

**GRADE 5**

**FIRST ADDITIONAL  
LANGUAGE  
LESSON PLAN  
ENGLISH**

**TERM 3 2021**

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## GRADE 4-6 EFAL ROUTINE

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

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

## GRADE 6 EFAL ALTERNATE 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  <b>Theme conclusion:</b> <ul style="list-style-type: none"> <li>• <i>Build and monitor knowledge</i></li> <li>• <i>Summarise theme learning (no formal time allocation)</i></li> </ul>

## 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 6P to ask**.
4. Have another empty jar, labelled: **Grade 6P 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.

1. 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:

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

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

- For example, in the answers below, learners hear the correct gender pronouns, which can be difficult as gender is not identified in African language pronouns:

*Nomsa: I think most accidents happen in the morning.*

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

*Buhle: I think most accidents happen on Saturdays.*

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

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

### **Purpose**

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

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

## Rhyme / Song

### **Instructions:**

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

### Purpose:

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



## LANGUAGE STRUCTURE & CONVENTIONS

### Introduce the LSC in context

#### **Instructions:**

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

#### **Purpose:**

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

## Teach and practise using the LSC

### **Instructions:**

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

### **Purpose**

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

## LISTENING & SPEAKING

### Listening Lesson

#### **Instructions:**

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

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

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

1. 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.

1. 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.

## Phonics Review

*Note: It is very important for all EFAL teachers to know the English phonic sounds. Use the PSRIP English Phonics Video to help you master these sounds.*

- A phonics review programme has been designed to cover most of the 44 English graphemes over the course of the year.
- This is a short activity where teachers can explicitly teach English Phonics to learners who are struggling to read. It will also improve the spelling of all learners.
- Phonics, knowing the sound of each letter or group of letters, and blending the sounds together to form words, is the key building block of reading and writing.
- Implement the Phonics Review and related activities as follows:

On Tuesday, in first week of each cycle, complete the activity: **Phonic and Sight Word Review**

1. **Show learners a flashcard of each sound or write them on the chalkboard.**
2. Point to each sound and say it, get learners to repeat after you. Do this three times.
3. **Show learners the flashcards of the example words, or write them on the chalkboard.**
4. Point to the letters and sound out the word. Get learners to repeat this after you. Do this with each example word.
5. **Write the 'word find' table on the chalkboard.**
6. Review each sound in the table. Show learners how to build words using sounds from the table.
7. **Tell learners to copy down the table, and to build as many words as possible over the two week cycle.**

On Mondays to Fridays, in the second week of each cycle, complete the activity:

### Paired and Independent Reading

1. Hand out the **Reading Worksheets** to all learners in the class.
2. Orientate learners to the worksheet activities for the week.
3. Point out that these include practicing **reading the phonic sounds and words** for the week.
4. Then, show learners the **two decodable texts** for the week.
5. Point out that these texts **include the phonic and sight words** from this week and previous weeks.
6. Encourage learners to work in pairs to read the sounds, words and decodable texts aloud.
7. They should read the decodable texts until they can do so fluently and comfortably.

On the last day of each cycle, **review the word** find with learners

1. Ask learners to say the words that they have built from the table, and write these from the chalkboard.
2. Show learners how to build one or two of the more complex words, by sounding them out.
3. See which learner has managed to build the most words for the week, and acknowledge their effort and achievement.

**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:
    - Do you think this is a fiction or non-fiction text? Why?
    - 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:

<b>Text: Schoolgirls save boy's life</b>	
<b>Words I don't understand</b>	<b>Important words</b>
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 to 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.

1. 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.
  
2. 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.
  
3. Finally, ask learners to formulate a question about the text.
  - Ask learners to independently think of a question that they can ask about the text.
  - If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
  - It is a good idea to create an 'Anchor Chart' of 'question words' for your classroom. This chart is always there to remind learners of the kinds of questions they can ask.
  - Tell learners to turn and talk, and share their questions with each other.
  - Then, ask a few learners to share their questions with the class.
  - Give other learners the opportunity to answer these questions.

**Purpose:**

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

## Teach the Comprehension Strategy

### **Instructions:**

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

### **Purpose:**

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

<b>Strategy 1: Predict</b>	
Explanation	<p>When learners predict, they say what they <u>think</u> a text is about.</p> <p>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.</p>
Purpose	<p>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.</p>
Steps <i>(For predicting with text structures)</i>	<ol style="list-style-type: none"> <li>1. Ask learners to look over the whole text.</li> <li>2. Ask learners: <i>What kind of text do you think this is? How is it laid out?</i> (Are there paragraphs, stanzas, sections, a greeting, headings, columns, etc?)</li> <li>3. Ask learners: <i>What do you think we might read about?</i></li> <li>4. If learners cannot answer, ask further prompting questions, or provide the answers.</li> </ol>
Steps <i>(For predicting by scanning the text)</i>	<ol style="list-style-type: none"> <li>1. Ask learners to scan the text and identify two lists of words:             <ol style="list-style-type: none"> <li>a. words they do not understand</li> <li>b. words that they think are important</li> </ol> </li> <li>2. Go through the list of words that learners do not understand, and explain them in context.</li> <li>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.</li> </ol>
<b>Strategy 2: Visualise</b>	
Explanation	<p>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.</p>
Purpose	<p>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.</p>

Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Tell learners what you visualised. (Model the skill.)</li> <li>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.</li> <li>4. Read the text again.</li> <li>5. Ask learners: What did you visualise? (What happened in your movie?)</li> <li>6. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the text.</li> </ol>
<b>Strategy 3: Search the text</b>	
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"> <li>• How to identify the kind of information the question is asking for</li> <li>• How to locate the information in the text</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Read the text.</li> <li>2. Ask learners a question about the text, like: <i>What did person x do?</i></li> <li>3. Ask learners: What kind of information is this question asking for? (<i>an action – we need to identify what person x did</i>)</li> <li>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></li> <li>5. Ask learners to locate the part of the text where the action took place.</li> <li>6. Ask learners to read that part of the text, and to try and identify what person x did.</li> </ol>
<b>Strategy 4: Summarise</b>	
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"> <li>1. Read the text.</li> <li>2. Remind learners: When we summarise, we identify the most important parts of a text.</li> <li>3. Explain: Today we will summarise the text we just read. That means we will identify only the main points of the text.</li> <li>4. Tell learners to use the following questions as a guide:             <ol style="list-style-type: none"> <li>a. What is this text about?</li> <li>b. What is the main purpose of the text? Why was it written?</li> <li>c. What did you learn from this text?</li> <li>d. What did you like about this text and why?</li> </ol> </li> <li>5. Always give learners time to think about the text.</li> <li>6. Always instruct learners to turn and talk and discuss their summary with a partner.</li> <li>7. Next, instruct learners to write their summary down.</li> <li>8. Give learners a frame to help them to structure summaries.</li> </ol>
<b>Strategy 5: Think about the text (I wonder?)</b>	
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"> <li>1. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading.</li> <li>2. Secondly, we show learners the kinds of thoughts that good readers have about a text.</li> </ol> <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"> <li>1. Read the text on the page.</li> <li>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.)</li> <li>3. Say: I wonder ...</li> <li>4. Let learners think about this.</li> <li>5. Learners do <b>not</b> need to answer – the point is to encourage them to think more deeply about the text.</li> </ol>



<b>Strategy 6: Make connections</b>	
Explanation	<p>When learners make connections, they compare the text to one of three things:</p> <ol style="list-style-type: none"> <li>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></li> <li>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></li> <li>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></li> </ol>
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"> <li>1. Read the text on the page.</li> <li>2. Ask learners relevant connection questions, like: <ol style="list-style-type: none"> <li>a. When was a time that you felt x?</li> <li>b. Do you remember when we read about x? Can you make a connection between these two texts?</li> <li>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?</li> </ol> </li> </ol>
<b>Strategy 7: Make inferences</b>	
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"> <li>1. Read the text on the page.</li> <li>2. Ask learners: What do you know about this? What does the text say?</li> <li>3. Ask learners: What else can we work out about this? Is there something that the text does not say?</li> <li>4. Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I can infer that ...</li> </ol>
Example	<p><b>Text:</b> We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes.</p> <p><b>Inference:</b> 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>
<b>Strategy 8: Evaluate</b>	
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"> <li>• Characters, people or events</li> <li>• Facts versus opinions</li> <li>• The author's perspective, opinions and motivations</li> <li>• What they like or find interesting</li> <li>• What they dislike or find boring</li> </ul>
Purpose	Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read. They must then be able to support or justify their evaluations.
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>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?</li> <li>3. Listen to and discuss learners' answers. Make sure that learners' answers are logical.</li> <li>4. If learners struggle, share your own evaluation as an example: <b>I think</b> x did the right thing <b>because</b> x</li> <li>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.</li> </ol>

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

***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, explain this to learners.
  - 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.

1. 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.
2. 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.
  - 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 5 - TERM 3

# WEEK 1

**THEME:**  
**FINDING OUT MORE ABOUT SHORT STORIES**

'A short story is a love affair, a novel is a marriage.'

