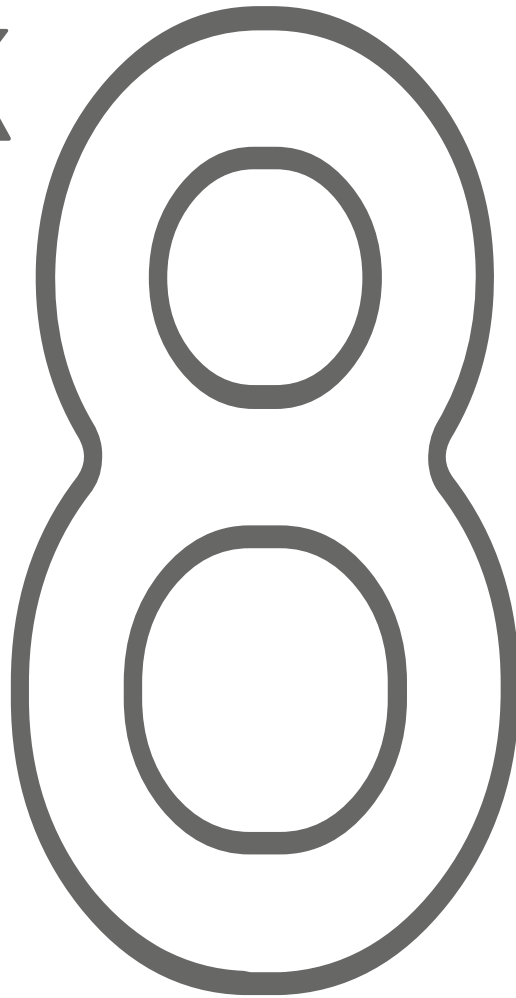
1. Explain that today we will be **summarising the main point/s** of the text. *This means that we will think about the most important parts of the text.*
2. **Ask learners:** How can you tell a friend about the story in **2 to 3 sentences**?
3. Instruct learners to use the frame to answer the question:
 - a. **This text is about...**
 - b. **While reading this text, I could infer...**
 - c. **This text was interesting / not interesting to me because...**
4. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
5. Give learners time to think about the most important parts of the text. Explain that learners may **skim** or **scan** the text if they need help remembering what the text was about.
6. Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.
7. Call the class back together. Call a few learners up to the front of the classroom to present to the class.
8. Come up with a class summary, like:
 - a. **This text is about** *going for a visit to granny's house.*
 - b. **While reading this text, I could infer** *that their grandmother lives far away.*
 - c. **This text was not interesting to me because** *it had so few words.*

| WEEK 7: FRIDAY / DAY 5: TEACH THE GENRE | | | |
|---|---|---|--|
| TEXT TYPE | PURPOSE | TEXT STRUCTURE | LANGUAGE FEATURES |
| PROCEDURAL (INSTRUCTIONS) | To describe or instruct how something is done through a series of sequenced steps | <ol style="list-style-type: none"> 1. Goal: a statement of what is to be achieved, e.g. <i>How to make a cover for a portfolio</i> 2. Materials/ equipment needed listed in order, e.g. <i>Large sheet of art paper, paints, etc.</i> 3. Sequenced steps to achieve the goal, e.g. <i>First, paint a blue background on the paper.</i> 4. May have accompanying visual text, e.g. <i>storyboard, diagrams, etc.</i> | <ul style="list-style-type: none"> • Written in the imperative, e.g. <i>Paint a blue background...</i> • In chronological order, e.g. <i>First... next...</i> • Use of numbers and bullet points to signal order • Is written for an unnamed person, rather than a specific individual • May be an expression of cause and effect |
| INTRODUCE THE GENRE | <ol style="list-style-type: none"> 1. Explain that this cycle, learners will write instructions. 2. Explain that instructions use numbers, just like the procedural text we read this week: Going visiting. 3. Explain that when we write instructions, we use numbered steps (like a list). 4. Explain that instructions are written that are for a specific purpose: to tell someone what they must do. 5. Explain that in descriptive writing, we must: <ol style="list-style-type: none"> a. Use numbers and steps. b. Write in order of how things must be done. c. Use determiners, like: first, second, then, last, etc. d. Make the writing clear and easy to understand. | | |

| | |
|----------------------|--|
| READ THE SAMPLE TEXT | <p>How to go on a bus trip:</p> <ol style="list-style-type: none"> 1. <i>First, you must check the bus schedule and prices.</i> 2. <i>Next, you must choose the bus trip you want to take.</i> 3. <i>Then, you must buy your bus ticket.</i> 4. <i>After that, you must pack your suitcase with everything that you need.</i> 5. <i>Then, you must wake up early and get to the bus stop on time.</i> 6. <i>Next, you must catch the bus.</i> 7. <i>Lastly, when you arrive, you must tell your parents that you are safe.</i> |
| DISCUSS | <ol style="list-style-type: none"> 1. What does this text teach us about? 2. What words do you notice at the beginning of each sentence? 3. How do we know this is a set of instructions? 4. What did you learn from this text that you didn't know before? |
| NOTES | <p>Tell learners to open their exercise books and write down the following heading and notes:</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> 1. I write in order of how things must be done. 2. I use numbers (like a list). 3. I write like I am telling someone what to do. 4. I use words like: first, second, next, then, etc. |

GRADE 4 - TERM 1

WEEK



THEME:
TAKING A TRIP

"Wherever you go, go with all your heart."
- Confucius

| TERM 1: WEEK 8 | |
|------------------------|---|
| OVERVIEW | |
| THEME | Taking a trip |
| THEME VOCABULARY | sunblock, suitcase, toiletries, pack, passenger, jolt, visit, section, services, website, chronological, outing, schedule, depart, arrive, prepared, luggage, departure, concentrate, depot |
| LSC | Determiners (first, next, etc.) |
| COMPREHENSION STRATEGY | Make inferences |
| WRITING GENRE | Instructions (procedural text) |
| WRITING TOPIC | Write instructions that tell someone how to get from your house to school. OR Write instructions that tell someone how to get from your house to your best friend's house. |

| WEEK 8: MONDAY / DAY 1: WRITING - PLANNING | |
|---|--|
| TOPIC | <p>Write instructions that tell someone how to get from your house to school.</p> <p>OR</p> <p>Write instructions that tell someone how to get from your house to your best friend's house.</p> |
| GENRE | Instructions |
| PLANNING STRATEGY | Make a list |
| MODEL THE PLANNING STRATEGY (I DO) | <ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Remind learners that they will need to choose one topic. They must write about the same topic all week. 4. Orally share some of your ideas about completing the writing topic, like: <p style="text-align: center;"><i>I am going to walk from my house to school. I am choosing that because I do it every morning, so it will be easy for me to think about this one!</i></p> 5. Have the writing topic written on one side of the chalkboard. 6. Write the planning frame below on the other side of the chalkboard. 7. On the other side of the chalkboard, show learners how you make a list by answering the questions. |
| <p><u>How to walk from home to school</u></p> <ol style="list-style-type: none"> 1. What is the first thing you must do? 2. What must you do next? 3. What must you do next? 4. What must you do after that? 5. What should you do to finish this task? 6. When will you see school? | <p><u>How to walk from home to school</u></p> <ol style="list-style-type: none"> 1. Walk out the door. 2. Cross the field. 3. Turn left. 4. Walk for 30 minutes. 5. When you see the red house, turn right. 6. You will see school! |
| LEARNERS USE THE PLANNING STRATEGY (YOU DO) | <ol style="list-style-type: none"> 1. Instruct learners to decide which topic they want to write about. 2. Hand out exercise books. 3. Instruct learners to write the proper heading at the topic of the page for whichever topic they have chosen. 4. Instruct learners to close their eyes and visualise themselves completing the task they have chosen. Instruct them to think about what they would do first. Instruct learners to imagine what they would do next. Remind learners to break down what they must do into small tasks. |

5. Next, tell learners to **turn and talk** with a partner, to share their ideas.
6. Show learners the writing frame on the chalkboard, and tell them to use this frame to plan their instructions, just like you did.
7. Tell learners not to copy your plan – they must write their **own** ideas!
8. As learners work, walk around the room and hold mini-conferences.

Planning: instructions.

How to get to my best friends house.

