

GRADE 4

**FIRST ADDITIONAL
LANGUAGE
LESSON PLAN
ENGLISH**

TERM 2 2021

GRADE 4-6 EFAL ROUTINE 3

GRADE 6 EFAL ALTERNATIVE ROUTINE 4

GRADE 4-6 EFAL CLASSROOM CULTURE 5

 Using a Name Jar.....5

 Seating Arrangements and Group Management.....5

 Attention Getters.....6

 Transition Activities 7

GRADE 4-6 EFAL CORE METHODOLOGIES 9

ORAL ACTIVITIES: LSC / L&S 10

 Introduce the theme10

 Activate background knowledge10

 Build and monitor learners’ knowledge11

 Build vocabulary.....12

 Document vocabulary in personal dictionaries.....13

 Question of the day.....14

 Rhyme / Song16

LANGUAGE STRUCTURES AND CONVENTIONS.....17

 Introduce the LSC in context17

 Teach and practise using the LSC.....18

LISTENING & SPEAKING 19

 Listening Lesson19

 Speaking Lesson20

READING & VIEWING..... 23

Shared Reading & Teaching the Comprehension Skill 24

 Shared Reading: Pre-Read.....24

 Shared Reading: First Read.....26

 Shared Reading: Second Read27

 Teach the Comprehension Strategy29

 Shared Reading: Post-Read 35

GROUP GUIDED READING..... 37

INDEPENDENT OR PAIRED READING AND COMPREHENSION 40

 Independent or Paired Reading Activities 40

WRITING & PRESENTING 42

 Process writing: Teach the Genre42

 Process Writing: Planning.....43

 Process Writing: Drafting.....44

 Process Writing: Editing45

 Process Writing: Publishing & Presenting 47

WRITING STRATEGIES 48

 Strategy: Writers think before they write.....48

 Strategy: Writers turn and talk48

 Strategy: Writers may create a framework49

 Strategy: Writers use resources to write words49

 Strategy: Writers read what they write50

 Strategy 8: Hold mini-conferences 50

LESSONS.....51

 Week 1 - Misunderstandings51

 Week 2 - Misunderstandings.....73

 Week 3 – Going shopping.....89

 Week 4 – Going shopping.....111

 Week 5 – Incredible insects.....127

 Week 6 – Incredible insects.....147

 Week 7 – Butterflies.....165

 Week 8 – Butterflies.....185

GRADE 4-6 EFAL ROUTINE

- This routines 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 <i>Theme conclusion:</i> <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 4 or 8 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:

- 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.

- 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.
- Remind learners of the theme, and then begin reading.
- 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.
- 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 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? (Are there paragraphs, stanzas, sections, a greeting, headings, columns, etc?)</i> 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	<p>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.</p>
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 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 2

WEEK 1

THEME: MISUNDERSTANDINGS

'Do not make assumptions unless you know the whole story. If in doubt, ask the person directly.'

- Unknown

TERM 2: WEEK 1

OVERVIEW

THEME	Misunderstandings
THEME VOCABULARY	private, conversation, overhear / overheard, misunderstanding, nosy, message, beware, curious, confused, urgent
LSC	First person
COMPREHENSION STRATEGY	I wonder... Make connections
WRITING GENRE	Dialogue
WRITING TOPIC	Write about a misunderstanding between two characters.
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: a story about a message or a misunderstanding. 5. Try to find some pictures of children playing 'broken telephone', two people having a misunderstanding, someone eavesdropping on a conversation, or someone that looks confused. 6. Do some research on the internet to find out some interesting information to prepare for this theme, for example: Find out if a misunderstanding has ever led to a war. <p>Broken telephone is a great game to play during this theme. Tell children that you want to send a message to a child on the other side of the room. Whisper a message into the first child's ear. That child must whisper into the next child's ear, who whispers it into the next child's ear, and so on. Finally, the message gets to the last child, who then says the message aloud. Then, you say the original message aloud (don't forget what it is). Compare what was said originally, to what is finally heard. Tell learners that this is one way that misunderstandings happen.</p>

WEEK 1: 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 104 2. Instruct learners to look at the title, headings and pictures in the text. 	
INTRODUCE THE THEME	<ol style="list-style-type: none"> 1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart. 	
SONG / RHYME	Lyrics	Actions
	My dad said it's raining cats and dogs,	<i>Wiggle your fingers from the top down</i>
	So I ran outside to see!	<i>Use your arms to imitate running</i>
	There were no cats or dogs to speak of,	<i>Shake your forefinger</i>
	There was just rain falling on me!	<i>Wiggle your fingers from the top down</i>
THEME VOCABULARY	private, conversation, overhear / overheard, misunderstanding, nosy	
QUESTION OF THE DAY		
Question	Have you ever tried to overhear a private conversation like Thandi?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have tried to overhear a private conversation?	
Answer	__ learners have tried to overhear a private conversation.	
Question	How many learners have never tried to overhear a private conversation?	
Answer	__ learners have never tried to overhear a private conversation.	
Question	Have more learners tried to overhear a private conversation or not?	
Answer	More learners have / have never tried to overhear a private conversation.	

Question	Have fewer learners tried to overhear a private conversation or not?
Answer	Fewer learners have / have never tried to overhear a private conversation.
Question	Have you ever tried to overhear a private conversation?
Answer	Yes, I have.
Answer	No, I have not.
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 1 MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to **a story**: A Private Conversation
2. **FIRST READ**: Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
3. **SECOND READ**: Read the text 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 text 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>I was lying on my bed reading a book. My bedroom door was slightly open, and I could hear my mother speaking on the phone. She was whispering, and it sounded like something was wrong. I walked closer to my bedroom door, so that I could hear her private conversation. 'I'm very worried about Thandi,' she said.</p>	<p>I can make a connection to the person in this story. The other day, I heard my sister and her friend talking inside my sister's bedroom with the door closed. It sounded like they were having a serious chat! I felt so curious about what they were talking about. I put my ear against the door to try to hear what they were saying.</p>	<ol style="list-style-type: none"> 1. What was the narrator doing when she heard her mother speaking on the phone? (She was lying on her bed reading a book.) 2. Who is the narrator's mother worried about? (Thandi.)
<p>I was lying on my bed reading a book. My bedroom door was slightly open, and I could hear my mother speaking on the phone. She was whispering, and it sounded like something was wrong. I walked closer to my bedroom door, so that I could hear her private conversation. 'I'm very worried about Thandi,' she said.</p>	<p>I think the person in this story must feel so curious about what her mother is saying, just like I felt curious.</p>	<ol style="list-style-type: none"> 3. Can you make a connection? Have you every felt curious about someone else's conversation? (I can make a connection! I felt curious when...)

<p>My name is Thandi! I wondered why my mother was worried about me. I took a deep breath and continued to listen to her conversation, 'I think she is very ill. Her legs are very skinny, and she has not been eating,' said my mother. I looked at my legs. They were very skinny. I got a big fright and I became very worried. I quickly pushed open my bedroom door and ran fast towards my mother, 'Mom, am I ill?'</p>	<p>I can make a connection. Once I overheard my father on the phone, talking about getting a new job and moving to the city. I starting thinking about leaving my school and all of my friends. I got very upset. I ran to my bed and began to cry! I was so worried about moving, just like Thandi is so worried about being ill.</p>	<ol style="list-style-type: none"> 1. Who does Thandi think her mother is talking about? (She thinks her mother is talking about her!) 2. Why was Thandi worried? (She was worried that she was ill.)
<p>My mother put down the phone and looked at me with confusion, 'What? No, Thandi, I don't think you are ill,' she said. 'But mom, I heard you saying that I am ill! I heard you on the phone,' I yelled. My mother burst out laughing, 'No Thandi, I wasn't speaking about you. I was speaking about our neighbours' dog...her name is also Thandi.' I also laughed, 'Oh! What a misunderstanding. Thank goodness I am not ill,' I said.</p>	<p>I can make a connection because in my story, there was a big misunderstanding too! When my father got off the phone, I went to him, crying. I asked, 'Dad, when will we have to move?' He looked very confused, just like Thandi's mother. I said, 'I heard you on the phone!' My dad looked annoyed. He said, 'No! I was talking about my friend at work!' I felt so relieved that we weren't moving, just like Thandi feels so relieved that she isn't ill!</p>	<ol style="list-style-type: none"> 1. What was the misunderstanding? (The misunderstanding was that it is the neighbour's dog Thandi who is sick, but the girl in the story is named Thandi and she thinks her mother is talking about her!) 2. Why did Thandi's mother laugh? (Because Thandi thinks she is talking about her, but she is really talking about the neighbour's dog! She laughs about the misunderstanding.)
		<ol style="list-style-type: none"> 3. Can you make a connection? Have you every had a misunderstanding like Thandi and her mother? (I can make a connection! I had a misunderstanding with... because...)

<p>My mother stopped laughing and looked at me seriously, 'Yes, it was a misunderstanding. But Thandi, you shouldn't be listening to my private conversations. I was speaking quietly because I didn't want to wake you.' I nodded my head. 'Sorry mom, it won't happen again,' I replied.</p> <p>My mother smiled, 'Good... because misunderstandings can lead to problems.'</p>	<p>I can make a connection. My father was upset, just like Thandi's mother. He said, 'You musn't listen to other people on the phone! Look how upset a silly misunderstanding made you?' I apologised to him for being nosy, just like Thandi had to apologise.</p>	<ol style="list-style-type: none"> 1. Why was Thandi's mother speaking quietly? (Because she didn't want to wake Thandi.) 2. Why did Thandi think her mother was speaking quietly? (Maybe she thought her mother was talking about something that was meant to be a secret.)
---	--	--

WEEK 1: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss a **story**: A private conversation
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this story...
 - b. I can make a connection to this story because...
 - c. I think...would enjoy this story because...
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

WEEK 1: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS

Sounds	/ch/ /ai/									
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: ch, ai. 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: /ch/ - /i/ - /ck/ - /en/ = chicken /ch/ - /a/ - /se/ = chase /ch/ - /o/ - /p/ - chop /n/ - /ai/ - /l/ = nail /r/ - /ai/ - /n/ = rain /p/ - /ai/ - /n/ = pain 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="577 1582 1035 1719"> <tr> <td>ch</td> <td>ai</td> <td>p</td> </tr> <tr> <td>j</td> <td>a</td> <td>o</td> </tr> <tr> <td>n</td> <td>r</td> <td>t</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: chair or pot 	ch	ai	p	j	a	o	n	r	t
ch	ai	p								
j	a	o								
n	r	t								

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 soundb. The spelling of the wordc. 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: old, too, Mr, Mrs, time, off, help, someone, back, asks, where
-------------------------------	---

WEEK 1: TUESDAY / DAY 2: PRE-READING

TITLE	Frog and Crow get the wrong message
DBE WORKBOOK 1, PAGE	104
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
<ol style="list-style-type: none"> 1. Ask a learner to read the title: Frog and Crow get the wrong message 2. Explain the meaning of the title, e.g. Frog and Crow get the wrong message about something. This means someone tells them something that is incorrect! 3. Tell learners to look closely at the pictures, captions and title. 4. Conduct the Pre-Reading activity as per the core methodology. 	

WEEK 1: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	My dad said it's raining cats and dogs,	<i>Wiggle your fingers from the top down</i>
	So I ran outside to see!	<i>Use your arms to imitate running</i>
	There were no cats or dogs to speak of,	<i>Shake your forefinger</i>
	There was just rain falling on me!	<i>Wiggle your fingers from the top down</i>
THEME VOCABULARY	message, beware, curious, confused, urgent	
QUESTION OF THE DAY		
Question	What do you think is the best way to describe Crow and Frog?	
Graph	3 COLUMN GRAPH	
Options	they are curious / they are nosy / they are confused	
Follow up questions		
Question	How many learners think they are curious?	
Answer	__ learners think they are curious.	
Question	How many learners think they are nosy?	
Answer	__ learners think they are nosy.	
Question	How many learners think they are confused?	
Answer	__ learners think they are confused.	
Question	How do most learners describe Crow and Frog?	
Answer	Most learners think they are __.	
Question	How do fewest learners describe Crow and Frog?	
Answer	Fewest learners think they are __.	
Question	What do you think is the best way to describe Crow and Frog?	
Answer	I think they are curious.	
Answer	I think they are nosy.	
Answer	I think they are confused.	

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 1: WEDNESDAY / DAY 3: FIRST READ

TITLE	Frog and Crow get the wrong message
DBE WORKBOOK 1, PAGE	104
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder... Make connections
PURPOSE	<ul style="list-style-type: none"> • By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. 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. • Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the story on **page 104**.
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** 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 sunny day, Mr Crow sat on a branch of the marula tree watching the animals busily collecting their food. Suddenly he saw a piece of paper blow past. Crow swooped down and caught the scrap of paper and read it.</p> <p>It said “DM – BW- 2”.</p> <p>“This must be a secret message,” Crow said to himself.</p>	<p>I wonder what this secret message means? I feel so curious about finding out! Mr Crow must feel curious too!</p>
<p>Frog was hopping by and overheard Crow. “A secret?” he said. “I love secrets!”</p> <p>Crow showed Frog the note.</p> <p>“I wonder what it means?” asked Frog, nervously.</p>	<p>I wonder if Crow and Frog will be able to figure out what the message means? If I were Crow and Frog, I would really want to figure it out!</p>
<p>“DM,” Crow muttered. “DM must mean Don’t Move. Someone is watching me! I’m sure they are tough. I must be in terrible danger. What can I do?”</p> <p>“I wonder what BW means?” Crow asked, flapping his wings.</p> <p>“I’ve got it!” he screeched. “BW means Beware. I must not move and I must beware. Poor me, what can I do?”</p> <p>“Wait a minute,” Frog cried. “The note is for me too.</p> <p>It says 2. It means the note is for both of us.”</p> <p>“We’re in terrible danger,” screeched Crow.</p> <p>“We’re in big trouble!”</p> <p>“What can we do?” Frog croaked. “Oh, what can we do?”</p> <p>They fell to the ground, holding their heads.</p>	<p>I wonder if the note really means, ‘Don’t Move! Beware!’ If I got a note like that, I would feel very scared! I wonder who would have sent them a note like that?</p>
<p>Just then, Mrs Hen came down the path carrying a shopping basket.</p> <p>“What is the matter with the two of you?” she asked. “Why are you lying on the ground moaning?” Then she saw the scrap of paper and she took it.</p>	<p>I wonder what Crow and Frog will think now that they know it is just a shopping list? I wonder what they will think about this misunderstanding?</p>
<p>“Oh you found my second shopping list. I’ve been looking for it everywhere,” said Mrs Hen.</p>	

<p>“Your second shopping list?” Crow and Frog asked.</p> <p>“Yes, it says number 2. DM means Dried Mealies. And BW means Bag of Worms. There’s nothing tastier than mealies and dried worms.”</p>	
<p>Crow and Frog looked at each other and they began to laugh. They fell to the floor laughing at each other. Mrs Hen walked off with her basket.</p> <p>“I wonder what’s so funny. I can’t wait to have mealies and worms for supper. I can never eat enough worms,” she thought.</p>	<p>Oh! They laugh about the misunderstanding. I can connect to feeling silly about a misunderstanding! Last week, my sister asked me to call my granny. I thought she was outside. I went outside and called and called her name. My sister came outside. She began to laugh! She said, ‘I meant you must call her on the phone!’ My sister and I laughed and laughed about the misunderstanding, just like Crow and Frog.</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>What did Crow and Frog think DM meant?</p>	<p>They thought DM meant ‘Don’t Move!’</p>
<p>What was the secret message?</p>	<p>It was really Mrs Hen’s second shopping list.</p>
<p>Why question</p>	<p>Possible response</p>
<p>Why did Frog and Crow fall to the ground, holding their heads?</p>	<ul style="list-style-type: none"> • Because they thought the message told them ‘Don’t move, beware!’ • Because they were scared that someone was watching them. • Because they misunderstood the message. • Because they thought that Mrs Hen’s shopping list was a secret message.
<p>Introduce the LSC in context</p>	
<ol style="list-style-type: none"> 1. Explain to learners that in this cycle, they will learn about: writing in the first person 2. Point out the following example of this: We use the first person when we write a personal recount, for instance: I went to the shop to buy my lunch. 3. Introduce this LSC as follows: When we write in the first person, we use words like: I, me, my, mine, our and we. 	

WEEK 1: THURSDAY / DAY 3: SECOND READ	
TITLE	Frog and Crow get the wrong message
DBE WORKBOOK 1, PAGE	104
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Make connections
PURPOSE	<ul style="list-style-type: none"> By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. 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. Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!
<ol style="list-style-type: none"> Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> Can you make a connection to feeling curious? When was a time you felt curious about something, like Crow and Frog feel curious about what the note says? What did Mrs Hen take from Crow and Hen? Why did Crow and Frog fall on the floor laughing at the end of the story? Read the follow-up questions out loud to learners. Hand out the DBE workbooks. Instruct learners to turn to the story on page 104. Explain that you will read the story to learners. They must follow along with the text 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 sunny day, Mr Crow sat on a branch of the marula tree watching the animals busily collecting their food. Suddenly he saw a piece of paper blow past.	I can connect to Mr Crow when he feels curious about what is written on the paper. One day, an envelope came from the clinic for my mother.