Lorrie Moore

## TERM 3: WEEK 1

## OVERVIEW

THEME	<b>Finding out more about short stories</b>
THEME VOCABULARY	character, setting, genre, conflict, resolution, develop, language, problem solving, memory, creativity
LSC	Using exclamation marks
COMPREHENSION STRATEGY	<b>Visualising</b>
WRITING GENRE	Report, story
WRITING TOPIC	Write a report on the literature genre of short stories Write a story
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous term.</li> <li>2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>3. Try to find some reading material for your theme table, for example: a book of short stories, short stories from magazines.</li> <li>4. Make a poster showing the diagram of a story structure.</li> <li>5. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.</li> </ol>

WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
INTRODUCE THE THEME		
PICTURE	<ul style="list-style-type: none"> <li>• Tell learners to turn to page 2 of the DBE Workbook.</li> <li>• Ask learners what kind of text they think this is. (short story)</li> <li>• Ask learners what they think this text is about. They should give reasons for their answers.</li> </ul>	
INTRODUCE THE THEME	<ul style="list-style-type: none"> <li>• Ask learners if they know what it means to research something.</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain to learners that for the next two weeks, all the work they do will be related to this theme: <b>Finding out more about short stories.</b> <ul style="list-style-type: none"> <li>○ They will learn new vocabulary related to the theme.</li> <li>○ They will listen to and discuss a text about the theme.</li> <li>○ They will read some research texts related to the theme.</li> <li>○ They will write a text related to the theme.</li> </ul> </li> </ul>	
SONG / RHYME	Lyrics	Actions
	Stories have characters,	<i>Pretend to read a book</i>
	Of many different kinds.	<i>Hold out one hand and then the other</i>
	Scary, mean, funny,	<i>Make a scary face, a mean face, and pretend to laugh</i>
	And ones that know their minds!	<i>Point at your mind</i>
	Stories have conflicts,	<i>Make fists and pretend to fight</i>
	That need to be resolved.	<i>Shake hands with a partner</i>
	Some are small and silly	<i>Use your hands to show something small</i>
	And some are so involved!	<i>Roll your hands around each other</i>
THEME VOCABULARY	character, setting, genre, conflict, resolution	
QUESTION OF THE DAY		
Question	How do you like to choose a story to read?	
Graph	3 COLUMN GRAPH	
Options	by the character / by the setting / by the genre	

Follow-up questions	
<b>Question</b>	<b>How many learners like to choose a story by the character?</b>
Answer	__ learners like to choose a story by the character.
<b>Question</b>	<b>How many learners like to choose a story by the setting?</b>
Answer	__ learners like to choose a story by the setting.
<b>Question</b>	<b>How many learners like to choose a story by the genre?</b>
Answer	__ learners like to choose a story by the genre.
<b>Question</b>	<b>How do most learners like to choose a story to read?</b>
Answer	Most learners like to choose a story by the _____.
<b>Question</b>	<b>How do fewest learners like to choose a story to read?</b>
Answer	Fewest learners like to choose a story by the _____.
<b>Question</b>	<b>How do you like to choose a story to read?</b>
Answer	I like to choose a story by the character.
Answer	I like to choose a story by the setting.
Answer	I like to choose a story by the genre.
<i>Explain</i>	<i>Tell learners that we all have our own ways of choosing what we like to read, and that is okay. Some people like to read about a certain kind of character. Other people only like to read a certain genre, like non-fiction books, or scary stories about murders. Some people are more interested in the setting – they like historical stories, set a long time ago, or they prefer stories about space. We all have the right to chose what we like to read.</i>
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

## WEEK 1: MONDAY / DAY 1: LISTENING

## LISTEN TO...

1. Remind learners of the theme for the cycle.
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **Finding out more about short stories**
4. This week, learners will listen to **an information text**: Why are stories important?
5. **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.
6. **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.
7. **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><b>Why are stories important?</b> Listening to and reading stories can be so much fun. But whilst we are having fun, we are also learning some very important skills from stories!</p>	<p>I <b>visualise</b> a family sitting together, listening to the child tell a story. I <b>visualise</b> that they are having fun!</p>	
<p>Stories can teach us new language. By listening to their parents and grandparents tell them stories, young children learn new language. The same is true for everyone. As we listen to a story, and we hear a new word, we wonder what it means. Often the meaning becomes clear from the context of a story. Or sometimes, we will ask for the meaning of the new word or phrase. Because we heard it in a story, we are more likely to remember the meaning.</p>	<p>I can <b>visualise</b> a child wondering about a word in a story, and then realising what the word means when they see the picture.</p>	<ol style="list-style-type: none"> <li>1. What can stories teach us? <i>New language</i></li> <li>2. How do stories teach us new language? <i>When we hear a new word, we will wonder what it means. Often the meaning becomes clear from the context, or we will ask for the meaning. We are more likely to remember a new word if we learnt it from a story.</i></li> </ol>