1. Walk out the door
2. Turn ~~left~~ ^{right} and go through the school gates.
3. Turn right and walk straight
4. When you see the pink house, turn right.
5. Walk straight and look for the green house with no gate

WEEK 8: MONDAY / DAY1: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

| WEEK 8: TUESDAY / DAY 2: ORAL ACTIVITIES | | |
|--|--|---|
| SONG / RHYME | Lyrics | Actions |
| | This is a passenger train, | <i>Bend elbows</i> |
| | Puffing down the track. | <i>Move arms forward</i> |
| | The passengers jolt forward, | <i>Push arms forward</i> |
| | The passengers jolt back! | <i>Pull arms back</i> |
| | Now the bell is ringing, | <i>Pretend to ring a bell</i> |
| | Then the whistle blows. | <i>Hold fist near mouth and pretend to blow</i> |
| | What a lot of noise it makes, everywhere it goes! | <i>Cover ears</i> |
| THEME VOCABULARY | chronological, outing, schedule, depart, arrive | |
| QUESTION OF THE DAY | | |
| Question | Where would you like to go on an outing? | |
| Answer frame | I would like to go on an outing to (the beach / the Kruger National Park / a museum) | |
| Graph | 3-column graph | |
| Options | the beach / the Kruger National Park / a museum | |
| Follow-up questions | | |
| Question | How many learners would like to go on an outing to the beach? | |
| Answer | __ learners would like to go on an outing to the beach. | |
| Question | How many learners would like to go on an outing to the Kruger National Park? | |
| Answer | __ learners would like to go on an outing to the Kruger National Park. | |
| Question | How many learners would like to go on an outing to a museum? | |
| Answer | __ learners would like to go on an outing to a museum. | |
| Question | Where would most learners like to go on an outing? | |
| Answer | Most learners would like to go on an outing to __ | |
| Question | Where would fewest learners like to go on an outing? | |
| Answer | Fewest learners would like to go on an outing to __ | |

| | |
|------------------------------|---|
| Question | Where would you like to go on an outing? |
| Answer | I would like to go on an outing to the beach. |
| Answer | I would like to go on an outing to the Kruger National Park. |
| Answer | I would like to go on an outing to a museum. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 8: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

| | |
|-------|---|
| GROUP | Call a same-ability reading group to work with you. |
|-------|---|

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

| WEEK 8: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING | |
|--|---|
| LSC | Determiners (first, next, then, etc.) |
| LSC MODELLING (I DO) | <ol style="list-style-type: none"> 1. Explain that instructions happen in chronological order. That means they happen in order of how and when each step should be completed. 2. Explain that we can use special words called determiners to help our reader keep track of when they must do certain things. 3. List some determiners on the board, like: <i>first, next, second, third, fourth, last</i>. 4. Explain that a determiner comes at the beginning of a sentence, like: <ul style="list-style-type: none"> • First, we do maths • Second, we have break • Next, we do EFAL |
| LSC Ask learners for help (WE DO) | <ol style="list-style-type: none"> 1. Call one learner up to the front of the room. 2. Whisper to the learner so no one else can hear: Jump up and down, walk to the door, clap, shout 'hooray'. 3. Instruct the learner to complete these actions in front of the class. 4. Ask learners: What did this learner do first? <ul style="list-style-type: none"> • Write on the board: First, he jumped up and down. 5. Ask learners: What did this learners do second? <ul style="list-style-type: none"> • Write on the board: Second, he walked to the door. 6. Ask learners: What did he do next? <ul style="list-style-type: none"> • Write on the board: Next, he clapped. 7. Ask learners: What did he do last? <ul style="list-style-type: none"> • Write on the board: Last, he shouted 'hooray'. 8. Call on different learners to come up to the board and underline the determiner in each sentence. <ul style="list-style-type: none"> • Make sure learners underline the correct words (first, second, next, last). |
| LSC Pair work (YOU DO) | <ol style="list-style-type: none"> 1. Hand out learner exercise books. 2. Instruct learners to quickly write down three instructions for their partner to complete. They must use determiners so their partner knows the order in which they must complete the instructions. 3. Give learners 3 to 5 minutes to write down their instructions. 4. Instruct learners to turn and talk with a partner. 5. They must take turns swapping and completing each other's instructions. 6. They must make sure their partner has used a determiner at the beginning of each sentence. 7. Explain that when we write our instructions, we will need to use determiners. They have been included in the writing frame to help learners! |

| | | |
|---------------|---|--|
| TOPIC | <p>Write instructions that tell someone how to get from your house to school.</p> <p>OR</p> <p>Write instructions that tell someone how to get from your house to your best friend's house.</p> | |
| PLANS | Before class begins, rewrite your plan on the board: | |
| | <p><u>How to walk from home to school</u></p> <ol style="list-style-type: none"> 1. What is the first thing you must do? 2. What must you do next? 3. What must you do next? 4. What must you do after that? 5. What should you do to finish this task? 6. When will you know you are there? | <p><u>How to walk from home to school</u></p> <ol style="list-style-type: none"> 1. Walk out the door. 2. Cross the field. 3. Turn left. 4. Walk for 30 minutes. 5. When you see the red house, turn right. 6. You will see school! |
| WRITING FRAME | <ol style="list-style-type: none"> 1. Next, tell learners that they must turn each point in their plan into a sentence. 2. They must also arrange the sentences in order of how they must be completed, using the writing frame. 3. Write the following frame on the chalkboard, and explain it to learners: <p>How to...</p> <ol style="list-style-type: none"> 1. First, you must... 2. Second, you must... 3. Next, you must... 4. Then, you must... 5. Last, you will see... | |
| DRAFT | <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write instructions using the frame. 4. Instruct learners to write the date and heading: Instructions: Draft. 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more steps or details if they have time. 8. As learners write, walk around the classroom and help learners who are struggling. | |
| HOMEWORK | Learners must complete the draft. | |

Draft: instructionsHow to get to my best friends house
from school

1. First, you must walk out the door.
2. Second, you must, turn ~~left~~^{right} and go through the school gate.
3. Next, you must turn right and walk straight.
4. Then, when you see the pink house turn right
5. Last, you ~~will~~ will see see a green house with no gate.

WEEK 8: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

| WEEK 8: THURSDAY / DAY 4: ORAL ACTIVITIES | | |
|---|---|---|
| SONG / RHYME | Lyrics | Actions |
| | This is a passenger train, | <i>Bend elbows</i> |
| | Puffing down the track. | <i>Move arms forward</i> |
| | The passengers jolt forward, | <i>Push arms forward</i> |
| | The passengers jolt back! | <i>Pull arms back</i> |
| | Now the bell is ringing, | <i>Pretend to ring a bell</i> |
| | Then the whistle blows. | <i>Hold fist near mouth and pretend to blow</i> |
| | What a lot of noise it makes, everywhere it goes! | <i>Cover ears</i> |
| THEME VOCABULARY | prepared, luggage, departure, concentrate, depot | |
| QUESTION OF THE DAY | | |
| Question | Who do you think was more prepared for their trip? | |
| Answer frame | I think (Kamo / Thingo) was more prepared for their trip. | |
| Graph | 2-column graph | |
| Options | Kamo / Thingo | |
| Follow-up questions | | |
| Question | How many learners think Kamo was more prepared for his trip than Thingo? | |
| Answer | __ learners think Kamo was more prepared for his trip than Thingo. | |
| Question | How many learners think Thingo was more prepared for her trip than Kamo? | |
| Answer | __ learners think Thingo was more prepared for her trip than Kamo. | |
| Question | Who do more learners think was prepared for their trip? | |
| Answer | More learners think that __ was prepared for his / her trip | |
| Question | Who do fewer learners think was prepared for their trip? | |
| Answer | Fewer learners think that __ was prepared for his / her trip | |

| | |
|------------------------------|---|
| Question | Who do you think was more prepared for their trip? |
| Answer | I think Kamo was more prepared for his trip. |
| Answer | I think Thingo was more prepared for her trip. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 8: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

| | |
|-------|---|
| GROUP | Call a same-ability reading group to work with you. |
|-------|---|