<p>Crow swooped down and caught the scrap of paper and read it.</p>	<p>It had a big red stamp on the outside that said URGENT! I was so curious about what could be urgent.</p>
<p>It said “DM – BW- 2”. “This must be a secret message,” Crow said to himself.</p>	
<p>Frog was hopping by and overheard Crow. “A secret?” he said. “I love secrets!” Crow showed Frog the note. “I wonder what it means?” asked Frog, nervously.</p>	<p>--</p>
<p>“DM,” Crow muttered. “DM must Don’t Move. Someone is watching me! I’m sure they are tough. I must be in terrible danger. What can I do?” “I wonder what BW means?” Crow asked, flapping his wings. “I’ve got it!” he screeched. “BW means Beware. I must not move and I must beware. Poor me, what can I do?” “Wait a minute,” Frog cried. “The note is for me too. It says 2. It means the note is for both of us.” “We’re in terrible danger,” screeched Crow. “We’re in big trouble!” “What can we do?” Frog croaked. “Oh, what can we do?” They fell to the ground, holding their heads.</p>	<p>I can connect to how worried Crow and Frog feel about this misunderstanding. It reminds me of when the letter came from the clinic for my mom with the word URGENT on the front. I thought it meant my mom was very ill. I was laying on my bed, worrying about my mom being sick. But then, when she came home, she explained that it was a bill that needed to be paid right away! I felt so silly for being so worried!</p>
<p>Just then, Mrs Hen came down the path carrying a shopping basket. “What is the matter with the two of you?” she asked. “Why are you lying on the ground moaning?” Then she saw the scrap of paper and she took it.</p>	<p>I can connect to Crow and Frog’s confusion. They thought that they had found a secret message but it was really just a shopping list! They were confused, just like when I thought my mom had to urgently go to the hospital!</p>

<p>“Oh you found my second shopping list. I’ve been looking for it everywhere,” said Mrs Hen.</p> <p>“Your second shopping list?” Crow and Frog asked.</p> <p>“Yes, it says number 2. DM means Dried Mealies. And BW means Bag of Worms. There’s nothing tastier than mealies and dried worms.”</p>	
<p>Crow and Frog looked at each other and they began to laugh. They fell to the floor laughing at each other. Mrs Hen walked off with her basket.</p> <p>“I wonder what’s so funny. I can’t wait to have mealies and worms for supper. I can never eat enough worms,” she thought.</p>	<p>I can connect to Crow and Frog when they laugh at themselves! They must be feeling so silly for being worried, just like I felt silly for worrying about my mother’s urgent hospital bill without knowing what it was!</p>
Follow up questions	Responses
<p>Can you make a connection to feeling curious? When was a time you felt curious about something, like Crow and Frog feel curious about what the note says?</p>	<p>I felt curious like Crow and Frog when...</p>
<p>What did Mrs Hen take from Crow and Hen?</p>	<p>She took back her shopping list, which Crow and Frog thought was a secret message!</p>
Why question	Possible response
<p>Why did Crow and Frog fall on the floor laughing at the end of the story?</p>	<ul style="list-style-type: none"> • Because they felt silly about the misunderstanding. • Because they were worried about the secret message, but it was really just Mrs Hen’s shopping list! • Because sometimes it is funny to have a misunderstanding!
<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 1: 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 connections. 2. Explain that when we make connections, we think about how something from the story is like something from our own lives. We think about how what the characters do, think and feel is similar to things we have done, thought, and felt. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 104 5. Read out loud while learners follow along: “I wonder what it means?” asked Frog, nervously. 6. Explain that in this sentence, you know Frog is feeling curious because of the question he asks. You also know he is feeling nervous, because the words on the page say that! 7. That means you think about a time when you felt curious and / or nervous like Frog: <ol style="list-style-type: none"> a. I connect to feeling curious, because if I hear my sister talking on the phone, I always want to listen and find out who she is talking to and what they are talking about! b. That reminds me of one time, I saw a person in a fancy black suit outside of my house. I felt curious about who he was, but I felt nervous because I had never seen him before and he looked very serious!
<p>Work with learners (WE DO)</p>	<ol style="list-style-type: none"> 1. Read out loud while learners follow along: “We’re in terrible danger,” screeched Crow. “We’re in big trouble!” 2. Ask learners: How is Crow feeling? Why? 3. Listen to learners ideas, like: Crow is scared! He is scared because he thinks that they are in danger. But, we know that they are really confused. They are really having a misunderstanding! They are scared for no reason! 4. Ask learners: Can you make a connection? When is a time in your own life that you felt scared because of a misunderstanding? 5. Listen to learners ideas, like: <ol style="list-style-type: none"> a. I can connect to Crow because one time, I felt scared when I heard someone walking around the house at night! I thought someone broke into the house, because it was late. I thought everyone in my family was in bed. But, it was really my brother getting some water in the middle of the night. I was scared for no reason just like Crow! b. I can connect to Crow because I was sitting at the table doing my homework. My sister came up behind me to bring me a snack. When she tapped my shoulder, I screamed! But, there was nothing to be scared about!

<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. How can you connect to this? (What does this remind you of from your own life?) b. How was your connection similar to your partner? c. How was your connection different from your partner? 2. Explain that now, learners will think about a connection they can make. 3. Read out loud while learners follow along: Crow and Frog looked at each other and began to laugh. They fell to the floor laughing at each other. 4. Explain that Crow and Frog found out their secret message was really Mrs Hen's shopping list. Then, they began to laugh. 5. Ask learners: Can you think of a time when you laughed at yourself like Frog and Crow? Or, you can think about a time when someone you know laughed at themselves. 6. Give learners a minute to think about their idea. 7. Then instruct learners to turn and talk about the questions written on the board. 8. After 3-5 minutes, call learners back together. 9. Call on 2-3 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 make a connection:</p> <p>Make connections</p> <p>To make a connection, we:</p> <p>Think about what a character does, thinks or feels.</p> <p>Think about how this is like something from our own lives.</p> <p>Say: That reminds me... or That's like when I...</p>

WEEK 1: FRIDAY / DAY 5: POST-READING	
TITLE	Frog and Crow get the wrong message
DBE WORKBOOK 1, PAGE	104
ACTIVITY	STORY
COMPREHENSION STRATEGY	Summarise Make connections Make evaluations
PURPOSE	<ul style="list-style-type: none"> Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world! Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
POST-READING	
<ol style="list-style-type: none"> 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. Explain that we will also be making a connection to the text. This means we will be explaining how an action, thought, or feeling from the text reminds us about something from our own lives. Ask learners: How can you tell a friend about the story in 3-5 sentences? Instruct learners to use the frame to answer the question: This text is about... I can connect to the story when... That reminds me.... Overall, I think the story is... Explain that learners will not be able to say everything about the text – they will need to choose the most important parts. 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. Instruct learners to turn and talk with a partner. Partners will take turns presenting and listening. 	

8. Call the class back together. Call a few learners up to the front of the classroom to present to the class.
9. Come up with a class summary, like: *This text is about when Crow and Frog find a message and think it a secret message but it is really just a shopping list! I can connect to the story when Crow picks up the scrap paper with the message. That reminds me of when I found a note my sister wrote. Overall, I think the story is funny because the misunderstanding is funny at the end.*

WEEK 1 FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
DIALOGUE	A record of the exchanges as they occur, directly from the speaker's point of view.	<p>When writing a dialogue:</p> <ul style="list-style-type: none"> • Write the names of the characters on the left hand side of the page; • Use a colon after the name of the character who is speaking; • Use a new line to indicate each new speaker; • Advice to speakers (or characters) on how to speak or present the action must be given in brackets before the words are spoken; • Sketch a scenario before you start writing. 	<p>When the dialogue involves family or close friends the casual style is used. Well-known formulae for requests, questions, orders, suggestions and acknowledgement are used. When the conversation involves strangers the consultative style is used more elaborate politeness procedures are added to the well-known formulae for requests, questions, orders, suggestions and acknowledgement.</p> <p>Note: A dialogue is written in the first person. The pronouns used include: I, me, my, mine, our, we.</p>

<p>INTRODUCE THE GENRE</p>	<ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a dialogue. 2. Remind learners that a dialogue is a conversation between two characters. 3. Explain that a dialogue is written in a particular format: <ol style="list-style-type: none"> a. The character’s names are written on the left b. There is a colon after the character’s name c. Write the exact words that each character says d. Start on a new line for each new speaker e. Write instructions to the character about how they must say the words, or what actions they must do, in brackets before their words f. Write in the first person, using the pronouns: I, me, my, mine, ours, we. 																						
<p>READ THE SAMPLE TEXT</p>	<table border="1"> <tr> <th colspan="2" data-bbox="510 743 1494 813">A misunderstanding between friends</th> </tr> <tr> <td data-bbox="510 813 684 884">Mary:</td> <td data-bbox="684 813 1494 884">(smiling) Hi Zipho, how are you?</td> </tr> <tr> <td data-bbox="510 884 684 954">Zipho:</td> <td data-bbox="684 884 1494 954">(with an angry look on face) Oh, hi. I’m fine.</td> </tr> <tr> <td data-bbox="510 954 684 1025">Mary:</td> <td data-bbox="684 954 1494 1025">(looking upset) What’s wrong? Are you angry with me?</td> </tr> <tr> <td data-bbox="510 1025 684 1096">Zipho:</td> <td data-bbox="684 1025 1494 1096">You should know why I am upset.</td> </tr> <tr> <td data-bbox="510 1096 684 1166">Mary:</td> <td data-bbox="684 1096 1494 1166">Zipho, I don’t know! Please tell me why you are upset?</td> </tr> <tr> <td data-bbox="510 1166 684 1284">Zipho:</td> <td data-bbox="684 1166 1494 1284">Sphe told me she asked you if we are friends. And you said no.</td> </tr> <tr> <td data-bbox="510 1284 684 1354">Mary:</td> <td data-bbox="684 1284 1494 1354">(laughing) Oh Sphe is such a trouble maker!</td> </tr> <tr> <td data-bbox="510 1354 684 1425">Zipho:</td> <td data-bbox="684 1354 1494 1425">(looking cross) It’s not funny! Why are you lauhing?</td> </tr> <tr> <td data-bbox="510 1425 684 1542">Mary:</td> <td data-bbox="684 1425 1494 1542">Because when Sphe asked me if we are friends, I answered no, we are BEST friends!</td> </tr> <tr> <td data-bbox="510 1542 684 1684">Zipho:</td> <td data-bbox="684 1542 1494 1684">(smiling and linking arms with Mary) Oh I see! Thanks Mary – I am so glad we are best friends! And Sphe is a trouble maker!</td> </tr> </table>	A misunderstanding between friends		Mary:	(smiling) Hi Zipho, how are you?	Zipho:	(with an angry look on face) Oh, hi. I’m fine.	Mary:	(looking upset) What’s wrong? Are you angry with me?	Zipho:	You should know why I am upset.	Mary:	Zipho, I don’t know! Please tell me why you are upset?	Zipho:	Sphe told me she asked you if we are friends. And you said no.	Mary:	(laughing) Oh Sphe is such a trouble maker!	Zipho:	(looking cross) It’s not funny! Why are you lauhing?	Mary:	Because when Sphe asked me if we are friends, I answered no, we are BEST friends!	Zipho:	(smiling and linking arms with Mary) Oh I see! Thanks Mary – I am so glad we are best friends! And Sphe is a trouble maker!
A misunderstanding between friends																							
Mary:	(smiling) Hi Zipho, how are you?																						
Zipho:	(with an angry look on face) Oh, hi. I’m fine.																						
Mary:	(looking upset) What’s wrong? Are you angry with me?																						
Zipho:	You should know why I am upset.																						
Mary:	Zipho, I don’t know! Please tell me why you are upset?																						
Zipho:	Sphe told me she asked you if we are friends. And you said no.																						
Mary:	(laughing) Oh Sphe is such a trouble maker!																						
Zipho:	(looking cross) It’s not funny! Why are you lauhing?																						
Mary:	Because when Sphe asked me if we are friends, I answered no, we are BEST friends!																						
Zipho:	(smiling and linking arms with Mary) Oh I see! Thanks Mary – I am so glad we are best friends! And Sphe is a trouble maker!																						
<p>DISCUSS</p>	<ol style="list-style-type: none"> 1. Who is this dialogue between? 2. What is the misunderstanding in this dialogue? 3. Are the directions in brackets clear? 4. How can we infer that this is a dialogue? 																						

NOTES	<p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Dialogue</u></p> <ol style="list-style-type: none">1. A dialogue is a conversation between two characters.2. A dialogue is written in a particular format:<ol style="list-style-type: none">a. The character's names are written on the leftb. There is a colon after the character's namec. Write the exact words that each character saysd. Start on a new line for each new speakere. Write instructions to the character about how they must say the words, or what actions they must do, in brackets before their words3. Write in the first person, using the pronouns: I, me, my, mine, ours, we.
-------	--

GRADE 4 - TERM 2



THEME:
MISUNDERSTANDINGS

'The worst distance between two people is misunderstanding.'
- Unknown

TERM 1: WEEK 2	
OVERVIEW	
THEME	Misunderstandings
THEME VOCABULARY	private, conversation, overhear / overheard, misunderstanding, nosy, message, beware, curious, confused, urgent, fluent, fluently, accident, accidentally, corrected, country, heat, holiday, Valentine's Day, code
LSC	First person
COMPREHENSION STRATEGY	I wonder... Make connections
WRITING GENRE	Dialogue
WRITING TOPIC	Write about a misunderstanding between two characters.

WEEK 2: MONDAY / DAY 1: PLANNING			
TOPIC	Write a dialogue about a misunderstanding between two characters.		
GENRE	Dialogue		
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: <p><i>Hmm, I think I will write about a misunderstanding between two friends. They make arrangements to meet on the corner at 3pm, but they don't say which corner. They both go to different corners! Then, the next day they are upset with each other, because they each thought the other one didn't come!</i></p> 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 answering the questions to write a list. 		
	<table border="1"> <tbody> <tr> <td> <p><u>A misunderstanding</u></p> <ol style="list-style-type: none"> 1. Who are the two characters? 2. How do they know each other? 3. What is the problem or misunderstanding? 4. What does the first character think? 5. What does the other character think? 6. How is the misunderstanding solved? </td> <td> <p><u>A misunderstanding</u></p> <ol style="list-style-type: none"> 1. Solly and Mike 2. They are friends in the Grade 4 class 3. They make plans to meet on the corner at 3pm to play soccer 4. Solly thinks they must meet on the corner by the soccer field 5. Mike thinks they must meet on the corner by the shop where they always meet 6. They talk and realise that they both went to different corners. 7. They laugh about it and promise to make better arrangements </td> </tr> </tbody> </table>	<p><u>A misunderstanding</u></p> <ol style="list-style-type: none"> 1. Who are the two characters? 2. How do they know each other? 3. What is the problem or misunderstanding? 4. What does the first character think? 5. What does the other character think? 6. How is the misunderstanding solved? 	<p><u>A misunderstanding</u></p> <ol style="list-style-type: none"> 1. Solly and Mike 2. They are friends in the Grade 4 class 3. They make plans to meet on the corner at 3pm to play soccer 4. Solly thinks they must meet on the corner by the soccer field 5. Mike thinks they must meet on the corner by the shop where they always meet 6. They talk and realise that they both went to different corners. 7. They laugh about it and promise to make better arrangements
<p><u>A misunderstanding</u></p> <ol style="list-style-type: none"> 1. Who are the two characters? 2. How do they know each other? 3. What is the problem or misunderstanding? 4. What does the first character think? 5. What does the other character think? 6. How is the misunderstanding solved? 	<p><u>A misunderstanding</u></p> <ol style="list-style-type: none"> 1. Solly and Mike 2. They are friends in the Grade 4 class 3. They make plans to meet on the corner at 3pm to play soccer 4. Solly thinks they must meet on the corner by the soccer field 5. Mike thinks they must meet on the corner by the shop where they always meet 6. They talk and realise that they both went to different corners. 7. They laugh about it and promise to make better arrangements 		

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and think of a misunderstanding between two characters.
2. Remind them that misunderstandings happen when people don't hear properly, or when people don't make proper arrangements, or when people only hear part of a private conversation, or when someone else tries to make trouble.
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 dialogue about a misunderstanding, 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.

Planning: Dialogue about a misunderstanding

A misunderstanding

1. Solly and Mike
2. They are friends in the Grade 4 class
3. They make plans to meet on the corner at 3pm to play soccer
4. Solly thinks they must meet on the corner by the soccer field
5. Mike thinks they must meet on the corner by the shop where they always meet
6. They talk and realise that they both went to different corners.
They laugh about it and promise to make better arrangements

WEEK 2: 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 2: TUESDAY / DAY 2: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	My dad said it's raining cats and dogs,	<i>Wiggle your fingers from the top down</i>
	So I ran outside to see!	<i>Use your arms to imitate running</i>
	There were no cats or dogs to speak of,	<i>Shake your forefinger</i>
	There was just rain falling on me!	<i>Wiggle your fingers from the top down</i>
THEME VOCABULARY	fluent, fluently , accident, accidentally , corrected <i>Remind learners that last term (WEEK 6) we learned about adverbs, like: quietly, quickly, curiously! Remind learners that adverbs describe a verb (an action word, like: speak, walk, fall, etc.) and end in -ly</i>	
QUESTION OF THE DAY		
Question	Which adverb best describes how you speak English?	
Graph	3 COLUMN GRAPH	
Options	fluently / quickly / happily	
Follow up questions		
Question	How many learners speak English fluently?	
Answer	__ learners speak English fluently.	
Question	How many learners speak English quickly?	
Answer	__ learners speak English quickly.	
Question	How many learners speak English happily?	
Answer	__ learners speak English happily.	
Question	How do most learners speak English?	
Answer	Most learners speak English __.	
Question	How do fewest learners speak English?	
Answer	Fewest learners speak English __.	
Question	How do you speak English?	
Answer	I speak English fluently.	
Answer	I speak English quickly.	