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 8: FRIDAY / DAY 5: EDITING AND PUBLISHING

| | |
|---|---|
| <p>EDITING CHECKLIST (Write this on the board before class begins)</p> | <ol style="list-style-type: none"> 1. Did I use determiners, like: first, next, then, last? 2. Do I list the things someone needs to complete this task? 3. Are the steps in chronological order (in order of how someone must do them)? 4. Did I spell all words correctly? 5. Does every sentence start with a capital letter? 6. Does every sentence end with proper punctuation? |
| <p>EDIT</p> | <ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their instructions to be more clear. 7. Instruct learners to move sentences around if needed, so that the steps are in the correct order. 8. Explain that learners may begin to publish when they are finished editing. |
| <p>PUBLISH</p> | <ol style="list-style-type: none"> 1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their recount, correcting any mistakes. 3. Instruct learners to rewrite the paragraph correctly, under the heading: How to... 4. Tell learners that they may illustrate their instructions by drawing a picture for each step, but it is not a requirement. |
| <p>SHARE</p> | <ol style="list-style-type: none"> 1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swap. 3. Instruct learners to each tell each other one thing they liked about their partner's writing. 4. Collect learners' books for assessment. |

Final draft: instructionsHow to get to my best friend's house from school

1. First, you must walk out the door.
2. Second, you must turn right and go through the school gate
3. Next, you must turn right and walk straight.
4. Then, when you see a pink house, turn right.
5. Walk straight
6. Then, when you see a green house with no gate, you will know it is my best friend's house.

**WEEK 8: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING****GROUP GUIDED READING**

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 8: CONCLUSION

Find 10 - 15 minutes at the end of the week to do the following:

| | |
|---------------------------|---|
| UPDATE THE K-W-L CHART | <ul style="list-style-type: none"> • Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn. |
| SUMMARISE | <ul style="list-style-type: none"> • Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: <ul style="list-style-type: none"> o Theme vocabulary o LSC o The different texts that were read o The small group discussion o The comprehension strategy o The writing genre and task o All content from the theme |
| SHARE WITH FAMILIES | <ul style="list-style-type: none"> • Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class. |
| ACKNOWLEDGE AND CELEBRATE | <ul style="list-style-type: none"> • Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: <ul style="list-style-type: none"> o EFAL skills like reading or writing o Theme content o Tasks or activities o Behaviour in the class o Relationships with other learners o Attitude to EFAL o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed. |

GRADE 4 - TERM 1

WEEK

9

**THEME:
DRAGONS**

"The brave men did not kill the dragons. The brave men rode them."

- George Martin

| TERM 1: WEEK 9 | |
|------------------------|--|
| OVERVIEW | |
| THEME | Dragons |
| THEME VOCABULARY | dragon, scale, scratchy, spike, sharp, fireplace, chimney, nightmare, terrified, relieved |
| LSC | Alliteration |
| COMPREHENSION STRATEGY | Visualise Evaluate |
| WRITING GENRE | Poem (haiku) |
| WRITING TOPIC | Visualise a dragon in your mind! Write a poem (haiku) about the dragon you see. |
| CLASSROOM PREPARATION | <ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: interesting stories that include dragons. 5. Try to find some pictures of Komodo dragons, Indonesia, the Chinese New Year Dragon Dance or drawings of dragons. 6. Do some research on the internet to find out some interesting information to prepare for this theme, for example: find out some different myths about dragons. |

| WEEK 9: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES | | | | | | | | | | | |
|---|---|----------------|---------|---------------------------------|--|------------------------|----------------|-------------------------------|--|-----------------------|---------------------------------|
| PICTURE | <ol style="list-style-type: none"> Tell learners to turn to DBE Workbook 1 page 64. Instruct learners to read the heading and look at the pictures. | | | | | | | | | | |
| INTRODUCE THE THEME | <ul style="list-style-type: none"> Tell learners the title of the theme. Activate learners' background knowledge about the theme. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. Fill in the first part of the K-W-L chart. | | | | | | | | | | |
| SONG / RHYME | <i>Explain to learners that a dragon dance is often performed during a special festival in China called the Chinese New Year. Chinese dragons are a symbol of China's culture. Dragons are believed to bring good luck and lots of money (wealth) to people. Our rhyme this week is about the Dragon Dance for Chinese New Year.</i> | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Chinese dragon, Chinese dragon,</td> <td></td> </tr> <tr> <td>Dancing in the street!</td> <td>Dance in place</td> </tr> <tr> <td>Bringing good New Year's luck</td> <td></td> </tr> <tr> <td>To everyone it meets!</td> <td>Point to the people next to you</td> </tr> </tbody> </table> | Lyrics | Actions | Chinese dragon, Chinese dragon, | | Dancing in the street! | Dance in place | Bringing good New Year's luck | | To everyone it meets! | Point to the people next to you |
| | Lyrics | Actions | | | | | | | | | |
| | Chinese dragon, Chinese dragon, | | | | | | | | | | |
| | Dancing in the street! | Dance in place | | | | | | | | | |
| Bringing good New Year's luck | | | | | | | | | | | |
| To everyone it meets! | Point to the people next to you | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| THEME VOCABULARY | dragon, scale, scratchy, spike, sharp | | | | | | | | | | |
| QUESTION OF THE DAY | | | | | | | | | | | |
| Question | What adjective would you like to use to describe a dragon? | | | | | | | | | | |
| Answer frame | I would like to use (spiky / scratchy / scaly) to describe a dragon. | | | | | | | | | | |
| Graph | 3-column graph | | | | | | | | | | |
| Options | spiky / scratchy / scaly | | | | | | | | | | |
| Follow-up questions | | | | | | | | | | | |
| Question | How many learners would like to use 'spiky' to describe a dragon? | | | | | | | | | | |
| Answer | __ learners would like to use 'spiky' to describe a dragon. | | | | | | | | | | |
| Question | How many learners would like to use 'scratchy' to describe a dragon? | | | | | | | | | | |
| Answer | __ learners would like to use 'scratchy' to describe a dragon. | | | | | | | | | | |
| Question | How many learners would like to use 'scaly' to describe a dragon? | | | | | | | | | | |
| Answer | __ learners would like to use 'scaly' to describe a dragon. | | | | | | | | | | |
| Question | What adjective would most learners like to use to describe a dragon? | | | | | | | | | | |
| Answer | Most learners would like to use __ to describe a dragon. | | | | | | | | | | |

| | |
|------------------------------|--|
| Question | What adjective would fewest learners like to use to describe a dragon? |
| Answer | Fewest learners would like to use ___ to describe a dragon. |
| Question | What adjective would you like to use to describe a dragon? |
| Answer | I would like to use 'spiky' to describe a dragon. |
| Answer | I would like to use 'scratchy' to describe a dragon. |
| Answer | I would like to use 'scaly' to describe a dragon. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 9: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to **a story**: *Buhle's bad dream!*
2. **FIRST READ:** Read the story out loud to learners. Read with fluency and expression. As you read, embed meaning in the story by using your voice, facial expressions, and actions.
3. **SECOND READ:** Read the story out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ:** Read the story out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

| Text | Second Read: Share Thoughts (Model) | Third Read: Ask Questions |
|--|---|--|
| Buhle had a very long, tiring day at school and she was exhausted. After dinner, she quickly helped her brothers to wash the dishes. Then, she washed her face, brushed her teeth and went to bed. When Buhle's mother went into her room to say goodnight, Buhle was already fast asleep. Her mother switched off the light, and closed her bedroom door. Buhle didn't move at all. | I can visualise Buhle fast asleep in her bed. | <ol style="list-style-type: none"> 1. Who will this story be about? (Buhle.) 2. What did Buhle do when her mother switched off the light? (She didn't move at all.) |
| While fast asleep, Buhle was having an amazing dream. She dreamt that she was in a beautiful forest that was full of bright blue flowers, that smelled like delicious fruit. As she walked, Buhle could hear the sound of running water in the distance. She felt a little thirsty, so she decided to follow the sound of the water. | I can visualise what Buhle sees in her dream. I can visualise looking up at the tall, towering trees and looking down to see blue everywhere! I can visualise the (/sh/) sound of water flowing. | <ol style="list-style-type: none"> 1. What did Buhle hear? (She heard the sound of running water.) 2. What did she decide to follow? (She decided to follow the sound of the running water.) |
| Buhle walked and walked until finally, she arrived at a small, clean river. The cool blue water was full of little birds, drinking and diving into the water. | I can visualise the clear, blue sparkling water. It makes me want to dive in! I can visualise the loud sound of many birds chirping at the same time. | <ol style="list-style-type: none"> 1. Where does Buhle walk to? (She walks to the river.) |

| | | |
|---|--|---|
| The birds seemed to be having so much fun, playing and splashing one another! | | |
| Suddenly, there was a loud roar and a big splash in the water! All the birds flew away. Buhle looked around to see what was going on. She saw a giant yellow dragon stomping down the river towards her! The dragon's strong tail moved from side to side, splashing water everywhere! | I can visualise that all the happy chirping has suddenly stopped. I can visualise the (boom, boom) stomping sound of the dragon. | <ol style="list-style-type: none"> 1. Why did the birds fly away? (Because they see a dragon. / Because the dragon makes a loud splash.) 2. What do you visualise when you hear this? (Listen to learner ideas.) |
| Buhle froze on the spot – she could not move! As the dragon came closer, she saw the massive red spikes on its back, and the rough, yellow scales that covered its body. The dragon's eyes went red as it saw Buhle, and it opened its mouth to show its long, sharp teeth. Buhle was terrified! She was sure she was going to die! | I can visualise Buhle's frightened face and her fast heartbeat as the terrifying dragon moves closer and closer to her! | <ol style="list-style-type: none"> 1. What do you visualise the dragon looking like? (Listen to learner responses. Help learners use some of the vocabulary from this section of the story, like: scales, sharp, spikes.) |
| Suddenly, Buhle felt somebody shaking her arm. 'Buhle, wake up! It's okay now - you were just having a nightmare.' She tried to ignore the feeling, but eventually she opened her eyes. She was in the kitchen, right in front of the sink. 'You were sleepwalking again!' her mother said gently. | I can visualise Buhle feeling confused as she feels the shaking. First, she must think the shaking is in her dream. Then, she sees her mother. I can visualise her confusion when she sees the kitchen sink! | <ol style="list-style-type: none"> 1. Who wakes Buhle up? (Her mother.) 2. Where is she when she wakes up? (She is in the kitchen.) 3. Why is she in the kitchen? (She was sleepwalking during her nightmare.) |
| Buhle felt extremely relieved to be awake. Thank goodness there were no real giant yellow dragons flying around! | I can visualise Buhle taking a deep breath as she walks back to her bed. | <ol style="list-style-type: none"> 1. How does Buhle feel now that she is awake? (She feels relieved!) |

WEEK 9: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss a story: **Buhle's bad dream!**
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this story...
 - b. I can **visualise**...
 - c. I like / dislike this story because...
3. Break learners into their small discussion groups..
4. Conduct activity as per core methodology.

WEEK 9: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS

| | | | | | | | | | | |
|-----------|--|-----------|----------|----------|-----------|----------|----------|----------|----------|-----------|
| Sounds | /bl/ /ar/ | | | | | | | | | |
| Activity | <ol style="list-style-type: none"> 1. Explain to learners that some letters sound different in English. 2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words. 3. Write the following sounds on the chalkboard: bl, ar. 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: /bl/ - /ue/ = blue /bl/ - /a/ - /ck/ = black /bl/ - /u/ - /sh/ - blush /c/ - /ar/ = car /sh/ - /ar/ - /p/ = sharp /sh/ - /ar/ - /k/ = shark 6. Ask learners to sound out and read each word after you. | | | | | | | | | |
| Word find | <p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="575 1555 1031 1762"> <tr> <td>sh</td> <td>p</td> <td>c</td> </tr> <tr> <td>ar</td> <td>o</td> <td>u</td> </tr> <tr> <td>t</td> <td>l</td> <td>ck</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: shock or sharp | sh | p | c | ar | o | u | t | l | ck |
| sh | p | c | | | | | | | | |
| ar | o | u | | | | | | | | |
| t | l | ck | | | | | | | | |

| | |
|-------------------------------|--|
| Sight or high frequency words | <ol style="list-style-type: none"> 1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words: <ol style="list-style-type: none"> a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning) 5. Read the words three times and tell learners to repeat after you: your, put, could, house, by, day, made, lizard, teeth, bite |
|-------------------------------|--|

WEEK 9: TUESDAY / DAY 2: PRE-READING

| | |
|------------------------|-----------------------------|
| TITLE | <i>Belinda's pet dragon</i> |
| DBE workbook 1, PAGE | 64 |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | Predict |

PRE-READING ACTIVITY

1. Ask a learner to read the title: **Belinda's pet dragon**.
2. Explain the meaning of the title, e.g. a pet is an animal that someone keeps in (or outside) their house. This is a poem about a girl named Belinda who owns a dragon as a pet.
3. Instruct learners to think about the pictures and the title.
4. Instruct learners to look at the structure of the poem.
 - a. Explain that a poem is written using lines – not sentences.
 - b. Explain that a poem is written using stanzas – not paragraphs.
 - c. Explain that some poems use rhyming words and some poems do not. Rhyming words are at the end of lines in the poem.
5. Conduct the Pre-Read as per core methodology.

| WEEK 9: WEDNESDAY / DAY 3: ORAL ACTIVITIES | | | | | | | | | | | |
|--|---|-----------------------|---------|---------------------------------|--|------------------------|-----------------------|-------------------------------|--|-----------------------|--|
| SONG / RHYME | <i>Explain to learners that a dragon dance is often performed during a special festival in China called the Chinese New Year. Chinese dragons are a symbol of China's culture. Dragons are believed to bring good luck and lots of money (wealth) to people. Our rhyme this week is about the Dragon Dance for Chinese New Year.</i> | | | | | | | | | | |
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| | Lyrics | Actions | | | | | | | | | |
| | Chinese dragon, Chinese dragon, | | | | | | | | | | |
| | Dancing in the street! | <i>Dance in place</i> | | | | | | | | | |
| Bringing good New Year's luck | | | | | | | | | | | |
| To everyone it meets! | <i>Point to the people next to you</i> | | | | | | | | | | |
| Chinese dragon, Chinese dragon, | | | | | | | | | | | |
| Dancing in the street! | <i>Dance in place</i> | | | | | | | | | | |
| Bringing good New Year's luck | | | | | | | | | | | |
| To everyone it meets! | <i>Point to the people next to you</i> | | | | | | | | | | |
| THEME VOCABULARY | fireplace, chimney, nightmare, terrified, relieved | | | | | | | | | | |
| QUESTION OF THE DAY | | | | | | | | | | | |
| Question | How do you feel when you wake up from a nightmare? | | | | | | | | | | |
| Answer frame | I feel (terrified / relieved) when I wake up from a nightmare. | | | | | | | | | | |
| Graph | 2-column graph | | | | | | | | | | |
| Options | terrified / relieved | | | | | | | | | | |
| Follow-up questions | | | | | | | | | | | |
| Question | How many learners feel terrified when they wake up from a nightmare? | | | | | | | | | | |
| Answer | __ learners feel terrified when they wake up from a nightmare. | | | | | | | | | | |
| Question | How many learners feel relieved when they wake up from a nightmare? | | | | | | | | | | |
| Answer | __ learners feel relieved when they wake up from a nightmare. | | | | | | | | | | |
| Question | How do more learners feel when they wake up from a nightmare? | | | | | | | | | | |
| Answer | More learners feel __ when they wake up from a nightmare. | | | | | | | | | | |
| Question | How do fewer learners feel when they wake up from a nightmare? | | | | | | | | | | |
| Answer | Fewer learners feel __ when they wake up from a nightmare. | | | | | | | | | | |
| Question | How do you feel when you wake up from a nightmare? | | | | | | | | | | |
| Answer | I feel terrified when I wake up from a nightmare. | | | | | | | | | | |
| Answer | I feel relieved when I wake up from a nightmare. | | | | | | | | | | |

| | |
|------------------------------|---|
| EXPLAIN | Explain that Buhle felt relieved when she was finally awake from her scary nightmare! |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 9: WEDNESDAY / DAY 3: FIRST READ