Answer	I speak English happily.
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 2: 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 2: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING

LSC	First Person
LSC MODELLING (I DO)	<ol style="list-style-type: none"> 1. Explain that a dialogue is always written in first person. 2. Explain that when we write in the first person, we write using words like: I, me, mine, we. 3. Explain that we use the first person when we are talking about ourselves. In the dialogue, each character talks about themselves. 4. Explain that for our dialogue, we will write some sentences in the past tense. 5. Today, we will practise writing sentences in the first person and in the past tense! 6. Write the following on the board: <ol style="list-style-type: none"> a. went, shop b. ran, school c. read, newspaper d. played, sister e. had, fun f. went, home g. felt, confused 7. Explain that we will need to write a sentence for each of these in the first person. 8. Use modelling to complete the first one for learners: I went to the shop with my sister.
LSC Ask learners for help (WE DO)	<ol style="list-style-type: none"> 1. Ask learners: How do we write the next sentence in the first person? 2. Complete a few examples with learners for (b), like: <ul style="list-style-type: none"> • We ran to school. • I ran to my school. • I ran home from school. • I ran athletics for my school.
LSC Pair work (YOU DO)	<ol style="list-style-type: none"> 1. Instruct learners to complete c-g on their own. 2. Hand out learners' exercise books. 3. As learners write, walk around the room and complete mini conferences. 4. Ask learners to read their writing to you. 5. Help learners use the first person. 6. Encourage learners!

	<p>Sharing</p> <ol style="list-style-type: none"> 1. Call learners back together. Call on random learners to give examples for each. Make sure learners know how to use the first person! 2. Remind learners that they will need to remember to use the first person and the past tense when they are drafting their writing. 		
TOPIC	Write a dialogue about a misunderstanding between two characters.		
PLANS	<p>Before class begins, rewrite the planning frames on the board:</p> <table border="1"> <tr> <td> <p><u>A misunderstanding</u></p> <ol style="list-style-type: none"> 1. Who are the two characters? 2. How do they know each other? 3. What is the problem or misunderstanding? 4. What does the first character think? 5. What does the other character think? 6. How is the misunderstanding solved? </td> <td> <p><u>A misunderstanding</u></p> <ol style="list-style-type: none"> 1. Solly and Mike 2. They are friends in the Grade 4 class 3. They make plans to meet on the corner at 3pm to play soccer 4. Solly thinks they must meet on the corner by the soccer field 5. Mike thinks they must meet on the corner by the shop where they always meet 6. They talk and realise that they both went to different corners. They laugh about it and promise to make better arrangements </td> </tr> </table>	<p><u>A misunderstanding</u></p> <ol style="list-style-type: none"> 1. Who are the two characters? 2. How do they know each other? 3. What is the problem or misunderstanding? 4. What does the first character think? 5. What does the other character think? 6. How is the misunderstanding solved? 	<p><u>A misunderstanding</u></p> <ol style="list-style-type: none"> 1. Solly and Mike 2. They are friends in the Grade 4 class 3. They make plans to meet on the corner at 3pm to play soccer 4. Solly thinks they must meet on the corner by the soccer field 5. Mike thinks they must meet on the corner by the shop where they always meet 6. They talk and realise that they both went to different corners. They laugh about it and promise to make better arrangements
<p><u>A misunderstanding</u></p> <ol style="list-style-type: none"> 1. Who are the two characters? 2. How do they know each other? 3. What is the problem or misunderstanding? 4. What does the first character think? 5. What does the other character think? 6. How is the misunderstanding solved? 	<p><u>A misunderstanding</u></p> <ol style="list-style-type: none"> 1. Solly and Mike 2. They are friends in the Grade 4 class 3. They make plans to meet on the corner at 3pm to play soccer 4. Solly thinks they must meet on the corner by the soccer field 5. Mike thinks they must meet on the corner by the shop where they always meet 6. They talk and realise that they both went to different corners. They laugh about it and promise to make better arrangements 		
WRITING FRAME	<ol style="list-style-type: none"> 1. Next, tell learners that they must turn their plans into a dialogue. 2. Write the following frame on the chalkboard, and explain it to learners: <p><u>A misunderstanding</u></p> <ol style="list-style-type: none"> 1. Write a dialogue between two characters. 2. Each character must speak 5 times. 3. Write the characters' names on the left. 4. Write a colon after the character's name. 5. Start on a new line each time a character speaks. 6. Write in the first person. 7. Write some sentences in the past tense (things that have already happened). 8. Write instructions to the characters about how to say things or actions in brackets, before their words. 		

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 dialogue using the frame. 4. Instruct learners to write the date and heading: Dialogue about a misunderstanding: 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 of the strategies they can use to help them. 8. As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.

Dialogue about a misunderstanding : Draft

A misunderstanding

Solly : Mike ! Where were you yesterday ?

Mike : (looking angry) What do you mean ? Where were you ?

Solly : I was on the corner at 3pm like we planned.

Mike : (looking confused) But so was I ? Which corner were you on ?

Solly : I was on the corner by the soccer field.

Mike : I was on the corner by the shop!

Solly : Oh no ! We are silly !

Mike : We must make better arrangements !

Solly : (laughing and hugging Mike) I am so relieved ! I thought you didn't want to play !

Mike : (smiling) Never ! You are my best friend !

WEEK 2: 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 2: THURSDAY / DAY 4: ORAL ACTIVITIES											
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>My dad said it's raining cats and dogs,</td> <td><i>Wiggle your fingers from the top down</i></td> </tr> <tr> <td>So I ran outside to see!</td> <td><i>Use your arms to imitate running</i></td> </tr> <tr> <td>There were no cats or dogs to speak of,</td> <td><i>Shake your forefinger</i></td> </tr> <tr> <td>There was just rain falling on me!</td> <td><i>Wiggle your fingers from the top down</i></td> </tr> </tbody> </table>	Lyrics	Actions	My dad said it's raining cats and dogs,	<i>Wiggle your fingers from the top down</i>	So I ran outside to see!	<i>Use your arms to imitate running</i>	There were no cats or dogs to speak of,	<i>Shake your forefinger</i>	There was just rain falling on me!	<i>Wiggle your fingers from the top down</i>
	Lyrics	Actions									
	My dad said it's raining cats and dogs,	<i>Wiggle your fingers from the top down</i>									
	So I ran outside to see!	<i>Use your arms to imitate running</i>									
There were no cats or dogs to speak of,	<i>Shake your forefinger</i>										
There was just rain falling on me!	<i>Wiggle your fingers from the top down</i>										
THEME VOCABULARY	country, heat, holiday, Valentine's Day, code										
QUESTION OF THE DAY											
Question	Do you think the words 'heat' and 'hit' sound alike?										
Graph	2 COLUMN GRAPH										
Options	yes / no										
Follow up questions											
Question	How many learners think they sound alike?										
Answer	__ learners think they sound alike.										
Question	How many learners think they don't sound alike?										
Answer	__ learners think they don't sound alike.										
Question	Do more learners think they sound alike or not?										
Answer	More learners think / don't think they sound alike.										
Question	Do fewer learners think they sound alike or not?										
Answer	Fewer learners think / don't think they sound alike.										
Question	Do you think the words 'heat' and 'hit' sound alike?										
Answer	Yes, I think they sound alike.										
Answer	No, I don't think they sound alike.										

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 2: 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 2: 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. Are there two characters in my dialogue? 2. Does each character speak 5 times? 3. Do the characters have a misunderstanding? 4. Is the misunderstanding sorted out? 5. Have I written the characters' names on the left? 6. Have I written a colon after each character's name? 7. Have I written directions to the characters about actions or how to speak in brackets? 8. Have I written in the first person? 9. Have I written some sentences in the past tense? (if they have already happened) 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. Instruct learners to read through their corrections. 2. Instruct learners to redraft their dialogues in their exercise books.
<p>SHARE</p>	<ol style="list-style-type: none"> 1. Instruct learners to turn and talk and work with a partner. 2. Instruct learners to each read the part of a character in the first partner's dialogue. 3. Then, learners must each read a part of a character in the second partner's dialogue. 4. Walk around the class and listen as learners read the dialogues. 5. In the last few minutes, or whenever you have some time, call as many pairs as possible to read their dialogues to the class.

Dialogue about a misunderstanding: Final Draft

A misunderstanding

Solly: (shouting) Mike! Where were you yesterday?

Mike: (looking angry) What do you mean? Where were you?

Solly: I was on the corner at 3pm like we planned.

Mike: (looking confused) But so was I! Which corner were you on?

Solly: (shaking his head) I was on the corner by the soccer field. We were going to play soccer!

Mike: I was on the corner by the shop!

Solly: (laughing) Oh no! We are silly!

Mike: (laughing) We must make better arrangements!

Solly: (hugging Mike) I am so relieved! I thought you did not want to play!

Mike: (smiling) Never! You are my best friend!

WEEK 2: 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 2 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"> ○ Theme vocabulary ○ LSC ○ The different texts that were read ○ The small group discussion ○ The comprehension strategy ○ The writing genre and task ○ 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"> ○ EFAL skills like reading or writing ○ Theme content ○ Tasks or activities ○ Behaviour in the class ○ Relationships with other learners ○ Attitude to EFAL ○ Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 4 - TERM 2

WEEK 3

THEME: GOING SHOPPING

'Recreational shopping is the shortest distance between two points:
you and broke.'
-Victoria Moran

TERM 2: WEEK 3	
OVERVIEW	
THEME	Going shopping
THEME VOCABULARY	competition, onlooker, prize, collected, donate, advertisement, compartments, stylish, organised, available
LSC	Hyperbole
COMPREHENSION STRATEGY	Search the text
WRITING GENRE	Advertisement
WRITING TOPIC	Think of an item of clothing that you want to sell. Make an advertisement to make people want to buy this item of clothing.
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: a newspaper or magazine with advertisements. 5. Try to find some items for your theme table, for example: an old backpack with compartments, pictures of competitions from a newspaper or magazine, an example of a prize, etc. 6. Do some research on the internet to find out some interesting information to prepare for this theme, for example: What is a shopping addiction?

WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
PICTURE	<ol style="list-style-type: none"> 1. Hand out DBE Workbook 1 to learners. 2. Instruct learners to open to: page 92. 3. Instruct learners to look at the pictures and the title. 	
INTRODUCE THE THEME	<ol style="list-style-type: none"> 1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart. 	
SONG / RHYME	Lyrics	Actions
	Teacher: Where are you going? Where are you going?	<i>Open up both hands and shrug your shoulders</i>
	Learners: To the clothing shop!	<i>Point towards the door</i>
	Teacher: How will you get there? How will you get there?	<i>Open up both hands and shrug your shoulders</i>
	Learners: With a skip and a hop!	<i>Skip and hop</i>
	Teacher: What will you buy there? What will you buy there?	<i>Open up both hands and shrug your shoulders</i>
	Learners: Some socks and a hat!	<i>Point to your socks then pat your head</i>
	Teacher: May I come with you? May I come with you?	-
	Learners: Yes please, we'd like that!	<i>Shout out</i>
THEME VOCABULARY	competition, onlooker, prize, collected, donate	

QUESTION OF THE DAY	
Question	If you won a competition like Vuyo Tshabalala, what would you want to collect in Pick n' Pay?
Graph	3 COLUMN GRAPH
Options	books / toys / food
Follow up questions	
Question	How many learners would want to collect books?
Answer	__ learners would want to collect books.
Question	How many learners would want to collect toys?
Answer	__ learners would want to collect toys.
Question	How many learners would want to collect food?
Answer	__ learners would want to collect food.
Question	What would most learners want to collect?
Answer	Most learners would want to collect __.
Question	What would fewest learners want to collect?
Answer	Fewest learners would want to collect __.
Question	If you won a competition, what would you want to collect in Pick n' Pay?
Answer	I would want to collect books.
Answer	I would want to collect toys.
Answer	I would want to collect food.
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 (information text)**: Vuyo Tshabalala (45) Wins Shopping Prize
2. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
3. **SECOND READ:** Read the text 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 text 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>On the 21st of December 2018, Mr Vuyo Tshabalala (45) entered a local Pick ‘n Pay competition. Over 2 000 people entered the competition, so Mr Tshabalala did not think he would win. But, at 2pm on the 22nd December 2018, the manager of the Pick ‘n Pay phoned Mr Tshabalala, to tell him that he had won the competition! Mr Tshabalala felt very surprised, and very excited! The winning prize was three minutes to fill a big shopping trolley with anything from the Pick ‘n Pay store!</p>	<p>In this paragraph, I learn <u>what</u> this article will be all about – I learn the topic of the article! I learn <u>who</u> won a competition at Pick ‘n Pay: Vuyo Tshabalala.</p>	<ol style="list-style-type: none"> 1. How many people entered the competition that Vuyo Tshabalala won? (<i>Over 2 000 people entered the competition.</i>) 2. What prize did Vuyo Tshabalala win? (<i>He won three minutes to fill up a trolley with anything he wants from Pick ‘n Pay.</i>) 3. How did Mr Vuyo Tshabalala feel when he won the competition? (<i>He felt surprised and excited.</i>)
<p>On the 23rd of December 2018, Mr Vuyo Tshabalala went back to the Pick ‘n Pay and used his three minutes to fill up his trolley. Mr Tshabalala ran straight through the store, past the food, to the toy section!</p>	<p>In this paragraph, I learn about the day that Vuyo Tshabalala received his prize. I learn about all the different things he filled his trolley up with! I learn that a lot of people thought Vuyo made strange choices when filling up his trolley!</p>	<ol style="list-style-type: none"> 1. What did Vuyo Tshabalala fill the bottom of his trolley with? (<i>Colourful reading books!</i>) 2. What did Mr Tshabalala put on the top of his trolley? (<i>He filled it to the top with toys.</i>)

<p>Then, Mr Tshabalala filled the bottom of his trolley with colourful reading books.</p>		<p>3. What did Doris Kgobane say she would fill her trolley with? (<i>Meat and a television</i>)</p>
<p>Next, he added boxes of crayons and many colouring books.</p>		
<p>Finally, Mr Tshabalala filled his trolley to the top with toys. Many onlookers were surprised by his choices. Mrs Doris Kgobane, who was watching, said, "I don't know why he took toys. I would have taken meat and a new television."</p>		<p>4. Why do you think many onlookers were surprised at Vuyo Tshabalala's choices? (<i>Because he didn't take anything for himself; He took things for children only.</i>)</p>
<p>On the 24th of December 2018, Mr Vuyo Tshabalala took the bags of books, crayons, colouring books, and toys to Naledi Children's Home. The children at the home did not have any family. They had never been given Christmas presents. Mr Tshabalala gave all of his winnings to the children at this Home. The children felt very excited and happy. "This was the best Christmas ever, I am so happy!" said six-year old Lulu Ndlovu. "Mr Tshabalala is the kindest man ever."</p>	<p>Oh! In this paragraph I learn what happened after the competition! Now I learn why Mr Tshabalala collected books and toys! I learn that he donated all of the items from Pick 'n Pay, and that this made many children feel happy.</p>	<p>1. What did Vuyo Tshabalala do with the items he won? (<i>He donated them to Naledi Children's Home.</i>)</p> <p>2. Why did Vuyo Tshabalala fill his trolley up with books and toys? (<i>Because his plan was to donate all the goods to children.</i>)</p>
<p>The Pick n' Pay also thought that Mr Tshabalala's actions were very special. The Pick n' Pay decided to give food and presents to all of the Children's Homes in Johannesburg. This made many children very happy.</p>	<p>Wow! I learn that Pick n' Pay decided to donate – just like Vuyo Tshabalala!</p>	<p>1. What did Pick n' Pay do because of Vuyo Tshabalala's actions? (<i>They also donated gifts to all of the children's homes.</i>)</p>

WEEK 3: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss a **newspaper article (information text)**: Vuyo Tshabalala (45) Wins Shopping Prize
2. **Before class begins, write the following conversation frame on the board:**
 - In this newspaper article, we learn...
 - 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 speaking activity as per the core methodology.

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

Sounds	/tr/ / ir/									
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: tr, ir. 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: /tr/ - /ea/ - /t/ = treat /tr/ - /a/ - /sh/ = trash /tr/ - /u/ - /ck/ = truck /b/ - /ir/ - /d/ = bird /sk/ - /ir/ - /t/ = skirt /sh/ - /ir/ - /t/ = shirt 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="555 1622 1012 1787"> <tr> <td>tr</td> <td>ir</td> <td>ai</td> </tr> <tr> <td>a</td> <td>b</td> <td>t</td> </tr> <tr> <td>n</td> <td>m</td> <td>d</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: train or dirt 	tr	ir	ai	a	b	t	n	m	d
tr	ir	ai								
a	b	t								
n	m	d								

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 soundb. The spelling of the wordc. 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: called, here, says, make, colours, shop, many, buy, collect, does
-------------------------------	--

WEEK 3: TUESDAY / DAY 2: PRE-READING	
TITLE	<i>Buying a backpack</i>
DBE WORKBOOK 1, PAGE	92
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	When learners predict, they say what they think will happen in a story. Learners can predict what will happen by looking at the pictures in a book. They can also predict what will happen next after they have read a page of the text. Finally, learners can predict how they think the story might end.
<ol style="list-style-type: none"> 1. Ask a learner to read the title: <i>Buying a backpack</i> 2. Explain the meaning of the title, e.g. <i>The text will tell us about a backpack we might want to buy!</i> 3. Tell learners to look closely at the pictures, captions and title. 4. Conduct the Pre-Reading activity as per the core methodology. 	