| | | |
|--|---|--|
| TITLE | <i>Belinda's pet dragon</i> | |
| DBE workbook 1, PAGE | 64 | |
| ACTIVITY | FIRST READ | |
| COMPREHENSION STRATEGY | Visualise Evaluate | |
| <ol style="list-style-type: none"> 1. Hand out the DBE workbooks. 2. Instruct learners to turn to the story on page 64. 3. Allow learners a few minutes to try and read the poem on their own, in silence. 4. Explain that you will read the poem to learners. They must follow along with the poem as you read. 5. Read the poem with fluency and expression to learners. 6. Read the Text first and then say the comment in the First Read column. | | |
| | Text | Think Aloud: First Read |
| | Belinda lived in a small white house, With a little black kitten and a small grey mouse. | I can visualise a little white house with two big windows and a gate out front. |
| | And a fluffy yellow dog and a big, red wagon, And a scratchy, scaly, big, green, dragon. | I can visualise opening the door to the house, and a big green dragon filling up the whole inside of the house! The other animals are squeezed in around him. |
| | Custard the dragon had big sharp teeth. Spikes on top and scales underneath. | I can visualise Custard's big, sharp spikes on his back. |

| | |
|---|---|
| A mouth like a fireplace, a chimney for a nose, And big sharp spikes all over his toes. | I can visualise Custard's feet also being covered in spikes! I can visualise the way the little kitten and the yellow dog try to run away from his spikes. |
| Follow-up questions | Responses |
| What kind of house does Belinda live in? | She lives in a small white house. |
| What kind of pets does she have in her house? | A black kitten, a grey mouse, a yellow dog, and a green dragon. |
| Critical thinking | Possible responses |
| Explain that a setting is when and where a poem or story takes place. Today we will just discuss where the poem might take place. Evaluate the entire poem. Where is the setting of this poem? How do you know? | <p><i>This is an evaluation question. Learners must form their own opinion, using evidence from the poem. Instruct learners to look through the poem and find key words to back up their thinking, like:</i></p> <ul style="list-style-type: none"> • This poem takes place in a small white house. • This poem takes place in a small white house. I think this small white house is on a farm because there are so many animals in the house. • The poem takes place at a girl named Belinda's house. She lives in a small white house. It says her house is small, so I think she lives in a poor community. |
| Introduce the LSC in context | |
| <ol style="list-style-type: none"> 1. Explain to learners that this cycle, they will learn about: alliteration. 2. Point out the following example of this: In this poem, we read: And a fluffy yellow dog and a big, red wagon, and a scratchy, scaly, big, green, dragon. 'Scratchy, scaly' is an example of alliteration. 3. Introduce this LSC as follows: Alliteration is the repeated use of a sound at the beginning of words. It is used to strengthen an image that is being created. | |

WEEK 9: THURSDAY / DAY 4: SECOND READ

| | |
|---------------------------|-------------------------------------|
| TITLE | <i>Belinda's pet dragon</i> |
| DBE workbook 1, PAGE | 64 |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | Visualise Evaluate |

- Before the lesson begins, write the follow-up questions on the board:
 - How do you **visualise** Belinda feels about her dragon?
 - How do you **visualise** the animals feeling?
 - Evaluate** the entire poem. What do you think is the message of this poem?
- Read the **follow-up questions** out loud to learners.
- Hand out the DBE workbooks.
- Instruct learners to turn to the poem on **page 64**.
- Explain that you will read the poem to learners. They must **follow along** with the poem as you read.
- Read the poem with fluency and expression to learners.
- Read the **Text** first, and then say the comment in the **Second Read** column.
- Next, instruct learners to **turn and talk** with a partner.
- Instruct learners to take turns **reading the poem** to each other.
- Tell learners to orally discuss the **follow-up questions** together.

| Text | Think Aloud: Second Read |
|--|--|
| Belinda lived in a small white house, With a little black kitten and a small grey mouse. | I can visualise Belinda sitting with her little black kitten on her lap, and a tiny mouse next to her – where the kitten cannot see it! |
| And a fluffy yellow dog and a big, red wagon, and a scratchy, scaly, big, green, dragon. | I can visualise Belinda's dog laying at her feet, as close to her as possible! I don't think anyone really has a pet dragon. I can think about this and make an evaluation that I am meant to use my imagination here. |
| Custard the dragon had big sharp teeth. Spikes on top and scales underneath. | I can visualise the kitten, the mouse and the dog feeling very nervous around the big dragon – they try to stay as close to Belinda as possible! |
| A mouth like a fireplace, a chimney for a nose, and big sharp spikes all over his toes. | I can visualise that Belinda doesn't feel scared like the other animals – I can visualise her big smile and giggle each time she feels the dragon's warm breath. |

| Follow-up questions | Responses |
|--|--|
| How do you visualise Belinda feels about her dragon? | I visualise ... |
| How do you visualise the animals feeling? | I visualise ... |
| Critical thinking | Possible responses |
| <p><i>Explain that the message of a poem is whatever the poet wants us to learn from reading the poem.</i></p> <p>Evaluate the entire poem. What do you think is the message of this poem?</p> | <p><i>This is an evaluation question. Learners must form their own opinion, like:</i></p> <ul style="list-style-type: none"> • I think the poet wants us to use our imagination – that we can imagine anything, even a pet dragon. • I think the poet wants us to laugh. The poem is meant to be funny and remind us that a poem can be about anything. |
| <p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who, what, when, where, how, why, in your opinion, do you think, list, etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. | |

WEEK 9: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY

| | |
|--|--|
| <p>Modelling (I DO)</p> | <ol style="list-style-type: none"> 1. Explain that this week, we have been working on visualising. 2. Explain that when we visualise, we try to imagine what is happening in the text, like a movie inside our minds. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to page 64. 5. Read out loud from the poem learners follow along: <i>A scratchy, scaly, big, green dragon</i>. 6. Close your eyes and explain what you visualise about this sentence, like: <ol style="list-style-type: none"> a. I visualise how the dragon feels – scratchy like the top of a sponge. b. I can visualise looking up at a very big green dragon. The dragon is so much bigger than me, I have to look all the way up like I am looking at the sky. |
| <p>Work with learners (WE DO)</p> | <ol style="list-style-type: none"> 1. Read out loud while learners follow along: <i>A mouth like a fireplace, a chimney for a nose</i> 2. Instruct learners to close their eyes, and to visualise this line of the poem. 3. Ask learners: What did you visualise? 4. Listen to learners ideas, like: <ol style="list-style-type: none"> a. I visualised the dragon's mouth as big as a fireplace. b. I visualised a fire in the dragon's mouth, just like a fireplace has a fire inside. c. I visualised the dragon's nose looking like a chimney. d. I visualised smoke coming in and out of the dragon's nose, like a chimney. e. I visualised the hot breath of the dragon when he breathes fire. |
| <p>Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Write the following questions on the board: <ol style="list-style-type: none"> a. <i>What did you visualise?</i> b. <i>How was your visualisation similar to your partner?</i> c. <i>How was your visualisation different from your partner?</i> 2. Explain that now, learners will work with a partner to visualise. 3. Read out loud while learners follow along: Custard the dragon had big sharp teeth, / Spikes on top and scales underneath. 4. Instruct learners to visualise these lines of the poem. 5. Then, instruct learners to discuss the questions with their partners. 6. After 3 to 5 minutes, call learners back together. 7. Call on 2 to 3 learners to share their answer to each question. |

| | |
|--------------|---|
| NOTES | <p>Tell learners to open their exercise books and copy down the following notes to remind them of what an inference is:</p> <p><u>Visualise</u></p> <p>To visualise, we:</p> <ul style="list-style-type: none">• Close our eyes• Imagine what we see, hear, smell, taste and feel• Try to see the story like a movie in our minds |
|--------------|---|

WEEK 9: FRIDAY / DAY 5: POST-READING

| | |
|---------------------------|-----------------------------|
| TITLE | <i>Belinda's pet dragon</i> |
| DBE workbook 1, PAGE | 64 |
| ACTIVITY | TEXT ILLUSTRATION |
| COMPREHENSION STRATEGY | Visualise |

POST-READING

Getting Ready

Before the lesson begins, write the following sentence starter on the board:

I can **visualise**...

1. **Hand out exercise books.**
2. Remind learners that this week, we have been learning how to visualise a text.
3. Explain that today, learners will visualise the setting of the poem. They will visualise where the poem takes place (not when).
4. Instruct learners to close their eyes. Instruct them to visualise where the setting of the poem is. Instruct them to visualise what the little white house looks like, filled with all the animals.
5. Read the poem out loud to learners while their eyes are closed.
6. Instruct learners to open their books and to draw a picture of the setting that they visualised.
7. Instruct learners to use the sentence starter to write **1 to 2** sentences about their visualisation.

Turn and Talk:

1. When there are **2 to 3** minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner and to discuss how they visualised the elephant in the poem.

*Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations about the theme.*

| WEEK 9: FRIDAY / DAY 5: TEACH THE GENRE | | | |
|---|---|--|---|
| TEXT TYPE | PURPOSE | TEXT STRUCTURE | LANGUAGE FEATURES |
| POEM | Poetry is artistic writing, that attempts to stir the reader's imagination or emotions. | <ol style="list-style-type: none"> 1. All poems are written using lines and stanzas (instead of sentences and paragraphs). 2. There are many styles and forms of poetry. | The language of a poem is carefully chosen for its meaning, sound and rhythm. |
| INTRODUCE THE GENRE | <ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a poem. 2. In this lesson, we will focus on haiku poems. 3. Haikus are non-rhyming poems. 4. They are short, three line poems. 5. They are structured using syllables; the first line has five syllables, the second line has seven syllables, the third line has five syllables. 6. In haiku poems, the writer can decide whether or not to use punctuation. | | |
| READ THE SAMPLE TEXT | <p>Haiku 1 <i>Green dragon, so big, Spikes on back and spikes on toes Very frightening.</i></p> <p>Haiku 2 <i>Belinda's dragon, The pet I always wanted. Will protect her well!</i></p> <p>Haiku 3 <i>scaly, powerful fiery flames from his mouth the dragon is fierce</i></p> | | |
| DISCUSS | <ol style="list-style-type: none"> 1. How do we know these are poems? 2. How do we know these are haikus? 3. Which of the three poems did you like the better? Why? | | |

| | |
|-------|--|
| NOTES | <p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p>Poem: Haiku</p> <ol style="list-style-type: none">1. A haiku poem written in sets of three lines.2. The lines must have a certain number of syllables:<ol style="list-style-type: none">a. Line 1: 5 syllablesb. Line 2: 7 syllablesc. Line 3: 5 syllables3. The words do not need to rhyme.4. The writer can decide to use punctuation or not.5. A poem should make us feel something about a topic. |
|-------|--|

GRADE 4 - TERM 1

WEEK 10

THEME: DRAGONS

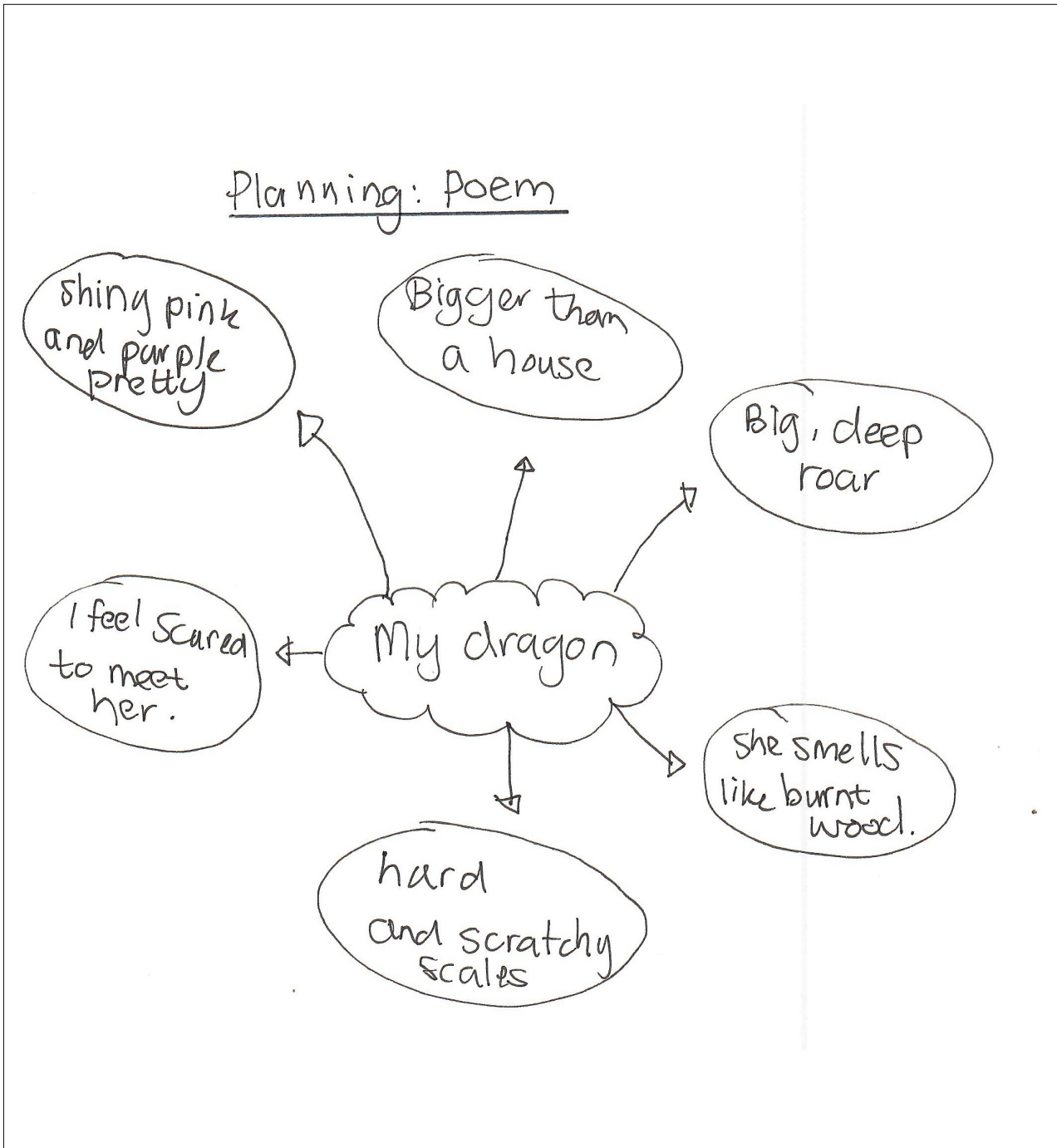
"In the Dark Ages, magic was a weapon. Love was a mystery, adventure was everywhere, and dragons were real."

-Unknown

| TERM 1: WEEK 10 | |
|------------------------|--|
| OVERVIEW | |
| THEME | Dragons |
| THEME VOCABULARY | dragon, scale, scratchy, spike, sharp, fireplace, chimney, nightmare, terrified, relieved, festival, ancestors, wisdom, wealth, power, imagination, claw, prey, heavy, light |
| LSC | Alliteration |
| COMPREHENSION STRATEGY | Visualise Evaluate |
| WRITING GENRE | Poem (haiku) |
| WRITING TOPIC | Visualise a dragon in your mind! Write a poem (Haiku) about the dragon you see. |

| WEEK 10: MONDAY: PLANNING | |
|------------------------------------|--|
| TOPIC | Visualise a dragon in your mind! Write a poem (Haiku) about the dragon you see. |
| GENRE | Poem |
| PLANNING STRATEGY | Use a mind-map |
| MODEL THE PLANNING STRATEGY (I DO) | <ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Use modelling to show how to use your imagination to visualise a dragon, like: <p style="text-align: center;"><i>When I close my eyes, I visualise a dragon that has big purple spots. It is small and cute – not big like the one in the poem!</i></p> 4. Have the writing topic written on one side of the chalkboard. 5. Write the planning frame below on the other side of the chalkboard. 6. On the other side of the chalkboard, show learners how you make a list by answering the questions. |
| | <p><u>Planning Frame</u></p> <pre> graph TD A((My dragon)) --> B((How does this dragon look?)) A --> C((How big is the dragon?)) A --> D((What sound does the dragon make?)) A --> E((How do you feel about this dragon?)) A --> F((What does the dragon feel like when you touch it?)) A --> G((What does the dragon smell like?)) </pre> |

| | |
|--|--|
| | <p><u>My plan</u></p> |
| <p>LEARNERS USE THE PLANNING STRATEGY (YOU DO)</p> | <ol style="list-style-type: none"> 1. Tell learners to close their eyes and use their imaginations to visualise a dragon. 2. Next, tell learners to turn and talk with a partner, to share their ideas. 3. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their haiku, just like you did. 4. Tell learners not to copy your plan – they must write their own ideas. 5. As learners work, walk around the room and hold mini-conferences. |