WEEK 3: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Teacher: Where are you going? Where are you going?	<i>Open up both hands and shrug your shoulders</i>
	Learners: To the clothing shop!	<i>Point towards the door</i>
	Teacher: How will you get there? How will you get there?	<i>Open up both hands and shrug your shoulders</i>
	Learners: With a skip and a hop!	<i>Skip and hop</i>
	Teacher: What will you buy there? What will you buy there?	<i>Open up both hands and shrug your shoulders</i>
	Learners: Some socks and a hat!	<i>Point to your socks then pat your head</i>
	Teacher: May I come with you? May I come with you?	-
	Learners: Yes please, we'd like that!	<i>Shout out</i>
THEME VOCABULARY	advertisement, compartments, stylish, organised, available	
QUESTION OF THE DAY		
Question	What do you think is the best thing about a HOLD-IT-ALL backpack?	
Graph	3 COLUMN GRAPH	
Options	it has special compartments / it is stylish / you can keep your things organised	
Follow up questions		
Question	How many learners think the best thing is that it has special compartments?	
Answer	__ learners think the best thing is that it has special compartments.	
Question	How many learners think the best thing is that it is stylish?	
Answer	__ learners think the best thing is that it is stylish.	
Question	How many learners think the best thing is that you can keep your things organised?	
Answer	__ learners think the best thing is that you can keep your things organised.	

Question	What do most learners think is the best thing about a HOLD-IT-ALL backpack?
Answer	Most learners think the best thing is that ___.
Question	What do fewest learners think is the best thing about a HOLD-IT-ALL backpack?
Answer	Fewest learners think the best thing is that ___.
Question	What do you think is the best thing about a HOLD-IT-ALL backpack?
Answer	I think the best thing is that it has special compartments.
Answer	I think the best thing is that it is stylish.
Answer	I think the best thing is that you can keep your things organised.
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>Buying a backpack</i>
DBE WORKBOOK 1, PAGE	92
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Search the text
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
<ol style="list-style-type: none"> 1. Hand out the DBE workbooks. 2. Instruct learners to turn to the text on page 92. 3. Allow learners a few minutes to try and read the text on their own, in silence. 4. Explain that you will read the text to learners. They must follow along 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
All kids need a HOLD-IT-ALL Backpack Are you going on a school trip? Use the backpack made for kids!	Who needs a HOLD-IT-ALL backpack? Oh! The advertisement tell me that all kids need one.
Carry your things safely and in style. Made of non-tear polyester, nylon and canvas, this backpack is made to last.	What is the backpack made with? I learn here that it is made from polyester, nylon and canvas.
Keep your books, pens, lunch pack etc. organised and hidden in the HOLD-IT-ALL. It has hidden pockets and special compartments to keep your cell phone and money safe. Zipper locks keep items as safe as a bank.	Where can you keep your things safe? I learn that there are special compartments with zipper locks!
It has large wheels so you don't need to carry the bag on your back. Prices range from R70 to R100. Available at a shop near you.	How much does the bag cost? Oh, they are different prices – from R70 to R100.

Everyone wants a HOLD-IT-ALL backpack- so get yours before it's too late!	Who wants a HOLD-IT-ALL? The advertisements says that everyone does!
Follow up questions	Responses
What do all kids need?	All kids need a HOLD-IT-ALL backpack.
What can you keep safe in the special compartments?	You can keep your phone and money safe.
Why question	Possible response
Why should you buy a HOLD-IT-ALL backpack, according to the advertisement?	<ul style="list-style-type: none"> • Because all kids need one. • Because the backpack is made to last. • Because it is stylish • Because it will keep your things safe. • Because there are special compartments to keep your things safe. • Because it has wheels so you don't need to carry it on your back.
Introduce the LSC in context	
<ol style="list-style-type: none"> 1. Explain to learners that in this cycle, they will learn about: hyperbole 2. Point out the following example of this: In the advert, we read that: Everyone wants a HOLD-IT-ALL backpack. This is not true – it is an exaggeration. This is also called hyperbole. 3. Introduce this LSC as follows: Hyperbole is when the writer exaggerates something to make the text more interesting or effective. 	

WEEK 3: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Buying a backpack</i>
DBE WORKBOOK 1, PAGE	92
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Search the text Evaluate the text
PURPOSE	<ul style="list-style-type: none"> • By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read. • Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
<ol style="list-style-type: none"> 1. Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> a. <i>What keeps items as safe as a bank?</i> b. <i>Does this advertisement make you want to buy a HOLD-IT-ALL backpack? Why or why not?</i> c. <i>Why do you think this backpack is called HOLD-IT-ALL?</i> 2. Read the follow-up questions out loud to learners. 3. Hand out the DBE workbooks. 4. Instruct learners to turn to the advertisement on page 92. 5. Explain that you will read the advertisement to learners. They must follow along with the text as you read. 6. Read the text with fluency and expression to learners. 7. Read the Text first, and then say the comment in the Second Read column. 8. Next, instruct learners to turn and talk with a partner. 9. Instruct learners to take turns reading the advertisement to each other. 10. Tell learners to orally discuss the follow-up questions together. 	
Text	Think Aloud: Second Read
All kids need a HOLD-IT-ALL Backpack. Are you going on a school trip? Use the backpack made for kids!	Today, let's think about the people who made this advertisement! We are going to evaluate or think about why this advertisement was written!

	I can make the evaluation that the writers have said ‘all kids need’ to make people think that they must have this backpack. They are trying to tell adults that their children need this backpack. I think they also want children to see this advertisement and to tell their parents that they need it. I don’t think that all kids really need this backpack, but they used the word need so that people will think they must go out and buy it!
Carry your things safely and in style. Made of non-tear polyester, nylon and canvas, this backpack is made to last.	I can make the evaluation that the people who wrote this advertisement thought the strength of the backpack will make people want to buy it.
Keep your books, pens, lunch pack etc. organised and hidden in the HOLD-IT-ALL. It has hidden pockets and special compartments to keep your cell phone and money safe. Zipper locks keep items as safe as a bank.	I can also make the evaluation that the people who wrote this advertisement thought special compartments and safety might make people want to buy this backpack!
It has large wheels so you don’t need to carry the bag on your back. Prices range from R70 to R100. Available at a shop near you.	--
Everyone wants a HOLD-IT-ALL backpack- so get yours before it’s too late!	I can make the evaluation that the writers used the words ‘everyone wants’ so that the reader will think: Everyone wants one of these cool backpacks, and I want one too!
Follow up questions	Responses
What keeps items as safe as a bank?	Zipper locks keep items as safe as a bank.
Why do you think this backpack is called HOLD-IT-ALL?	<ul style="list-style-type: none"> I think this backpack is called HOLD-IT-ALL because...
Why question	Possible response
Does this advertisement make you want to buy a HOLD-IT-ALL backpack? Why or why not?	<p><i>This is an evaluation question. Learners must form their own opinion, using words from the text to explain / justify, like:</i></p> <ul style="list-style-type: none"> This advertisement makes me want to buy a HOLD-IT-ALL backpack because... This advertisement doesn’t make me want to buy a HOLD-IT-ALL backpack because...

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.
5. Give other learners the opportunity to answer these questions.

WEEK 7 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 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 92 5. Ask learners: <i>What do all kids need?</i> 6. Explain that to answer this question quickly, we can search the text for the words 'kids' and 'need' – that is a helpful key word in the question! 7. Use modelling to search the text for the word <i>need</i>. Start at the beginning, and point out the word wherever you can find it: <i>All kids need a HOLD-IT-ALL backpack.</i> (We learn that all kids need a HOLD-IT-ALL backpack, according to the advertisement.) 8. Explain that when we search the text, we usually answer questions about: <ol style="list-style-type: none"> a. Who b. What c. When d. Where e. How f. Why 9. When we search the text, we: <ol style="list-style-type: none"> 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!
Work with learners (WE DO)	<ol style="list-style-type: none"> 1. Ask learners: What is this backpack made for? 2. Ask learners: What key word/s do you think you could try to find? <ol style="list-style-type: none"> a. Explain that made is the key word. 3. Instruct learners to search the text for the answer to this question. 4. Call on learner to answer the question: <ol style="list-style-type: none"> a. The backpack is made for kids. b. The backpack is made to last.

<p>Pair work (YOU DO)</p>	<ol style="list-style-type: none"> 1. Explain that now, learners will work with a partner to search the text. 2. Ask learners: Where is this bag available? 3. Instruct learners to discuss this with their partners. 4. After 3-5 minutes, call learners back together. 5. Call on a learner to share their answer to the question: It is available at a shop near you. 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: available
<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> <ul style="list-style-type: none"> • Think about the question word. What kind of information must you find? • Think about key words. • Look at the text. Think about the meaning. • Put information from the text together.

WEEK 3: FRIDAY/ DAY 5: POST-READING

TITLE	<i>Buying a backpack</i>
DBE WORKBOOK 1, PAGE	92
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	Search the text
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.

POST-READING

1. Before the lesson begins, write the following heading, questions and sentence starters on the board.
2. Read through the questions with learners, and explain them if necessary.
3. Tell learners that next, they are going to turn and talk and discuss these questions with a partner.
4. Then, learners must open their exercise books, write the date and heading, and write the answers to the questions.
5. Explain that learners do not have to write the questions, but they must write the sentence starters.
6. In the last five minutes of the lesson, go through the answers with learners, and allow them to correct their own work.

Buying a backpack

1. What are all the things you can keep in your backpack?
You can keep...in your backpack.
2. Why don't you need to carry this backpack on your back?
You don't need to carry this backpack on your back because...
3. According to the advertisement, who wants this backpack?
According to this advertisement...
4. What makes this backpack made to last?
This backpack is made to last because...
5. Why is this backpack especially safe?
This backpack is especially safe because...

Model Answers: Buying a backpack

1. What are all the things you can keep in your backpack?
You can keep your books, pens, lunch pack, money, and cell phone in your backpack.
2. Why don't you need to carry this backpack on your back?
You don't need to carry this backpack on your back because it has large wheels.
3. According to the advertisement, who wants this backpack?
According to this advertisement everyone wants this backpack.
4. What makes this backpack made to last?
This backpack is made to last because it is made out of non-tear polyester, nylon, and canvas
5. Why is this backpack especially safe?
This backpack is especially safe because it has zipper locks.

WEEK 3: FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
ADVERTISEMENT POSTERS and NOTICES	To persuade someone to buy something or use a service.	<ul style="list-style-type: none"> • Can take a variety of forms. Makes 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 write an advertisement. 2. Explain that in an advertisement, we try to tell people why they should buy or do something – we try to persuade them. 3. Explain that to persuade someone, we can: <ol style="list-style-type: none"> a. Use pictures and different ways of writing. We can use big, bold, cursive, print b. Use language that makes people want to buy or do something (persuasive language) 		

<p>READ THE SAMPLE TEXT</p>	<p>WONDER PENCIL</p> <p>All kids need the new WONDER pencil! Does your pencil break all the time? Use the new WONDER pencil! It stays sharp all the time. The tip never breaks!</p> <p>Does your pencil get lost all the time? Use the new WONDER pencil! It can attach to your arm or pencil case. It never gets lost!</p> <p>Only R25 for a pencil that will last you forever! Available at a shop near you. Everyone wants a WONDER pencil - so get yours before it's too late!</p>
<p>DISCUSS</p>	<ol style="list-style-type: none"> 1. What is this advertising? 2. What does the writer say that makes you want to buy this? 3. Who do you think might have written this advertisement? 4. How can we infer that this is an advertisement?
<p>NOTES</p>	<p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Advertisement</u></p> <ol style="list-style-type: none"> 1. Is meant to make someone want to buy or do something. 2. I use pictures and different sizes or styles of writing. 3. I use language to tell people why they should buy or do something.

GRADE 4 - TERM 2



THEME:
GOING SHOPPING

'I am not a shopaholic. I am helping the economy!'
- Unknown

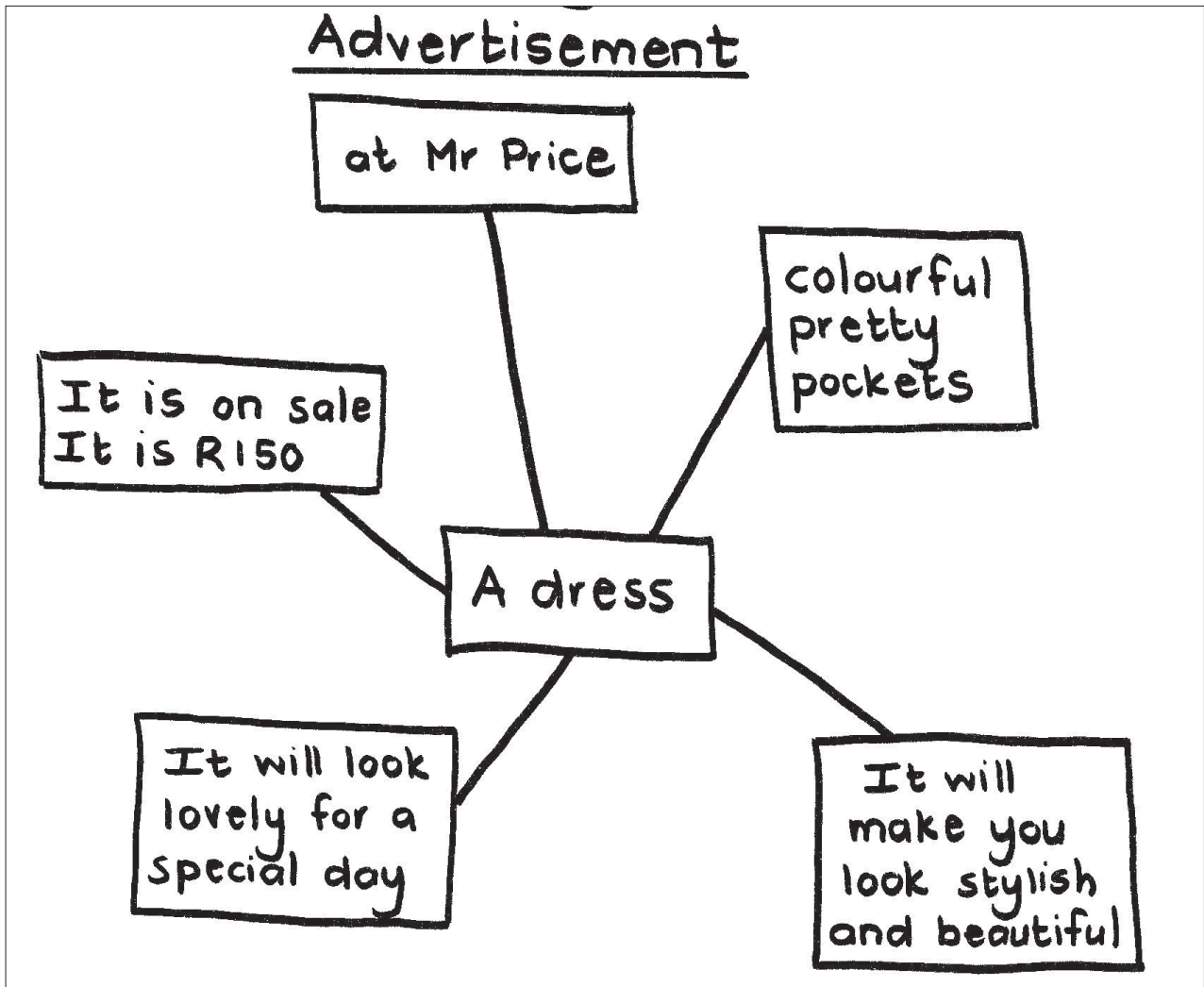
TERM 1: WEEK 4

OVERVIEW

THEME	Going shopping
THEME VOCABULARY	competition, onlooker, prize, collected, donate, advertisement, compartments, stylish, organised, available, expensive, cheap, exhausted, relaxed, dreamed, starving, fridge, cupboard, addiction, credit card
LSC	Hyperbole
COMPREHENSION STRATEGY	Search the text Make evaluations
WRITING GENRE	Advertisement
WRITING TOPIC	Think of an item of clothing that you want to sell. Make an advertisement to make people want to buy this item of clothing.

WEEK 4: MONDAY / DAY 1: PLANNING	
TOPIC	Think of an item of clothing that you want to sell. Make an advertisement to make people want to buy this item of clothing.
GENRE	Advertisement
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 learners how to think of a clothing item to advertise, like: <p><i>I am thinking about my favourite jersey that keeps me warm at home. I am going to pretend it is on sale at the shop, and make an advertisement about why everyone would like this jersey!</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 mind-map.
<p>Advertisement</p>	<p>Advertisement</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 think of the item of clothing they want to sell. 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 advertisement, 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 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
	Teacher: Where are you going? Where are you going?	<i>Open up both hands and shrug your shoulders</i>
	Learners: To the clothing shop!	<i>Point towards the door</i>
	Teacher: How will you get there? How will you get there?	<i>Open up both hands and shrug your shoulders</i>
	Learners: With a skip and a hop!	<i>Skip and hop</i>
	Teacher: What will you buy there? What will you buy there?	<i>Open up both hands and shrug your shoulders</i>
	Learners: Some socks and a hat!	<i>Point to your socks then pat your head</i>
	Teacher: May I come with you? May I come with you?	-
	Learners: Yes please, we'd like that!	<i>Shout out</i>
THEME VOCABULARY	expensive, cheap, exhausted, relaxed, dreamed	
QUESTION OF THE DAY		
Question	If you won a competition like Vuyo Tshabalala, what kind of things would you want from the shop?	
Graph	2 COLUMN GRAPH	
Options	expensive things / cheap things	
Follow up questions		
Question	How many learners would want expensive things?	
Answer	__ learners would want expensive things.	
Question	How many learners would want cheap things?	
Answer	__ learners would want cheap things.	
Question	What would more learners want?	
Answer	More learners would want __ things.	