WEEK 10: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

| WEEK 10: TUESDAY / DAY 2: ORAL ACTIVITIES | | |
|---|--|--|
| SONG / RHYME | Lyrics | Actions |
| | Chinese dragon, Chinese dragon, | -- |
| | Dancing in the street! | <i>Dance in place</i> |
| | Bringing good New Year's luck | -- |
| | To everyone it meets! | <i>Point to the people next to you</i> |
| THEME VOCABULARY | festival, ancestors, wisdom, wealth, power | |
| QUESTION OF THE DAY | | |
| Question | Explain that in Chinese culture, dragons are a symbol of wisdom, power and wealth. We will learn more about this in our independent reading. Ask learners: What do you wish a dragon would bring to you? | |
| Answer frame | I wish a dragon would bring me (wisdom / wealth / power) | |
| Graph | 3-column graph | |
| Options | wisdom / wealth / power | |
| Follow-up questions | | |
| Question | How many learners wish a dragon would bring them wisdom? | |
| Answer | __ learners wish a dragon would bring them wisdom. | |
| Question | How many learners wish a dragon would bring them wealth? | |
| Answer | __ learners wish a dragon would bring them wealth. | |
| Question | How many learners wish a dragon would bring them power? | |
| Answer | __ learners wish a dragon would bring them power. | |
| Question | What do most learners wish a dragon would bring them? | |
| Answer | Most learners wish a dragon would bring them __ | |
| Question | What do fewest learners wish a dragon would bring them? | |
| Answer | Fewest learners wish a dragon would bring them __ | |

| | |
|-----------------------|---|
| Question | What do you wish a dragon would bring to you? |
| Answer | I wish a dragon would bring me wisdom. |
| Answer | I wish a dragon would bring me wealth. |
| Answer | I wish a dragon would bring me power. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 8: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING

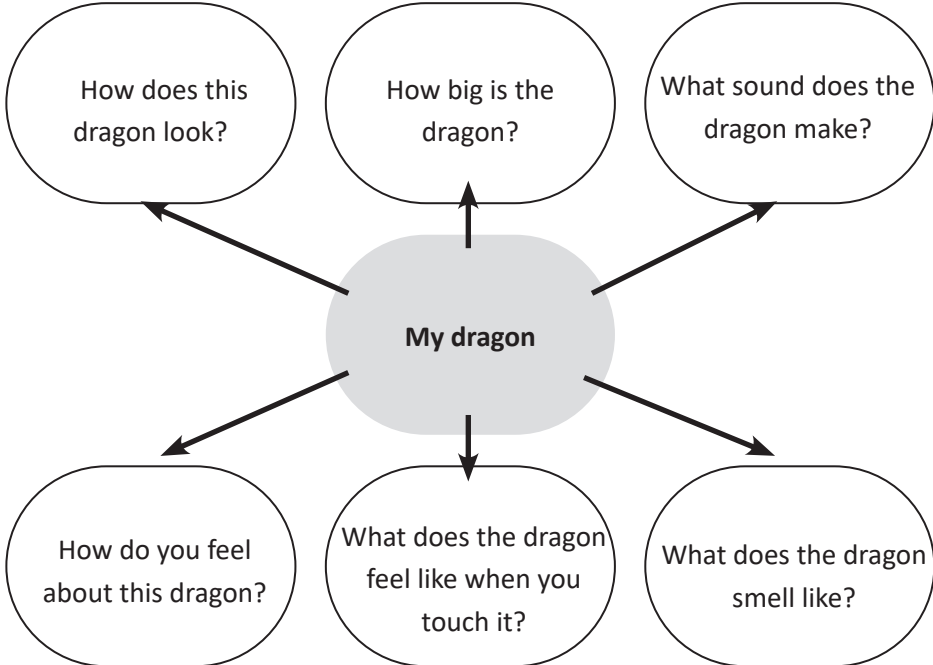
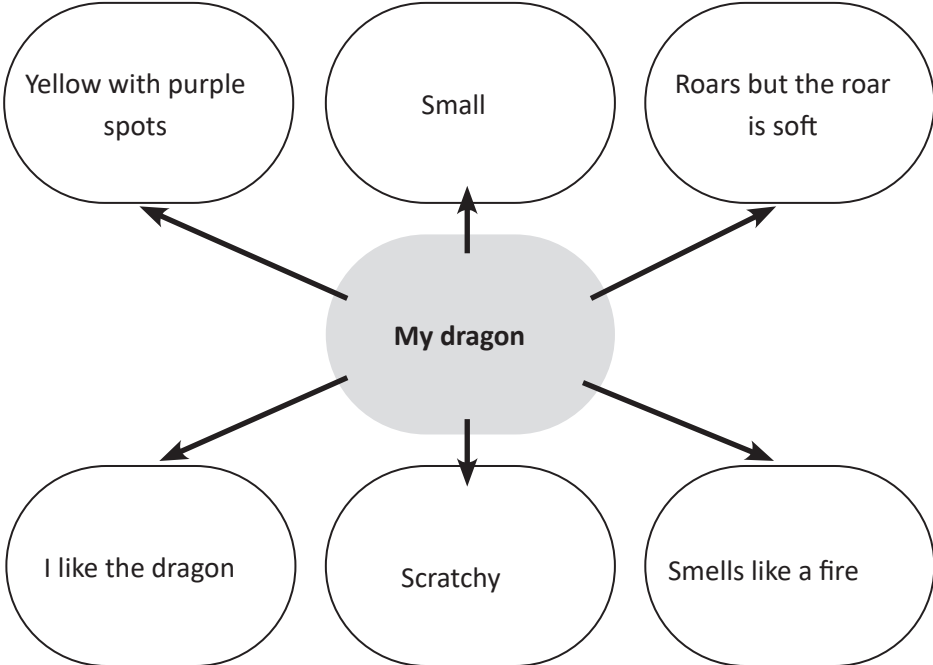
GROUP GUIDED READING

| | |
|-------|---|
| GROUP | Call a same-ability reading group to work with you. |
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INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

| WEEK 10: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING | |
|---|---|
| LSC | Alliteration |
| LSC MODELLING (I DO) | <ol style="list-style-type: none"> 1. Explain that poetry often uses figurative language. This week, we will learn about one type of figurative speech: alliteration 2. Explain that alliteration is the repetition of consonant sounds close together, (like: <u>c</u>uddling <u>k</u>ittens or <u>s</u>hocking and <u>s</u>hiny) 3. Write this example on the board: <ol style="list-style-type: none"> a. Cute kangaroos kick cups 4. Explain that this is alliteration because it repeats the /k/ sound. It doesn't matter that the words are spelled different (with 'c' and 'k') – it is just about the sound. 5. Explain that using alliteration helps make certain ideas easy to remember (memorable). A poem is also fun and creative. Alliteration is one way a poet can play with language. |
| LSC Ask learners for help (WE DO) | <ol style="list-style-type: none"> 1. Ask learners: What are consonants? 2. List some consonant sounds with learners, like: /s/ /t/ /m/ /p/ 3. Explain that a consonant is a sound that isn't a vowel. 4. Write a word beginning with a few of the consonant sound listed, like: <ol style="list-style-type: none"> a. Snake b. Tired c. Map d. Pumpkin 5. Instruct learners to help you turn each into an alliteration, by adding another word (or a few words) with the same beginning sound, like: <ol style="list-style-type: none"> a. Slippery slithering slimy snake b. Tired Thabo c. My mom's map d. Picking purple pumpkins 6. Explain that these are all now alliterations! |
| LSC Pair work (YOU DO) | <ol style="list-style-type: none"> 1. Hand out exercise books. 2. Instruct learners to write down their own first name. They must underline the beginning sound of their name (the capital initial). 3. For example: <u>T</u>umi 4. Then, give learners 2-3 minutes to come up with an alliteration for their name. Explain that learners can come up with more than one if they have extra time. 5. For example: <u>T</u>umi is <u>t</u>all; <u>T</u>umi <u>t</u>alks 6. Instruct learners to turn and talk and share their alliteration with a partner. |