Question	What would fewer learners want?
Answer	Fewer learners would want __ things.
Question	If you won a competition, what kind of things would you want from the shop?
Answer	I would want expensive things.
Answer	I would want cheap things.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> Instruct learners to add the theme vocabulary words to their personal dictionaries. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> Learners must complete their dictionary entries. 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	Hyperbole
LSC MODELLING (I DO)	<ol style="list-style-type: none"> 1. Explain that in advertising, we often use figurative language to make people remember or want to buy something. This week, we will learn about one type of figurative speech that is used a lot in advertising: hyperbole 2. Explain that hyperbole is an exaggeration. It is when we say something more strongly than we mean it to emphasise something. 3. Call one learner up to the front of the room. Ask the class to identify one nice quality about this person, like: she is friendly. 4. Explain that we need to turn this into a hyperbole. That means we need to exaggerate how friendly she is, like: she is the friendliest person in the world! 5. Explain that using hyperbole is a way we can emphasise something to make a point! It is based on something true, but we say it more strongly than we mean it.
LSC Ask learners for help (WE DO)	<ol style="list-style-type: none"> 1. Remind learners that you are writing advertisements for a piece of clothing. 2. Explain that today, learners will make some hyperboles that will help advertise their clothing item in their advertisement! 3. Remind learners that you began writing an advertisement on Monday about a jersey. 4. Explain that you described your jersey as: <ol style="list-style-type: none"> a. warm b. lots of colours 5. Instruct learners to help you turn each into an hyperbole, like: <ol style="list-style-type: none"> a. As warm as a fire! b. The most colourful jersey in the world!

<p>LSC Pair work (YOU DO)</p>	<ol style="list-style-type: none"> Hand out exercise books. Instruct learners to find their planning frame from Monday. Explain that they must add an extra box with the label: Hyperboles Explain that learners will write their own hyperboles about their item of clothing item. They must look on their mind-map and find things they can exaggerate about their item of clothing! Then, give learners 3-5 minutes to come up with some hyperboles on their own. Instruct learners to turn and talk and share their hyperboles with a partner. After learners have shared with a partner, call the class back together. Ask learners to share their partner's hyperbole with the class. Explain that they must choose one to use in their advertisement.
<p>TOPIC</p>	<p>Think of an item of clothing that you want to sell. Make an advertisement to make people want to buy this item of clothing.</p>
<p>PLANS</p>	<p>Before class begins, rewrite the planning frames on the board:</p>

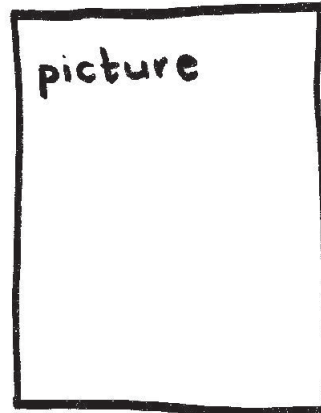
<p><u>Advertisement</u></p>	<p><u>Advertisement</u></p>
-----------------------------	-----------------------------

WRITING FRAME	<ol style="list-style-type: none"> 1. Next, tell learners that they must design and write an advertisement. 2. Explain that the words on an advertisement do not have to be written in full sentences! 3. Explain that an advertisement might use a lot of exclamation marks! 4. In an advertisement, the ideas do not need to be written in any particular order – they might even be spaced around the page! 5. When writing an advertisement, learners must think about how it looks, because it is meant to catch peoples' attention! 6. Write the following frame on the chalkboard, and explain it to learners: <p>Include on the page:</p> <p>Your hyperbole: What is being sold?</p> <p>Why should someone buy this item? (You can include lots of ideas and think about pictures you will add in your final draft!)</p> <p>How can someone buy this item? (How much and where can they find it?)</p>
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 an advertisement using the frame. 4. Instruct learners to write the date and heading: Advertisement: 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 should use the hyperbole in their poster! 8. Tell learners that they can add more words or write an extra advertisement if they have time. 9. Remind learners of the strategies they can use to help them. 10. As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.

Draft
Advertisement

Beautiful dress
on SALE!

colourful!



pretty!

It has pockets!

Perfect to make you look
stylish for that special day

ONLY R150
AT MR PRICE

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
	Teacher: Where are you going? Where are you going?	<i>Open up both hands and shrug your shoulders</i>
	Learners: To the clothing shop!	<i>Point towards the door</i>
	Teacher: How will you get there? How will you get there?	<i>Open up both hands and shrug your shoulders</i>
	Learners: With a skip and a hop!	<i>Skip and hop</i>
	Teacher: What will you buy there? What will you buy there?	<i>Open up both hands and shrug your shoulders</i>
	Learners: Some socks and a hat!	<i>Point to your socks then pat your head</i>
	Teacher: May I come with you? May I come with you?	-
	Learners: Yes please, we'd like that!	<i>Shout out</i>
THEME VOCABULARY	starving, fridge, cupboard, addiction, credit card	
QUESTION OF THE DAY		
Question	If you felt starving, what would you hope to find in your cupboard?	
Graph	3 COLUMN GRAPH	
Options	eggs / bread / peanut butter	
Follow up questions		
Question	How many learners would hope to find eggs?	
Answer	__ learners would hope to find eggs.	
Question	How many learners would hope to find bread?	
Answer	__ learners would hope to find bread.	
Question	How many learners would hope to find peanut butter?	
Answer	__ learners would hope to find peanut butter.	

Question	What would most learners hope to find?
Answer	Most learners would hope to find ___.
Question	What would fewest learners hope to find?
Answer	Fewest learners would hope to find ___.
Question	If you felt starving, what would you hope to find in your cupboard?
Answer	I would hope to find eggs.
Answer	I would hope to find bread.
Answer	I would hope to find peanut butter.
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

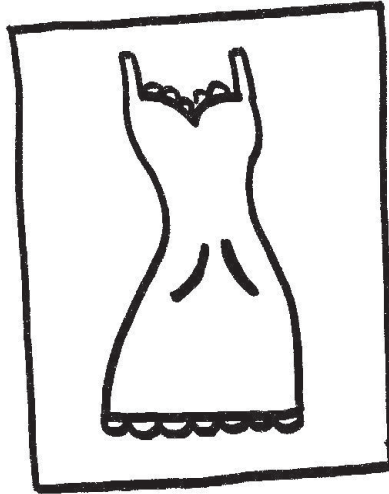
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING	
EDITING CHECKLIST <i>(Write this on the board before class begins)</i>	<ol style="list-style-type: none"> 1. Does my advertisement include my hyperbole? 2. Does my advertisement explain why someone should buy this item? 3. Did I use proper punctuation? 4. Will I include some pictures of different styles of writing in my final draft? 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 advertisement sound better and 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: Advertisement: Final Draft 4. Tell learners that they should add different design elements, like pictures or different sizes of writing to their final draft!
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 swop. 3. Instruct learners to each tell each other one thing they liked about their partners' writing.
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

Advertisement: Final draft

Beautiful dress
on **SALE!**

SOLOUFWO



PRETTY!

* It **EVEN** has pockets! *

Perfect to make **YOU** look

STYLISH

for that special day!

ONLY R150

At MR PRICE!!

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"> ○ Theme vocabulary ○ LSC ○ The different texts that were read ○ The small group discussion ○ The comprehension strategy ○ The writing genre and task ○ 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"> ○ EFAL skills like reading or writing ○ Theme content ○ Tasks or activities ○ Behaviour in the class ○ Relationships with other learners ○ Attitude to EFAL ○ Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 4 - TERM 2

WEEK 5

THEME: INCREDIBLE INSECTS

'If all insects on Earth disappeared, within 50 years all life on Earth would end. If all human beings disappeared from the Earth, within 50 years all forms of life would flourish.'

– Jonas Salk

TERM 2: WEEK 5

OVERVIEW

THEME	Incredible Insects
THEME VOCABULARY	insect, fascinated, expert, crime, intelligent, thorax, abdomen, antennae, microscope, magnifying glass
LSC	Connecting words
COMPREHENSION STRATEGY	Visualise Make evaluations
WRITING GENRE	Description
WRITING TOPIC	Write a description of an incredible insect.
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: an encyclopaedia or book about insects. 5. Try to find some objects for your theme table like a magnifying glass, or a picture of a microscope and pictures of different insects. 6. Do some research on the internet to prepare for this theme, for instance, find some pictures of strange and beautiful insects.

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 112 2. Instruct learners to look at the title, headings and pictures in the text. 	
INTRODUCE THE THEME	<ol style="list-style-type: none"> 1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart. 	
SONG / RHYME (can be sung to the tune of 'Do your ears hang low')	Lyrics	Actions
	Can you wiggle like a worm?	<i>Move your hand in a wiggling motion</i>
	Can you squiggle? Can you squirm?	<i>Shake your body</i>
	Can you flutter? Can you fly?	<i>Flap your hands like a butterfly</i>
	Can you crawl upon the ground,	<i>Use your hands and bend down low to pretend to crawl</i>
	Like a beetle that is round?	<i>Use your hands to make a circle</i>
	Can you move like me?	<i>Point to yourself</i>
THEME VOCABULARY	insect, fascinated, expert, crime, intelligent	
QUESTION OF THE DAY		
Question	How do you feel about learning about insects?	
Graph	3 COLUMN GRAPH	
Options	curious / fascinated / bored	
Follow up questions		
Question	How many learners feel curious about learning about insects?	
Answer	__ learners feel curious about learning about insects.	
Question	How many learners feel fascinated about learning about insects?	
Answer	__ learners feel fascinated about learning about insects.	
Question	How many learners feel bored about learning about insects?	
Answer	__ learners feel bored about learning about insects.	

Question	How do most learners feel about learning about insects?
Answer	Most learners feel __ about learning about insects.
Question	How do fewest learners feel about learning about insects?
Answer	Fewest learners feel __ about learning about insects.
Question	How do you feel about learning about insects?
Answer	I feel curious.
Answer	I feel fascinated.
Answer	I feel bored.
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 **an information text**: Bernard Greenberg
2. **FIRST READ**: Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
3. **SECOND READ**: Read the text 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 text 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>On the 24th April 1922, Bernard Greenberg was born in New York City, in the United States of America. Bernard was a strange boy, who always loved insects. He caught insects in jars, and studied them carefully.</p>	<p>I can visualise Bernard's house, filled with jars of insects. I am visualising Bernard, standing in a room full of jars, looking fascinated by the jars all around. But, I can visualise anyone else who comes into the house looking around, wondering what is going on!</p>	<ol style="list-style-type: none"> 1. When was Bernard Greenberg born? (24th April 1922.) 2. What did Bernard use to catch insects? (Jars.) 3. Can you visualise Bernard studying his insects as a little child? What do you visualise? (I can visualise...)
<p>As Bernard grew up, he stayed interested in insects. When he went to university, he even chose to study insects! Bernard studied hard, and became an expert in insects, which is called an entomologist. Bernard became a real expert in a certain kind of fly, called a blow fly. He knew everything about blow flies.</p>	<p>I can visualise Bernard sitting at a desk in the University library, looking fascinated by the pictures of insects in his text book! I can visualise him collecting insects outside, just like when he was a little child. I can then visualise him looking at his little insects under a microscope in the University lab.</p>	<ol style="list-style-type: none"> 1. What did Bernard decide to study in University? (He decided to study insects.) 2. Which insect did Bernard become an expert in? (He became an expert in the blow fly.)
<p>Bernard and his wife Barbara eventually moved to a different city called Chicago. In Chicago, Bernard worked as a teacher at a university, where he taught his students about insects.</p>	<p>I can visualise Bernard on a crime scene. There is crime tape and police all around.</p>	<ol style="list-style-type: none"> 1. Which two jobs did Bernard have? (Bernard worked at the University of Chicago as a teacher. He also worked with the police to help solve murder cases.)

<p>In Chicago, Bernard also began working with the police to help solve murder cases. Bernard used his knowledge of insects and blow flies to help solve murder cases. Bernard could tell how long a person had been dead, by studying the blow flies on the body. Bernard could tell when a person died from the number of blow flies on the body. He would also look at which stage of the life-cycle the blow flies were in. These two things helped him to work out exactly when the person died.</p>	<p>I can visualise Bernard kneeling down and collecting insects in tiny jars, so that he can take them to the lab to study – just like he has done his whole life!</p>	<p>2. Why did Bernard work with the police? (Because he could use his knowledge about Blow flies to help solve murder cases.)</p>
<p>Bernard became very famous and helped to solve many murder cases because of his knowledge of insects. Now, entomologists are often called to help solve crime cases. Bernard Greenberg used his knowledge of insects to help humans. He died in 2017.</p>	<p>I can make an evaluation that Bernard Greenberg is a real (nonfiction) person, because there are details about his birth, and death. This is a story about a real person, who did something new that made him famous! That must be why we are still reading about him, even though he is dead!</p>	<p>1. Why was Bernard Greenber famous? (Because he helped solve murder cases/ Maybe because he was one of the first people to use insects to solve crimes.) 2. What in the story lets us make the evaluation that Bernard Greenberg was an intelligent person? (He collected insects in jars / He studied them from the time he was a child / he kept studying and trying to learn more about insects / he came up with new ways to use his knowledge about insects!)</p>

WEEK 5: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **an information text**: Bernard Greenberg
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this text...
 - b. I can make a connection to this text because...
 - c. I think...would enjoy this text because...
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

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

Sounds	/th/ / ay/									
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: th, ay. 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: /th/ - /i/ - /ck/ = thick /th/ - /i/ - /n/ = thin /b/ - /a/ - /th/ = bath /r/ - /ay/ = ray /st/ - /ay/ = stay /to/ - /d/ - /ay/ = today 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="555 1578 1012 1742"> <tr> <td>th</td> <td>ay</td> <td>p</td> </tr> <tr> <td>tr</td> <td>i</td> <td>u</td> </tr> <tr> <td>n</td> <td>s</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: thin or puck 	th	ay	p	tr	i	u	n	s	ck
th	ay	p								
tr	i	u								
n	s	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 soundb. The spelling of the wordc. 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: saw, I'm, if, make, water, away, good, over, how, going
-------------------------------	--

WEEK 5: TUESDAY / DAY 2: PRE-READING	
TITLE	What do insects look like?
DBE WORKBOOK 1, PAGE	112
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
<ol style="list-style-type: none"> 1. Ask a learner to read the title: What do insects look like 2. Explain the meaning of the title, e.g. The title tells us that we will learn all about what insects look like in this poem! 3. Instruct learners to think about the pictures and the title. 4. Instruct learners to look at the structure of the poem. <ol style="list-style-type: none"> 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. Tell learners to look closely at the pictures, captions and title. 6. Conduct the Pre-Read activity as per the core methodology. 	

WEEK 5: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME (can be sung to the tune of 'Do your ears hang low')	Lyrics	Actions
	Can you wiggle like a worm?	<i>Move your hand in a wiggling motion</i>
	Can you squiggle? Can you squirm?	<i>Shake your body</i>
	Can you flutter? Can you fly?	<i>Flap your hands like a butterfly</i>
	Can you crawl upon the ground,	<i>Use your hands and bend down low to pretend to crawl</i>
	Like a beetle that is round?	<i>Use your hands to make a circle</i>
	Can you move like me?	<i>Point to yourself</i>
THEME VOCABULARY	Which part of an insect would you like to see up close?	
QUESTION OF THE DAY		
Question	Which part of an insect would you like to see up close?	
Graph	3 COLUMN GRAPH	
Options	the thorax / the abdomen / the antennae	
Follow up questions		
Question	How many learners would like to see the thorax?	
Answer	__ learners would like to see the thorax.	
Question	How many learners would like to see the abdomen?	
Answer	__ learners would like to see the abdomen.	
Question	How many learners would like to see the antennae?	
Answer	__ learners would like to see the antennae.	
Question	Which part of an insect would most learners like to see?	
Answer	Most learners would like to see the __.	
Question	Which part of an insect would fewest learners like to see?	
Answer	Fewest learners would like to see the __.	
Question	Which part of an insect would you like to see up close?	
Answer	I would like to see the thorax.	
Answer	I would like to see the abdomen.	
Answer	I would like to see the antennae.	

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	What do insects look like?
DBE WORKBOOK 1, PAGE	112
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Visualise Make evaluations
PURPOSE	<ul style="list-style-type: none"> • Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story 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 scene from a movie in our minds. • Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the poem on **page 112**.
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** 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
An insect has three body parts, It needs to have all three.	I visualise a picture of an ant. I can visualise an arrow pointing to the head, the thorax next, and finally the abdomen!

<p>A head, a thorax and an abdomen Look closely and you'll see.</p>	<p>It is like how a human has a head, chest and abdomen! I visualise holding a magnifying glass and looking closely at an insect! I can see a tiny ant's head, thorax and abdomen!</p>
<p>The head has mouth parts well designed, And compound eyes as well. It uses two antennae To feel and hear and smell.</p>	<p>I visualise the word compound – it means two or more things put together. I visualise a picture I once saw of insect's eye under a microscope! – lots of tiny little dots put all together.</p>
<p>The thorax is where legs are joined Three pairs, six legs in all. It also sometimes joins the wings To help them fly or crawl.</p>	<p>I visualise a little ant crawling up my arm – I am visualising the six little legs that tickle me when the ant walks!</p>
<p>The abdomen is the next body part, It's where it digests its feeds. It is important for these wonder bugs to digest the food it needs.</p>	<p>We can't see an insect digest it's food because that is what happens inside our body after we eat food. I can visualise a little insect eating so many leaves and feeling full!</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>How many body parts does an insect have?</p>	<p>It has three body parts.</p>
<p>What body parts does an insect have?</p>	<p>Insects have a head, thorax, and abdomen.</p>
<p>Why question</p>	<p>Possible response</p>
<p>Explain that the speaker of a poem is the narrator or the person who is speaking in a poem. Evaluate the entire poem. Who do you think is the speaker of this poem?</p>	<p>This is an evaluation question. Learners must form their own opinion, like:</p> <ul style="list-style-type: none"> • I think the speaker in the poem is a scientist who wants to teach us about the parts of insects we can't see. • I think the speaker of the poem is a child who has studied insects and loves to talk about them! • I think the speaker could be anyone who likes insects.
<p>Introduce the LSC in context</p>	
<ol style="list-style-type: none"> 1. Explain to learners that in this cycle, they will learn about: connecting words 2. Point out the following example of this: In the second stanza of the poem, we read: The head has mouth parts well designed and compound eyes as well. This is an example of two sentences joined with the word 'and'. 3. Introduce this LSC as follows: Connecting words are used to join two or more sentences. They include words like and, but, however, then, because, in the end, and finally. 	

WEEK 5: THURSDAY / DAY 4: SECOND READ	
TITLE	What do insects look like?
DBE WORKBOOK 1, PAGE	112
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Visualise Make evaluations
PURPOSE	<ul style="list-style-type: none"> • Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story 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 scene from a movie in our minds. • Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
<ol style="list-style-type: none"> 1. Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> a. Where are the legs and wings joined on an insect's body? b. What is the insect you visualise when you read this poem? c. What do you think the message of this poem is? 2. Read the follow-up questions out loud to learners. 3. Hand out the DBE workbooks. 4. Instruct learners to turn to the poem on page 112. 5. Explain that you will read the story to learners. They must follow along with the text as you read. 6. Read the poem with fluency and expression to learners. 7. Read the Text first, and then say the comment in Second Read column. 8. Next, instruct learners to turn and talk with a partner. 9. Instruct learners to take turns reading the poem to each other. 10. Tell learners to orally discuss the follow-up questions together. 	
Text	Think Aloud: Second Read
An insect has three body parts, It needs to have all three. A head, a thorax and an abdomen Look closely and you'll see.	I can visualise a big dug beetle. I never thought about the different parts of it's body before! I visualise myself finding a big beetle and trying to see the thorax and abdomen.

<p>The head has mouth parts well designed, And compound eyes as well. It uses two antennae To feel and hear and smell.</p>	<p>I can visualise the two tiny antennae sticking out of the beetle’s head! I can visualise the way those little antennae move on their own!</p>
<p>The thorax is where legs are joined Three pairs, six legs in all. It also sometimes joins the wings To help them fly or crawl.</p>	<p>I can visualise turning over the beetle and seeing how the legs are attached to the insect’s. The place they are attached is the thorax! Now I can visualise the thorax right there under the beetle’s head!</p>
<p>The abdomen is the next body part, It’s where it digests its feeds. It is important for these wonder bugs to digest the food it needs.</p>	<p>I visualise a little beetle rolling it’s food along – getting ready to eat!</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>Where are the legs and wings joined on an insect’s body?</p>	<p>They are joined on the thorax.</p>
<p>What is the insect you visualise when you read this poem?</p>	<p>I visualise...</p>
<p>Why question</p>	<p>Possible response</p>
<p>Explain that the message of a poem is whatever the poet wants us to learn from reading the poem. Evaluate the entire poem. What do you think the message of this poem is?</p>	<p>This is an evaluation question. Learners must form their own opinion, like:</p> <ul style="list-style-type: none"> • I think the poet wants us to become more curious about insects. I think the poet hopes this will make us more interested in the insects we see all around us. • I think the poet wants us to learn something new. The poem is meant to help us know about insects.
<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 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 112 5. Read out loud from the poem learners follow along: Look closely and you'll see 6. Close your eyes and explain what you visualise about this line, like: <ol style="list-style-type: none"> a. I visualise my friend handing me a magnifying glass and telling me to look closely at an insect he has found. b. I can visualise using the magnifying glass to look up close at a little tiny insects and see the parts of the insect!
Work with learners (WE DO)	<ol style="list-style-type: none"> 1. Read out loud while learners follow along: It uses two antennae to feel and smell 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 a little insect putting it's antennae up higher when it hears a loud sound. b. I visualised an ant using an antennae to feel for its food. c. Etc.
Pair work (YOU DO)	<ol style="list-style-type: none"> 1. Write the following questions on the board: <ol style="list-style-type: none"> a. What did you visualise? b. How was your visualisation similar to your partner? c. How was your visualisation different from your partner? 2. Explain that now, learners will work with a partner to visualise. 3. Read out loud while learners follow along: The thorax is where legs are joined / Three pairs, six legs in all. 4. Instruct learners to visualise these lines of the poem. 5. Then, instruct learners to discuss the questions with their partners. 6. After 3-5 minutes, call learners back together. 7. Call on 2-3 learners to share their answer to each question.
NOTES	<p>Tell learners to open their exercise books, and copy down the following heading and notes in their books:</p> <p>Visualise To visualise, we:</p> <ol style="list-style-type: none"> 1. Close our eyes 2. Imagine what we see, hear, smell, taste and feel 3. Try to see the story like a movie in our minds

WEEK 5: FRIDAY / DAY 5: POST-READING

TITLE	What do insects look like?
DBE WORKBOOK 1, PAGE	112
ACTIVITY	TEXT ILLUSTRATION
COMPREHENSION STRATEGY	Visualise
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story 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 scene from a movie in our minds.

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 insects in the poem.
4. Instruct learners to close their eyes. Instruct them to think about what kind of insect they visualise when the poem is read. Instruct them to visualise the different body parts of their insect's body.
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 insect that they visualised.
7. Instruct learners to use the sentence starter to write 1-2 sentences about their visualisation.

Turn and Talk:

1. When there are 2-3 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 insect in the poem.

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

WEEK 5: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
DESCRIPTIVE TEXT / ESSAY	To describe something in a vivid way.	<ul style="list-style-type: none"> <i>Identification: gives a general orientation to the subject, e.g. There was a huge beast</i> <i>Description: describes features or characteristics of the subject, e.g. It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.</i> 	<ul style="list-style-type: none"> May be written in past or present tense Creates a picture in words Uses adjectives, adverbs Uses figurative language, e.g. simile, metaphor, personification, alliteration.
INTRODUCE THE GENRE	<ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a description. 2. Remind learners that a description describes the features or characteristics of the subject. 3. Explain that in this case, learners will write a description of an incredible insect. 4. Explain that descriptions can be written in past or present tense. In this case, learners will write in past tense. 5. They will create a picture of the insect in words, using adjectives, adverbs, similes and alliteration. <ol style="list-style-type: none"> a. Adjectives describe nouns – they tell us more about the insect or the part of the insect b. Adverbs describe actions – they tell us more about the actions of the insect c. Similes are a direct comparison of two things, using the words like or as d. Alliteration is the repeated use of a sound at the beginning of words – it can help to create a strong image 		
	An incredible insect		
READ THE SAMPLE TEXT	<p><u>The wonderful wobbly worm</u></p> <p>I saw a wonderful, wobbly worm. It sat on a leaf in my garden. Its huge, gold and green body shone in the sunlight. Each segment of the fat, glistening head, thorax and abdomen hung over the leaf. The wonderful worm was huge! The worm's eyes opened slowly. It looked around lazily, moving its giant head from side to side. It finally moved forward to a fresh leaf. Its fat body slowly slithered forward. It looked as shiny as the wet leaf it sat on.</p>		

DISCUSS	<ol style="list-style-type: none">1. What insect is being described?2. What parts of the body are described?3. Which adjectives and adverbs are used?4. Can you find an example of alliteration (repeated use of the first sound)?5. Can you find an example of a simile (a direct comparison using like or as)?
NOTES	<p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Descriptive text</u></p> <ol style="list-style-type: none">1. A description describes the features or characteristics of the subject.2. A description can be written in present or past tense.3. A description creates a picture with words.4. A description should include:<ol style="list-style-type: none">a. Adjectives – to describe the nounsb. Adverbs – to describe the verbsc. Alliteration – the repeated use of the first soundd. Similes – direct comparisons using ‘like’ or ‘as’

GRADE 4 - TERM 2

WEEK

6

THEME:
INCREDIBLE INSECTS

'Having flown the earth for 300 million years, dragonflies symbolize our ability to overcome times of hardship. They can remind us to take time to reconnect with our own strength, courage and happiness.'

-Unknown

TERM 1: WEEK 6

OVERVIEW

THEME	Incredible Insects
THEME VOCABULARY	insect, fascinated, expert, crime, intelligent, thorax, abdomen, antennae, microscope, magnifying glass, sting, beehive, pollen, snail, slimy, sickness, creature, beetle, pincers, concentrate
LSC	Connecting words
COMPREHENSION STRATEGY	Visualise Make evaluations
WRITING GENRE	Description
WRITING TOPIC	Write a description of an incredible insect.

WEEK 6: MONDAY / DAY 1: PLANNING			
TOPIC	Write a description of an incredible insect.		
GENRE	Descriptive text		
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: <p><i>I am going to write about a ugly bug! I am going to make up my own bug. I will make it have long, hairy legs, and huge eyes that pop out. I will also make it have weird, bright colours on its back, and a slimy trail that dribbles from its mouth!</i></p> 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 answering the questions to write a list. 		
	<table border="1"> <tbody> <tr> <td> <p><u>An incredible insect</u></p> <ol style="list-style-type: none"> 1. What is your insect? 2. Where was the insect? 3. What did you notice first about the insect? 4. Describe another 1-2 things about the insect. 5. What did the insect do? 6. Describe the movement or action of the insect. 7. Compare your insect to something. </td> <td> <p><u>An incredible insect</u></p> <ol style="list-style-type: none"> 1. An ugly, hairy bug 2. Sitting on the edge of my bed 3. It had long, hairy legs 4. It had huge eyes that popped out and weird colours on its back 5. The bug dribbled slime from its mouth onto my bed 6. The insect lazily dribbled big bubbles and then quickly popped them with its long legs 7. It looked as hideous as a fly eating its own vomit </td> </tr> </tbody> </table>	<p><u>An incredible insect</u></p> <ol style="list-style-type: none"> 1. What is your insect? 2. Where was the insect? 3. What did you notice first about the insect? 4. Describe another 1-2 things about the insect. 5. What did the insect do? 6. Describe the movement or action of the insect. 7. Compare your insect to something. 	<p><u>An incredible insect</u></p> <ol style="list-style-type: none"> 1. An ugly, hairy bug 2. Sitting on the edge of my bed 3. It had long, hairy legs 4. It had huge eyes that popped out and weird colours on its back 5. The bug dribbled slime from its mouth onto my bed 6. The insect lazily dribbled big bubbles and then quickly popped them with its long legs 7. It looked as hideous as a fly eating its own vomit
<p><u>An incredible insect</u></p> <ol style="list-style-type: none"> 1. What is your insect? 2. Where was the insect? 3. What did you notice first about the insect? 4. Describe another 1-2 things about the insect. 5. What did the insect do? 6. Describe the movement or action of the insect. 7. Compare your insect to something. 	<p><u>An incredible insect</u></p> <ol style="list-style-type: none"> 1. An ugly, hairy bug 2. Sitting on the edge of my bed 3. It had long, hairy legs 4. It had huge eyes that popped out and weird colours on its back 5. The bug dribbled slime from its mouth onto my bed 6. The insect lazily dribbled big bubbles and then quickly popped them with its long legs 7. It looked as hideous as a fly eating its own vomit 		

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and think of their own incredible insect.
2. Remind them of all the insects they have read about, and the different body parts and features of an insect.
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 description of an insect, 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.

Planning : A descriptive paragraph

An incredible insect

1. An ugly, hairy bug
2. Sitting on the edge of my bed
3. It had long, hairy legs
4. It had huge eyes that popped out and weird colours on its back
5. The bug dribbled slime from its mouth onto my bed
6. The insect lazily dribbled big bubbles then popped them with its legs
7. It looked as hideous as a fly eating its own vomit.

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
	Can you wiggle like a worm?	<i>Move your hand in a wiggling motion</i>
	Can you squiggle? Can you squirm?	<i>Shake your body</i>
	Can you flutter? Can you fly?	<i>Flap your hands like a butterfly</i>
	Can you crawl upon the ground,	<i>Use your hands and bend down low to pretend to crawl</i>
	Like a beetle that is round?	<i>Use your hands to make a circle</i>
	Can you move like me?	<i>Point to yourself</i>
THEME VOCABULARY	sting, beehive, pollen, snail, slimy	
QUESTION OF THE DAY		
Question	Have you ever been stung by a bee?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have been stung by a bee?	
Answer	__ learners have been stung by a bee.	
Question	How many learners have never been stung by a bee?	
Answer	__ learners have never been stung by a bee.	
Question	Have more learners been stung by a bee or not?	
Answer	More learners have / have never been stung by a bee.	
Question	Have fewer learners been stung by a bee or not?	
Answer	Fewer learners have / have never been stung by a bee.	
Question	Have you ever been stung by a bee?	
Answer	Yes, I have been stung by a bee.	
Answer	No, I have never been stung by a bee.	

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	Connecting words
LSC MODELLING (I DO)	<ol style="list-style-type: none"> 1. Write the following connecting words on the board: and, but, however, then, because, in the end, finally. 2. Remind learners that last term, we learned about determiners, like: first, second, next, third, last. These are also connecting words! 3. Explain that today we will learn about connecting words because using connecting words can make our descriptions easier to read. They can also make our descriptions more interesting. 4. Explain that a connecting word can either connect two sentences and make them into one, or a connecting word can come at the beginning of a sentence. 5. Write the following sentence on the board: I saw a butterfly. It flew away. 6. Explain that we can use some different connecting words to connect these sentences, like: <ol style="list-style-type: none"> a. But: I saw a butterfly, but it flew away. b. However: I saw a butterfly. However, it flew away. c. Then: I saw a butterfly. Then, it flew away. d. But then / and then: Explain we can use 'and' and 'but' with other connect words. I saw a butterfly but then it flew away. / We saw a butterfly, but then it flew away. e. Because: (Explain that because doesn't make sense here! We must choose connecting words that make sense in the context of our sentences!) 7. Explain that today we will practice using connecting words so that we can use them well in our descriptions!
LSC Ask learners for help (WE DO)	<ol style="list-style-type: none"> 1. Write the following sentence on the board: The worm wriggled. It stretched out its spikes. 2. Ask learners: What words can we use to connect these sentences? 3. Brainstorm some ideas with learners and write them on the board, like: <ol style="list-style-type: none"> a. The worm wriggled and then it stretched out its spikes. b. The worm wriggled. After that, it stretched out its spikes!

<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"> The cocoon cracked open. The beautiful butterfly came out. The bug hopped forward. It vomited up its prey. The silver moth shone in the moonlight. It disappeared. Instruct learners to turn and talk in small groups (4 learners) and to use connecting words to connect 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 and write one of their new sentences that includes a connecting word. After each group has written one sentence on the board, call learners back together. Go through each sentence with the class. Discuss the connecting word that has been used. Correct any mistakes that you find. Explain that when learners draft their descriptions this week, they must include two connecting words. This will help their descriptions flow better! 	
<p>TOPIC</p>	<p>Write a description about an incredible insect.</p>	
<p>PLANS</p>	<p>Before class begins, rewrite the planning frames on the board:</p>	
	<p><u>An incredible insect</u></p> <ol style="list-style-type: none"> What is your insect? Where was the insect? What did you notice first about the insect? Describe another 1-2 things about the insect. What did the insect do? Describe the movement or action of the insect. Compare your insect to something. 	<p><u>An incredible insect</u></p> <ol style="list-style-type: none"> An ugly, hairy bug Sitting on the edge of my bed It had long, hairy legs It had huge eyes that popped out and weird colours on its back The bug dribbled slime from its mouth onto my bed The insect lazily dribbled big bubbles and then quickly popped them with its long legs It looked as hideous as a fly eating its own vomit

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 into a paragraph. 3. They can use the sentence starters to help write their paragraphs. 4. Write the following frame on the chalkboard, and explain it to learners: <p>Descriptive Paragraph: An incredible insect</p> <p><i>I saw...</i></p> <p><i>It sat / lay on....</i></p> <p><i>I noticed that it...</i></p> <p><i>Then I saw...</i></p> <p><i>It also....</i></p> <p><i>The insect / bug / etc(what did it do?)</i></p> <p><i>It....(how did it move?)</i></p> <p><i>The....was as....as a....</i></p>
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 descriptive paragraph using the frame. 4. Instruct learners to write the date and heading: Descriptive Paragraph: Draft 5. Instruct learners to complete the writing frame using their plans. 6. Tell learners that they can add more sentences or details if they have time. 7. Remind learners to use: <ol style="list-style-type: none"> a. Adjectives, adverbs, alliteration and a simile b. Two connecting words 8. Remind learners to write in past tense. 9. Remind learners of the strategies they can use to help them. 10. As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.

Draft: A descriptive paragraph

An incredible insect

I saw an ugly, hairy bug. It sat on the edge of my bed! I noticed that it had long, hairy legs. Then I saw it had huge eyes that popped out!

It also ~~it~~ had weird colours on its back.

The bug dribbled slime from its mouth onto my bed. It lazily dribbled big bubbles. ^{connecting word} It popped the bubbles with its legs. The bug was as hideous as a fly eating its own vomit.

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
	Can you wiggle like a worm?	<i>Move your hand in a wiggling motion</i>
	Can you squiggle? Can you squirm?	<i>Shake your body</i>
	Can you flutter? Can you fly?	<i>Flap your hands like a butterfly</i>
	Can you crawl upon the ground,	<i>Use your hands and bend down low to pretend to crawl</i>
	Like a beetle that is round?	<i>Use your hands to make a circle</i>
	Can you move like me?	<i>Point to yourself</i>
THEME VOCABULARY	sickness, creature, beetle, pincers, concentrate	
QUESTION OF THE DAY		
Question	What is your belief about snails?	
Graph	3 COLUMN GRAPH	
Options	they are slimy and disgusting / they are good luck	
Follow up questions		
Question	How many learners believe that snails are slimy and disgusting?	
Answer	__ learners believe that snails are slimy and disgusting.	
Question	How many learners believe that snails are good luck?	
Answer	__ learners believe that snails are good luck.	
Question	What do more learners believe about snails?	
Answer	More learners believe that snails __.	
Question	What do fewer learners believe about snails?	
Answer	Fewer learners believe that snails __.	
Question	What is your belief about snails?	
Answer	I believe that snails are slimy and disgusting.	
Answer	I believe that snails are good luck.	