| | |
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| | <ol style="list-style-type: none"> 7. After learners have shared with a partner, call the class back together. 8. Ask learners to share their partner’s alliteration with the class. 9. Explain that writing poetry is all about using language in creative ways. We can try to use alliteration next, when we draft our own poems. |
| <p>TOPIC</p> | <p>Visualise a dragon in your mind! Write a poem (Haiku) about the dragon you see.</p> |
| <p>PLANS</p> | <p>Before class begins, rewrite the planning frames on the board:</p> <p>Planning frame</p>  <pre> graph TD A(My dragon) --> B(How does this dragon look?) A --> C(How big is the dragon?) A --> D(What sound does the dragon make?) A --> E(How do you feel about this dragon?) A --> F(What does the dragon feel like when you touch it?) A --> G(What does the dragon smell like?) </pre> <p>My plan</p>  <pre> graph TD A(My dragon) --> B(Yellow with purple spots) A --> C(Small) A --> D(Roars but the roar is soft) A --> E(I like the dragon) A --> F(Scratchy) A --> G(Smells like a fire) </pre> |

| | |
|---------------|---|
| WRITING FRAME | <ol style="list-style-type: none"> 1. Next, tell learners that they must choose words from their poem to write a haiku. 2. Explain that poems do not have to be written in full sentences! 3. Explain that haikus do not need punctuation. 4. In a poem, the ideas do not need to be written in any particular order. 5. Learners must only think very carefully about the words they use, because they cannot fit too many words in a haiku! 6. Write the following frame on the chalkboard, and explain it to learners: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables |
| DRAFT | <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a poem using the frame. 4. Instruct learners to write the date and heading: Haiku poem: Draft. 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Remind learners that they can use their simile in their poem if they want to! 8. As learners write, walk around the classroom and help learners who are struggling. |
| HOMEWORK | Learners must complete the draft. |

Draft: Haiku poem

Line 1: spot ~~is~~ the dragon is

Line 2: Scaley, scratchy and pink

Line 3: her eyes glow purple like fire

WEEK 10: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

| WEEK 10: THURSDAY / DAY 4: ORAL ACTIVITIES | | |
|--|---|--|
| SONG / RHYME | Lyrics | Actions |
| | Chinese dragon, Chinese dragon, | -- |
| | Dancing in the street! | <i>Dance in place</i> |
| | Bringing good New Year's luck | -- |
| | To everyone it meets! | <i>Point to the people next to you</i> |
| THEME VOCABULARY | imagination, claw, prey, heavy, light | |
| QUESTION OF THE DAY | | |
| Question | Would you like to see a real Komodo dragon? | |
| Answer frame | Yes, I would like to see a real Komodo dragon. No, I would not like to see a real Komodo dragon. | |
| Graph | 2-column graph | |
| Options | Yes / no | |
| Follow-up questions | | |
| Question | How many learners would like to see a real Komodo dragon? | |
| Answer | __ learners would like to see a real Komodo dragon. | |
| Question | How many learners would not like to see a real Komodo dragon? | |
| Answer | __ learners would not like to see a real Komodo dragon. | |
| Question | Would more learners like to see a real Komodo dragon or not? | |
| Answer | More learners would __ to see a real Komodo dragon. | |
| Question | Would fewer learners like to see a real Komodo dragon or not? | |
| Answer | Fewer learners would __ to see a real Komodo dragon. | |
| Question | Would you like to see a real Komodo dragon? | |
| Answer | Yes, I would like to see a real Komodo dragon. | |
| Answer | No, I would not like to see a real Komodo dragon. | |

| | |
|-----------------------|---|
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 10: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

| | |
|-------|---|
| GROUP | Call a same-ability reading group to work with you. |
|-------|---|

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

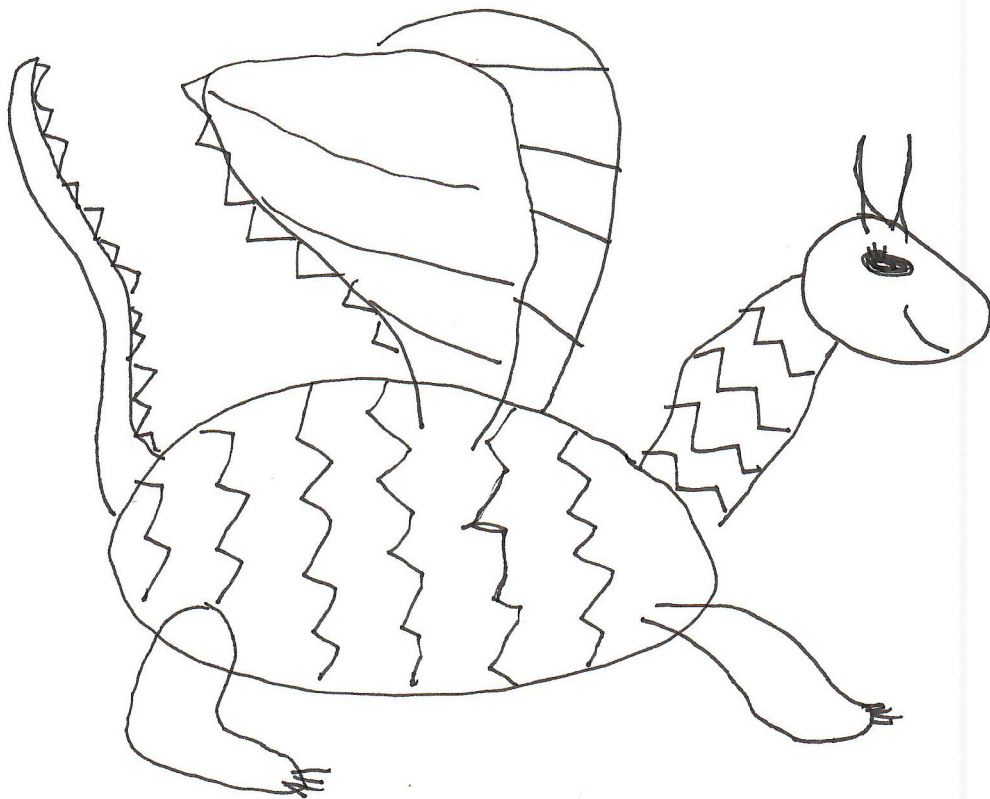
| WEEK 10: FRIDAY / DAY 5: EDITING AND PUBLISHING | |
|--|---|
| EDITING CHECKLIST <i>(Write this on the board before class begins)</i> | <ol style="list-style-type: none"> 1. Does my haiku have 3 lines? 2. Does my first line have 5 syllables? 3. Does my second line have 7 syllables? 4. Does my third line have 5 syllables? 5. Did I spell all words correctly? |
| EDIT | <ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to change words if it will help their Haiku sound more interesting. 7. Explain that learners may begin to publish when they are finished editing. |
| PUBLISH | <ol style="list-style-type: none"> 1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their recount, correcting any mistakes. 3. Instruct learners to rewrite the paragraph correctly, under the heading: Haiku: A dragon. 4. Tell learners that they may illustrate their writing by drawing a picture, but it is not a requirement. |
| SHARE | <ol style="list-style-type: none"> 1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swap. 3. Instruct learners to each tell each other one thing they liked about their partner's writing. |
| HOMEWORK | Learners must complete the final paragraph and illustration. |

Haiku: a dragon

Spot the dragon is

Scaly and scratchy and pink

She is beautiful



WEEK 10: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 10: CONCLUSION

Find 10 - 15 minutes at the end of the week to do the following:

| | |
|---------------------------|---|
| UPDATE THE K-W-L CHART | <ul style="list-style-type: none"> • Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn. |
| SUMMARISE | <ul style="list-style-type: none"> • Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: <ul style="list-style-type: none"> o Theme vocabulary o LSC o The different texts that were read o The small group discussion o The comprehension strategy o The writing genre and task o All content from the theme |
| SHARE WITH FAMILIES | <ul style="list-style-type: none"> • Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class. |
| ACKNOWLEDGE AND CELEBRATE | <ul style="list-style-type: none"> • Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: <ul style="list-style-type: none"> o EFAL skills like reading or writing o Theme content o Tasks or activities o Behaviour in the class o Relationships with other learners o Attitude to EFAL o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed. |