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. Is your paragraph written in past tense? 2. Have you named an insect? 3. Have you said where the insect is? 4. Have you given 3 points to describe the insect? 5. Have you used adjectives? 6. Have you described a movement or action of the insect? 7. Have you used an adverb? 8. Have you used alliteration? 9. Have you ended with a simile? 10. Have you used two connecting words? 11. Is all your 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. Instruct learners to read through their corrections. 2. Instruct learners to redraft their descriptions in their exercise books. 3. Tell learners to illustrate their insects once they have finished publishing.
<p>SHARE</p>	<ol style="list-style-type: none"> 1. Instruct learners to turn and talk with a partner. 2. Tell partners to read their descriptions to each other. 3. Tell partners to say 1-2 things that they liked about their partner's writing. 4. Try to give learners blank paper to rewrite and draw their descriptions. Display these paragraphs and drawings on the classroom walls.

Final Draft : A descriptive paragraph

An incredible insect

I saw an ugly, hairy bug! It sat calmly on the edge of my bed! Then, I noticed that it had long, hairy legs. Next, I saw it had huge eyes that popped out! The revolting bug had weird colours on its back. The bug dribbled slime from its mouth onto my bed! It lazily dribbled big, blue bubbles and then popped the bubbles with its legs! This bug was as hideous as a fly eating its own vomit.



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"> ○ Theme vocabulary ○ LSC ○ The different texts that were read ○ The small group discussion ○ The comprehension strategy ○ The writing genre and task ○ 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"> ○ EFAL skills like reading or writing ○ Theme content ○ Tasks or activities ○ Behaviour in the class ○ Relationships with other learners ○ Attitude to EFAL ○ Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 4 - TERM 2

WEEK
7

THEME:
BUTTERFLIES

'There is nothing in a caterpillar that tells you it's going to be a butterfly.'
– R Buckminster Fuller

TERM 1: WEEK 7

OVERVIEW

THEME	Butterflies
THEME VOCABULARY	judgemental, judge, peered, cocoon, wriggling, identical, caterpillar, fuzzy, flapping, graceful
LSC	Simple present tense (universal statements)
COMPREHENSION STRATEGY	I wonder... Visualise
WRITING GENRE	Procedural text
WRITING TOPIC	Describe what you do to get ready to come to school each day!
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: a book or an article about butterflies. 5. Try to find some pictures of butterflies and caterpillars.

WEEK 7: 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 128 2. Instruct learners to look at the title, headings and pictures in the text. 	
INTRODUCE THE THEME	<ol style="list-style-type: none"> 1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart. 	
SONG / RHYME (can be sung to the tune of 'The itsy bitsy spider')	Lyrics	Actions
	The fuzzy caterpillar	-
	Curled up on a leaf,	<i>Hold yourself tightly and pretend to curl up in a ball</i>
	Spun her little cocoon	<i>Move your forefinger in circles</i>
	And then fell fast asleep!	<i>Pretend to close your eyes and sleep</i>
	While she was sleeping	<i>Pretend to close your eyes and sleep</i>
	She dreamed that she could fly,	<i>Flap your arms like you are flying</i>
	And later when she woke up	<i>Open your eyes</i>
	She was a butterfly!	-
THEME VOCABULARY	judgemental, judge, peered, cocoon, wriggling	
QUESTION OF THE DAY		
Question	How long do you think caterpillars stay in their cocoon before becoming butterflies?	
Graph	3 COLUMN GRAPH	
Options	five days / ten days / twenty-one days	
Follow up questions		
Question	How many learners think caterpillars stay in their cocoon for five days?	
Answer	__ learners think caterpillars stay in their cocoon for five days.	
Question	How many learners think caterpillars stay in their cocoon for ten days?	
Answer	__ learners think caterpillars stay in their cocoon for ten days.	

Question	How many learners think caterpillars stay in their cocoons for twenty-one days?
Answer	__ learners think caterpillars stay in their cocoons for twenty-one days.
Question	How long do most learners think caterpillars stay in their cocoon?
Answer	Most learners think caterpillars stay in their cocoon for __ days.
Question	How long do fewest learners think caterpillars stay in their cocoon?
Answer	Fewest learners think caterpillars stay in their cocoon for __ days.
Question	How long do you think caterpillars stay in their cocoon before becoming butterflies?
Answer	I think caterpillars stay in their cocoon for five days.
Answer	I think caterpillars stay in their cocoon for ten days.
Answer	I think caterpillars stay in their cocoon for twenty-one days.
EXPLAIN	Explain that it depends on the type of butterfly! A caterpillar can take anywhere from five to twenty-one days to become a butterfly.
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 with a procedure**: Judgemental Judy.
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>It was a hot Saturday morning, and Judy and her mother decided to go to a big field near their house. Judy and her mother packed a delicious picnic basket and took a blanket with them. They planned to sit on the blanket and enjoy their lunch.</p>	<p>I can visualise Judy and her mother getting ready for their picnic! I can visualise them in the kitchen, making sandwiches to take to the park!</p>	<ol style="list-style-type: none"> 1. Who will be the main characters in this story? (Judy and her mother.) 2. Where will Judy and her mother go? (They will go to the park for a picnic.)
<p>As Judy and her mother were walking through the field, they noticed something moving on a plant. Judy took a step closer to see what it was. 'Eew, that looks so disgusting!' cried Judy. 'It's so ugly!' Judy's mother peered closely at the plant. She noticed that there was a cocoon on the leaf, and that it was moving. The creature inside of the cocoon was wriggling about.</p>	<p>I wonder what it is that Judy sees on the plant? I wonder if it is an insect?</p>	<ol style="list-style-type: none"> 1. What does Judy notice? (She notices something ugly on a plant.) 2. Does anyone remember what it is that Judy sees? (It is a cocoon .)

<p>Judy’s mother peered closely at the plant. She noticed that there was a cocoon on the leaf, and that it was moving. The creature inside of the cocoon was wriggling about.</p>		
<p>Judy’s mother peered closely at the plant. She noticed that there was a cocoon on the leaf, and that it was moving. The creature inside of the cocoon was wriggling about. Judy’s mother stepped even closer to the cocoon. ‘Wait, Judy,’ she said. ‘Come and watch what happens.’ Judy looked confused, ‘Why must I watch, mom? It’s so ugly.’ ‘Just wait and see,’ said Judy’s mother.</p>	<p>I can visualise Judy’s mother’s face very close to a little green cocoon. I can visualise something inside the walls of the cocoon wiggling, and the little walls of the cocoon stretching!</p>	<ol style="list-style-type: none"> 1. Why doesn’t Judy want to watch the cocoon? (Because she think it is ugly / Because she doesn’t realise that a beautiful butterfly will come out of the cocoon.) 2. Why does Judy’s mother want Judy to watch the cocoon? (Because she knows a beautiful butterfly is about to come out!)
<p>Suddenly, a beautiful, colourful butterfly broke out of the cocoon. The blue and green butterfly was the most magical thing that Judy had ever seen. The butterfly stretched and flapped its wings. Judy looked at the insect and smiled, ‘Wow! It’s so beautiful.’</p>	<p>I can visualise Judy’s eyes opening big with surprise when she sees the beautiful butterfly!</p>	<ol style="list-style-type: none"> 1. What came out of the cocoon? (A beautiful, colourful, green and blue butterfly.) 2. Visualise the butterfly coming out of the cocoon. Can you describe what you visualise? (I visualise...)

<p>Judy wanted to look at the beautiful creature all day long. Judy's mother put an arm around her daughter, 'Judy, you must not be so quick to judge the way things look on the outside, because they could be very beautiful on the inside, just like that cocoon.'</p>	<p>I can visualise Judy's mother's serious tone of voice. I can visualise the way she talks in a low, quiet voice so that Judy will really think about what she is saying!</p>	<p>1. What lesson does Judy's mother want her to learn? (That we must not judge something just because it is ugly on the outside.)</p>
<p>Judy thought about a boy at school who she often judged. He wore big, funny looking glasses, and he was very skinny. Judy and her friends laughed at the way he looked. Judy suddenly felt very bad. Maybe the boy was a beautiful person. Judy decided that on Monday at school, she would speak to the boy and try to get to know him better. The butterfly emerging from its cocoon had taught Judy an important lesson.</p>	<p>I can visualise Judy sitting and thinking as she eats her sandwich on the picnic blanket. I can visualise her face looking sad as she thinks about the way she has been mean to that boy!</p>	<p>1. Who does Judy compare the butterfly to? (She compares the butterfly to a boy at school who she has teased about the way he looks. She thinks about how he might be beautiful on the inside even though he is ugly on the outside.)</p> <p>2. What lesson can you learn from this story? (The same lesson as Judy!)</p>

WEEK 7: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss a **story with a procedure**: Judgemental Judy
2. **Before class begins, write the following conversation frame on the board:**
 - a. This story is about...
 - b. The procedure is...
 - c. I can visualise...
 - d. I liked when...
 - e. This story teaches us...
 - f. This story helps us learn about butterflies because...
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

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

Sounds	/br/ /ng/
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: br, ng. 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: /br/ - /ea/ - /d/ = bread /br/ - /ea/ - /k/ - /f/ - /a/ - /st/ = breakfast /br/ - /ea/ - /k/ - break /w/ - /i/ - /ng/ = wing /str/ - /o/ - /ng/ = strong /spr/ - /i/ - /ng/ = spring 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="579 232 1035 413"> <tr> <td>br</td> <td>ng</td> <td>k</td> </tr> <tr> <td>s</td> <td>i</td> <td>a</td> </tr> <tr> <td>n</td> <td>t</td> <td>ea</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: breast or sing 	br	ng	k	s	i	a	n	t	ea
br	ng	k								
s	i	a								
n	t	ea								
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: would, took, think, home, didn't, ran, know, can't, flowers, tongue 									

WEEK 7: TUESDAY / DAY 2: PRE-READING

TITLE	Butterflies flutter by
DBE WORKBOOK 1, PAGE	128
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Ask a learner to read the title: **Butterflies flutter by**
2. Explain the meaning of the title, e.g. Flutter is a synonym for fly. This title means that there are butterflies flying past us!
3. Explain to learners that a word in **bold** is a word that is written darker than other words on the page (point to the example: **decorate**).
4. Instruct the learners to scan the text for words that are in bold. Instruct them to read the words that are in bold only!
5. Give learners 1 minute to scan the text.
6. Ask learners: What kind of words are in bold? What do you think the words that are in bold tell us about the text?
7. Explain that these words are verbs (action words!). All of these words tell us an action that we must do!
8. Instruct learners to think about the pictures, title and the bold words in the text.
9. Conduct the Pre-Read activity as per the core methodology.

WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	The fuzzy caterpillar	-
	Curled up on a leaf,	<i>Hold yourself tightly and pretend to curl up in a ball</i>
	Spun her little cocoon	<i>Move your forefinger in circles</i>
	And then fell fast asleep!	<i>Pretend to close your eyes and sleep</i>
	While she was sleeping	<i>Pretend to close your eyes and sleep</i>
	She dreamed that she could fly,	<i>Flap your arms like you are flying</i>
	And later when she woke up	<i>Open your eyes</i>
	She was a butterfly!	-
THEME VOCABULARY	identical, caterpillar, fuzzy, flapping, graceful	
QUESTION OF THE DAY		
Question	Which would you prefer to watch?	
Graph	3 COLUMN GRAPH	
Options	a fuzzy caterpillar spinning a cocoon / butterfly emerging from a cocoon / a butterfly flapping its wings gracefully	
Follow up questions		
Question	How many learners would prefer to watch a fuzzy caterpillar spinning a cocoon?	
Answer	___ learners would prefer to watch a fuzzy caterpillar spinning a cocoon.	
Question	How many learners would prefer to watch a butterfly emerging from a cocoon?	
Answer	___ learners would prefer to watch a butterfly emerging from a cocoon.	
Question	How many learners would prefer to watch a butterfly flapping its wings gracefully?	
Answer	___ learners would prefer to watch a butterfly flapping its wings gracefully.	

Question	Which would most learners prefer to watch?
Answer	Most learners would prefer to watch ___.
Question	Which would fewest learners prefer to watch?
Answer	Fewest learners would prefer to watch ___.
Question	Which would you prefer to watch?
Answer	I would prefer to watch a fuzzy caterpillar spinning a cocoon.
Answer	I would prefer to watch a butterfly emerging from a cocoon.
Answer	I would prefer to watch a butterfly flapping its wings gracefully.
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	Butterflies flutter by
DBE WORKBOOK 1, PAGE	128
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder... Visualise
PURPOSE	<ul style="list-style-type: none"> By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. 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. Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story 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 scene from a movie in our minds.
<ol style="list-style-type: none"> Hand out the DBE workbooks. Instruct learners to turn to the story on page 128. 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. Decorate seven pieces of bow-tie pasta using the coloured markers.	I wonder which materials I need for this step? Oh! I need bow-tie pasta and coloured markers.
2. Bend each twist tie around a pasta bow-tie. Then twist the ends together to make antennae.	I wonder which materials I need now? Oh! I need my bow-tie pasta from step one, and I need 7 twist ties!
3. Cut out two identical butterfly shapes from the cardboard.	In this step, I need cardboard and scissors. I wonder what I must do with my little butterflies from step one and two?

4. Glue two pieces of string to form antennae on the head of one of the cardboard butterflies.	I wonder how I make the antennae on these big cardboard butterflies. Oh! I see that I use string and glue. I don't use twist ties like I did for the little bow-ties.
5. Decorate both butterflies.	I wonder what I must use to decorate the cardboard butterflies? I think I must use coloured markers, like I did in step one.
6. Stick the ends of a piece of string to the wings of one cardboard butterfly.	I wonder what this is for? Oh! I think it must be so I have a way to hang this butterfly up!
7. Cut pieces of string of various lengths. Tie one end of each piece of string around the base of the antennae of a different pasta butterfly. Tie the other end to a hanger.	Oh! I can visualise attaching string to the little bow-tie butterflies and the big cardboard butterflies. I need all the butterflies now for my mobile.
Follow up questions	Possible responses
How many bow-ties do you need?	You need seven.
What must you decorate?	You must decorate the seven bow-ties and the cardboard butterflies.
Why question	Possible response
Why do you need 7 twist ties for this project?	<ul style="list-style-type: none"> You need twist ties to make antennae for the seven little bow-tie pasta butterflies. You need 7 twist ties because you need one for each bow-tie butterfly. You need twist ties because they are easy to wrap around the pasta.
Introduce the LSC in context	
<ol style="list-style-type: none"> 1. Explain to learners that in this cycle, they will learn about: simple present tense (universal statements) 2. Point out the following example of this: In this text, the simple present tense is used in all of the instructions, for example: Decorate both butterflies. 3. Introduce this LSC as follows: Simple present tense is used for instructions because it is always how we do something, not just sometimes. This is also called a universal statement, because it is always true. 	

WEEK 7: THURSDAY / DAY 4: SECOND READ	
TITLE	Butterflies flutter by
DBE WORKBOOK 1, PAGE	128
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Visualise
PURPOSE	<ul style="list-style-type: none"> • By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. 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. • Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story 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 scene from a movie in our minds.
<ol style="list-style-type: none"> 1. Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> a. What do you need coloured markers for? b. Visualise decorating your little bow-tie pasta butterflies? What colours would you use? c. Would you like to use these instructions to make a mobile? Why or why not? 2. Read the follow-up questions out loud to learners. 3. Hand out the DBE workbooks. 4. Instruct learners to turn to the story on page 128. 5. Explain that you will read the text to learners. They must follow along with the text as you read. 6. Read the text with fluency and expression to learners. 7. Read the Text first, and then say the comment in the Second Read column. 8. Next, instruct learners to turn and talk with a partner. 9. Instruct learners to take turns reading the text to each other. 10. Tell learners to orally discuss the follow-up questions together. 	

Text	Think Aloud: Second Read
1. Decorate seven pieces of bow-tie pasta using the coloured markers.	I can visualise the way I would decorate these little bow-ties to make a beautiful butterfly. I would use purple and blue markers and draw stripes! I wonder how you would decorate your bow-ties?
2. Bend each twist tie around a pasta bow-tie. Then twist the ends together to make antennae.	I can visualise myself carefully wrapping the twist tie around the pasta. I am holding the pasta so carefully so that I don't break it!
3. Cut out two identical butterfly shapes from the cardboard.	I can visualise myself drawing the outline of a butterfly on the cardboard. Then, I can visualise myself cutting. The cutting is difficult, because it is much more difficult to cut cardboard than plain paper!
4. Glue two pieces of string to form antennae on the head of one of the cardboard butterflies.	I can visualise squirting some glue onto the cardboard! Then, I can visualise myself trying to stick the string onto the glue. It is difficult to get the string to stick on the little line of glue!
5. Decorate both butterflies.	I can visualise the pattern I would draw on these butterflies! I would decorate them with yellow and blue spots!
6. Stick the ends of a piece of string to the wings of one cardboard butterfly.	--
7. Cut pieces of string of various lengths. Tie one end of each piece of string around the base of the antennae of a different pasta butterfly. Tie the other end to a hanger.	I can visualise tying all the butterflies onto the hanger. When I hold up the hanger, it is like all the butterflies are fluttering and flying in the air!
Follow up questions	Responses
What must you do before you cut out two identical butterfly shapes from the cardboard?	You must bend each twist tie around a pasta bow-tie. Then twist the ends together to make antennae.

Visualise decorating your little bow-tie pasta butterflies? What colours would you use?	I would use...
Why question	Possible response
Would you like to use these instructions to make a mobile? Why or why not?	<p>This is an opinion question. Learners may say yes or no – there is no right or wrong answer. They must give a reason for their opinion, like:</p> <ul style="list-style-type: none"> • Yes, I would like to use these instructions to make a mobile, because I think the mobile would be beautiful. • No, I would not like to make this mobile because I don't have the materials needed.
<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 7: 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 128 5. Read out loud while learners follow along: 1. Decorate seven pieces of bow-tie pasta using the coloured markers. 6. Close your eyes and explain what you visualise must happen in this step of the instructions, like: <ol style="list-style-type: none"> a. I visualise myself counting out my seven little bow-ties. b. I can visualise myself choosing the colours to decorate the bow-ties with, so that they look like butterflies c. I can visualise each of my pastas being coloured a different colour after I decorate them!
-------------------------	--

<p>Work with learners (WE DO)</p>	<ol style="list-style-type: none"> 1. Read out loud while learners follow along: 3. Cut out two identical butterfly shapes from the cardboard. 2. Instruct learners to close their eyes, and to visualise themselves completing this step of the process. 3. Ask learners: What did you visualise?
	<ol style="list-style-type: none"> 4. Listen to learners ideas, like: <ol style="list-style-type: none"> a. I visualise myself drawing the outline of the butterfly shape on the cardboard before cutting. b. I can visualise the crunching sound the cardboard makes as it is cut. c. I can visualise my hand hurting because the cardboard is thick and difficult to cut! d. I visualise the cardboard butterfly cut-outs at the end!
<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. What did you visualise? b. How was your visualisation similar to your partner? c. How was your visualisation different from your partner? 2. Explain that now, learners will work with a partner to visualise. 3. Read out loud while learners follow along: 5. Decorate both butterflies. 4. Instruct learners to visualise this. 5. Then, instruct learners to discuss the questions with their partners. 6. After 3-5 minutes, call learners back together. 7. Call on 2-3 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>Visualise</p> <p>To visualise, we: Close our eyes Imagine what we see, hear, smell, taste and feel Try to see the story like a movie in our minds</p>

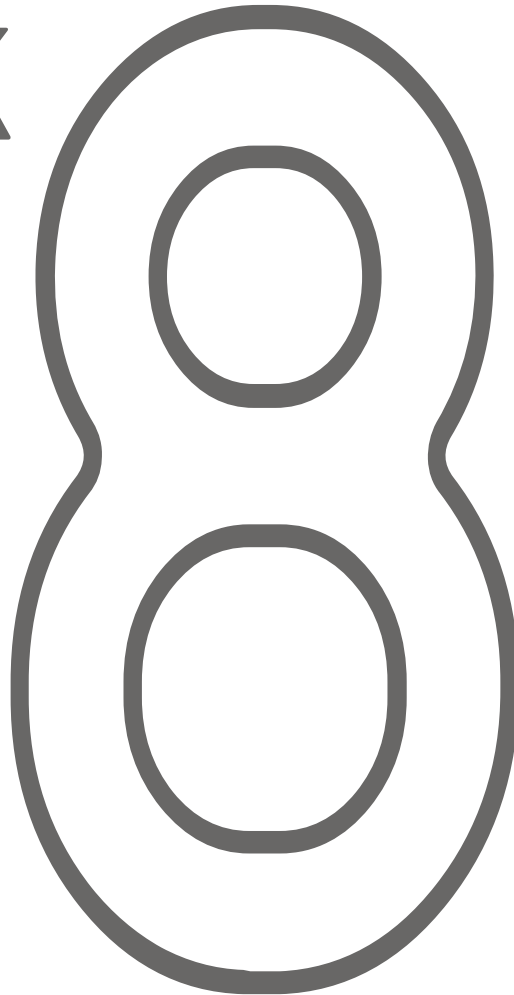
WEEK 7: FRIDAY / DAY 5: POST-READING	
TITLE	Butterflies flutter by
DBE WORKBOOK 1, PAGE	128
ACTIVITY	TEXT ILLUSTRATION IMPORTANT NOTE: If you have access to the materials needed, please use this time to allow learners to follow the instruction and make their own butterfly mobiles!
COMPREHENSION STRATEGY	Visualise
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story 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 scene from a movie in our minds.
POST-READING	
<p>Getting Ready</p> <p>Before the lesson begins, write the following sentence starter on the board: I can visualise...</p> <ol style="list-style-type: none"> Hand out exercise books. Remind learners that this week, we have been learning how to visualise a text. Explain that today, learners will visualise the butterfly mobile we would make if we followed the instructions in the text. Instruct learners to close their eyes. Instruct them to think about their mobile. What colours would their butterflies be? Where would they hang their butterfly mobile once it was all finished? How long would the strings be? Read the text out loud to learners while their eyes are closed. Instruct learners to open their books and to draw a picture of their mobile that they visualised. Instruct learners to use the sentence starter to write 1-2 sentences about their visualisation. <p>Turn and Talk:</p> <ol style="list-style-type: none"> When there are 2-3 minutes left, instruct learners to put their pencils away. Instruct learners to turn and talk with a partner and to discuss how they visualised their butterfly mobile. <p>Hang up learner drawings at learner eye-level around the room. This helps learners have conversations about the theme.</p>	

WEEK 7 FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
PROCEDURAL	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. How to make a cover for a portfolio. 2. Materials/ equipment needed listed in order, e.g. Large sheet of art paper, paints, etc. 3. Sequenced steps to achieve the goal, e.g. First, paint a blue background on the paper. 4. May have accompanying visual text, e.g. storyboard, diagrams, etc. 	<p>Written in the imperative, e.g. Paint a blue background ...</p> <p>In chronological order, e.g. First ... next ...</p> <p>Use of numbers and bullet points to signal order.</p> <p>Is written for an unnamed person, rather than a specific individual.</p> <p>Expressions of cause and effect.</p>
INTRODUCE THE GENRE	<ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a procedural text. 2. Remind learners that we read a set of instructions this week together in the DBE workbook (Butterflies flutter by). Instructions are a type of procedural text! 3. Explain that instructions are written that are for a specific purpose: to tell someone what they must do, step-by-step. 4. Explain that procedural texts can also be written to tell someone how something happens, step-by-step (like the example below)! 5. Explain that in a procedural text where we explain how something happens, we must: <ol style="list-style-type: none"> a. Use the present tense (which we will discuss in WEEK 8) b. Use numbers and steps. c. Write in order of how things happen. d. Use determiners, like: first, second, then, last, etc. e. Make the writing clear and easy to understand. 		

<p>READ THE SAMPLE TEXT</p>	<p>The Life Cycle of a Butterfly</p> <ol style="list-style-type: none"> 1. First, the butterfly lays an egg. 2. Second, the egg hatches. A caterpillar comes out of the egg. 3. Third, the caterpillar eats, grows and sheds its skin up to five times. 4. Fourth, the caterpillar goes to a plant and makes a cocoon around itself. The cocoon is called a chrysalis. 5. Last, a butterfly breaks out of the chrysalis.
<p>DISCUSS</p>	<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. What tense is the text written in? 4. How do we know this is a procedural text?
<p>NOTES</p>	<p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p>Procedural Text</p> <ol style="list-style-type: none"> 1. I write in order of how things happen. 2. I use numbers (like a list). 3. I use the present tense. 4. I use words like: first, second, next, then, etc.

GRADE 4 - TERM 2

WEEK



**THEME:
BUTTERFLIES**

'Live life like a butterfly. Take a rest, but never forget how to fly.'
- Unknown

WEEK 8: MONDAY / DAY 1: WRITING - PLANNING		
TOPIC	Describe what you do to get ready to come to school each day!	
GENRE	Procedural text	
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. Orally share some of your ideas about completing the writing topic, like: I must think step-by-step about all the things I do to get ready to come to school in the morning. We all have a different routine that we follow in the morning! I wake up and bath. Then I brush my teeth. Then, I make lunch for my children to take to school. Then, I get dressed. After that, I catch a taxi to school. 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. Complete the plan on the other side of the chalkboard. 	
	<table border="1"> <tr> <td> <p>Getting ready for school</p> <ol style="list-style-type: none"> 1. What is the first thing you do after you wake up? 2. What is the second thing you do? 3. What is the third thing you do? 4. What is the fourth thing you do? 5. How do you get to school? </td> <td> <p>Getting ready for school</p> <ol style="list-style-type: none"> 1. I bath. 2. I brush my teeth. 3. I make lunch. 4. I get dressed. 5. Catch a taxi. </td> </tr> </table>	<p>Getting ready for school</p> <ol style="list-style-type: none"> 1. What is the first thing you do after you wake up? 2. What is the second thing you do? 3. What is the third thing you do? 4. What is the fourth thing you do? 5. How do you get to school?
<p>Getting ready for school</p> <ol style="list-style-type: none"> 1. What is the first thing you do after you wake up? 2. What is the second thing you do? 3. What is the third thing you do? 4. What is the fourth thing you do? 5. How do you get to school? 	<p>Getting ready for school</p> <ol style="list-style-type: none"> 1. I bath. 2. I brush my teeth. 3. I make lunch. 4. I get dressed. 5. Catch a taxi. 	
LEARNERS USE THE PLANNING STRATEGY (YOU DO)	<ol style="list-style-type: none"> 1. Instruct learners to think before they write about all the steps they take to get ready to come to school each day. 2. Instruct learners to close their eyes and visualise themselves after they wake up in the morning. Instruct them to think about what they do just after waking up. Instruct learners to imagine what they do after that. Remind learners to break down what they do into small steps. 3. Next, tell learners to turn and talk with a partner, to share their ideas. 4. Show learners the writing frame on the chalkboard, and tell them to use this frame to plan their procedural text, just like you did. 5. Hand out exercise books. 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. 	

PlanningGetting ready for school

1. I bath.
2. I get dressed.
3. I pack my school bag.
4. I brush my teeth
5. My dad drives me.

WEEK 8: 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 8: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	The fuzzy caterpillar	-
	Curled up on a leaf,	<i>Hold yourself tightly and pretend to curl up in a ball</i>
	Spun her little cocoon	<i>Move your forefinger in circles</i>
	And then fell fast asleep!	<i>Pretend to close your eyes and sleep</i>
	While she was sleeping	<i>Pretend to close your eyes and sleep</i>
	She dreamed that she could fly,	<i>Flap your arms like you are flying</i>
	And later when she woke up	<i>Open your eyes</i>
	She was a butterfly!	-
THEME VOCABULARY	magical, miserable, species, hatch, unique	
QUESTION OF THE DAY		
Question	How many species of butterflies do you think there are in the world?	
Graph	3 COLUMN GRAPH	
Options	15 000 / 17 000 / 20 000	
Follow up questions		
Question	How many learners think there are 15 000 species of butterflies in the world?	
Answer	__ learners think there are 15 000 species of butterflies in the world.	
Question	How many learners think there are 17 000 species of butterflies in the world?	
Answer	__ learners think there are 17 000 species of butterflies in the world.	
Question	How many learners think there are 20 000 species of butterflies in the world?	
Answer	__ learners think there are 20 000 species of butterflies in the world.	
Question	How many species of butterflies do most learners think there are in the world?	
Answer	Most learners think there are __ species of butterflies in the world.	

Question	How many species of butterflies do fewest learners think there are in the world?
Answer	Fewest learners think there are __ species of butterflies in the world.
Question	How many species of butterflies do you think there are in the world?
Answer	I think there are 15 000 species of butterflies in the world.
Answer	I think there are 17 000 species of butterflies in the world.
Answer	I think there are 20 000 species of butterflies in the world.
EXPLAIN	Explain that there are between 15 000 and 20 000 species in the world! We do not know the exact numbers, because new species are discovered sometimes, and species might die out sometimes as well.
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	Simple present tense (universal statements)
LSC MODELLING (I DO)	<ol style="list-style-type: none"> 1. Explain that this week, we are writing a procedural text where we explain what we do each and every morning to get ready for school. 2. Explain that today we will revise the simple present tense. 3. Explain that we will think about how the simple present tense is used to show that something usually or always happens. 4. Write the following two sentences on the board: <ol style="list-style-type: none"> a. I am going to the shop after school. b. I go to the shop after school. 5. Explain that sentence (a) means that today, you will go to the shop. But, it is just talking about today! 6. Explain that sentence (b) means it is something you do every day after school – you always go to the shop after school! (or you usually do – which means you do unless it is a very strange day!) 7. Explain that when we write our procedural texts about what we do every day, we must use simple present tense to show it is what we do every day!
LSC Ask learners for help (WE DO)	<ol style="list-style-type: none"> 1. Explain that we will practice using the simple present tense together. 2. Ask learners: What are some things we usually do in our classroom every day? 3. Help learners to use the simple present tense to list some things that happen in the classroom every day, like: <ol style="list-style-type: none"> a. We sit at our desks. b. We write in our exercise books. c. We eat lunch. d. We have break. e. We usually sing a song. 4. Remind learners that when we use the simple present tense like this in English, it means that it is something we do every day!
LSC Pair work (YOU DO)	<ol style="list-style-type: none"> 1. Write the following sentence starters on the board: <ul style="list-style-type: none"> • I usually ... with my friends • Every day at break, I... • On the weekend, I always... 2. Instruct learners to write a sentence using each of these sentence starters. 3. Give learners time to write their sentences. 4. Then, call learners back together. Call on random learners to read one of their sentences. 5. Make sure learners are using the simple present tense correctly.

TOPIC	Describe what you do to get ready to come to school each day!	
PLANS	Before class begins, rewrite your plan on the board:	
	<p>Getting ready for school</p> <ol style="list-style-type: none"> 1. What is the first thing you do after you wake up? 2. What is the second thing you do? 3. What is the third thing you do? 4. What is the fourth thing you do? 5. How do you get to school? 	<p>Getting ready for school</p> <ol style="list-style-type: none"> 1. I bath. 2. I brush my teeth. 3. I make lunch. 4. I get dressed. 5. Catch a taxi.
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 usually complete them each and every morning, using the writing frame. 3. Write the following frame on the chalkboard, and explain it to learners: <p>Getting ready for school:</p> <ol style="list-style-type: none"> 1. First, 2. Second, 3. Next, 4. Then, 5. Last, 	
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 their procedural text using the frame. 4. Instruct learners to write the date and heading: Procedural text: 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.	

Procedural text : DraftGetting ready for school :

1. First, I have a bath.
2. Second, I get dressed in to my uniform.
3. Next, I pack my school bag.
4. Then, I brush my teeth.
5. Last, my dad drives me to school.

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
	The fuzzy caterpillar	-
	Curled up on a leaf,	<i>Hold yourself tightly and pretend to curl up in a ball</i>
	Spun her little cocoon	<i>Move your forefinger in circles</i>
	And then fell fast asleep!	<i>Pretend to close your eyes and sleep</i>
	While she was sleeping	<i>Pretend to close your eyes and sleep</i>
	She dreamed that she could fly,	<i>Flap your arms like you are flying</i>
	And later when she woke up	<i>Open your eyes</i>
	She was a butterfly!	-
THEME VOCABULARY	pattern, life cycle, attach, stage, usually	
QUESTION OF THE DAY		
Question	Which stage do you think is the shortest in the life cycle of a butterfly?	
Graph	4 COLUMN GRAPH	
Options	the egg stage / the caterpillar stage / the chrysalis stage / the butterfly stage	
Follow up questions		
Question	How many learners think the egg stage is the shortest?	
Answer	__ learners think the egg stage is the shortest.	
Question	How many learners think the caterpillar stage is the shortest?	
Answer	__ learners think the caterpillar stage is the shortest.	
Question	How many learners think the chrysalis stage is the shortest?	
Answer	__ learners think the chrysalis stage is the shortest.	
Question	How many learners think the butterfly stage is the shortest?	
Answer	__ learners think the butterfly stage is the shortest.	
Question	Which stage do most learners think is the shortest?	
Answer	Most learners think the __ stage is the shortest.	

Question	Which stage do fewest learners think is the shortest?
Answer	Fewest learners think the __ stage is the shortest.
Question	Which stage do you think is the shortest in the life cycle of a butterfly?
Answer	I think the egg stage is the shortest.
Answer	I think the caterpillar stage is the shortest.
Answer	I think the chrysalis stage is the shortest
Answer	I think the butterfly stage is the shortest.
EXPLAIN	Explain that it depends on the species of butterfly! Different species spend different amounts of time in each stage.
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 the simple present tense to show that I do this every day? 2. Are the items in chronological order (in order of how I do them each day)? 3. Did I spell all words correctly? 4. Does every sentence start with a capital letter? 5. Does every sentence end with proper punctuation?
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 add any sentences or details that they need to make sure their procedural text describes what they do each morning to get ready for school. 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.
PUBLISH	<ol style="list-style-type: none"> 1. Explain that in the final draft, learners must give their text a title. 2. Instruct learners to read through their corrections. 3. Instruct learners to rewrite their procedural text, correcting any mistakes. 4. Instruct learners to rewrite the procedural text correctly, under their chosen title. 5. Tell learners that they may illustrate each of the steps in their procedural text, 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 swop. 3. Instruct learners to each tell each other one thing they liked about their partners' writing.

How I get ready for school:

1. First, I have a bath. 
2. Second, I get dressed into my school uniform. 
3. Next, I pack my school bag 
4. Then, I brush my teeth 
5. Last, my dad drives me to school. 

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"> ○ Theme vocabulary ○ LSC ○ The different texts that were read ○ The small group discussion ○ The comprehension strategy ○ The writing genre and task ○ 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"> ○ EFAL skills like reading or writing ○ Theme content ○ Tasks or activities ○ Behaviour in the class ○ Relationships with other learners ○ Attitude to EFAL ○ Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 4 - TERM 2

WEEKS
9 AND
10

THEME:
ASSESSMENT WEEKS