<p>Stories can teach us how to solve problems.</p> <p>Most stories have a problem or conflict that needs to be solved.</p> <p>Very often, these problems are similar to some of the problems we experience in our own lives.</p> <p>Stories can give us different ideas about how to resolve conflicts or problems that we encounter.</p>	<p>I <b>visualise</b> someone listening to the story of the ‘Three Little Pigs’, and learning that they must do something properly the first time, just like the pig who built the brick house!</p> <p>I see how stories can help us to solve problems!</p>	<p>3. How can stories teach us how to solve problems?</p> <p><i>Very often the problems in stories are similar to some of our problems. This can give us ideas of how to solve our own problems.</i></p>
<p>Stories help us to develop our memory skills.</p> <p>In order to understand and enjoy a story, we have to remember who the characters are, the details of the setting, and all the events in the story!</p> <p>Sometimes, we have to think really hard to remember all the details.</p> <p>This helps us to develop our memory skills, to make our memories strong and fit!</p>	<p>I <b>visualise</b> my brain working out and getting stronger as I read complex stories, and try to remember all the different parts!</p>	<p>4. How do stories develop our memory skills?</p> <p><i>We have to remember who the characters are, the details of the setting, and all the events in the story.</i></p>
<p>Stories can help us to develop our creativity and imagination!</p> <p>We often hear stories about places we have never been to, or about things that we have never experienced.</p> <p>But we can use our imaginations to try and visualise the place or experience. The more we try to imagine things, the better we become at it.</p> <p>We can also try to imagine what happens next in the story.</p>	<p>Whenever I read a story, I always try to <b>visualise</b> what will happen next.</p> <p>Sometimes, I am really creative and I can come up with three or four ways that the story could go!</p>	<p>5. How do stories help to develop our creativity and imagination?</p> <p><i>We have to imagine places we have never been to. We have to imagine experiences we have never had. We can try to imagine what happens next in the story.</i></p>



<p>So, from now on, if you are given the chance to listen to or to read a story, take it! Remember how many important skills you are developing without even thinking about it!</p>		
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WEEK 1: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week learners will discuss **the information text**: *Why are stories important?*
2. Before class begins, write the conversation frame on the board:

**Conversation frame**

- a. This text was about...
- b. I learnt that...and...
- c. I think the text was written to...
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

Sounds	/fl/ /a-e/ /-ing/												
Activity	<ol style="list-style-type: none"> <li>1. Write the following sounds on the chalkboard: <b>fl, a-e (long A), -ing</b></li> <li>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</li> <li>3. Explain that with this sound (<b>a-e</b>) the two letters are not written together in the word, but that they make one sound (long A).</li> <li>4. Explain that when -ing is added to a word that ends in 'e', the 'e' is dropped. For example: flake – flaking poke – poking</li> <li>5. Write the following words on the chalkboard and sound each word out as follows:             <ol style="list-style-type: none"> <li>a. /fl/ - /i/ - /ck/ = flick</li> <li>b. /b/ - /a-e/ - /k/ = bake</li> <li>c. /m/ - /a-e/ - /k/ - /ing/ = making (drop the e)</li> </ol> </li> <li>6. Ask learners to sound out and read each word after you.</li> </ol>												
Word find	<p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>fl</td> <td>a-e</td> <td>b</td> </tr> <tr> <td>k</td> <td>i</td> <td>o</td> </tr> <tr> <td>ng</td> <td>m</td> <td>p</td> </tr> <tr> <td>ing</td> <td></td> <td></td> </tr> </table> <p><b>MODEL</b></p> <ol style="list-style-type: none"> <li>1. Review all of the sounds on the chalkboard.</li> <li>2. Tell learners to copy the table into their books.</li> </ol>	fl	a-e	b	k	i	o	ng	m	p	ing		
fl	a-e	b											
k	i	o											
ng	m	p											
ing													

	<ol style="list-style-type: none"> <li>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.</li> <li>4. Show learners how to build one or two words, like: <b>flake</b> or <b>mop</b></li> <li>5. Possible words (this is not a complete list): <b>flake, flop, flip, fling, flame, bake, make, ping, mop, king, pong, flaking, baking, making, etc.</b></li> </ol>
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### WEEK 1: TUESDAY / DAY 2: PRE-READING

TITLE	There's a monster in my cupboard
DBE WORKBOOK 2, PAGE	2-3 (and 6)
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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. Remind learners of the theme for this cycle.
2. Remind them of the text that they listened to and discussed in the previous lessons.
3. Explain that you are now going to move on to another text, this time, you are going to **read a short story.**
4. Draw the following table on the chalkboard:

<b>Somebody</b> <i>Who is the main character</i>	<b>Wanted</b> <i>What does the main character want?</i>	<b>But</b> <i>What is the problem or conflict?</i>	<b>So</b> <i>How does the problem get solved?</i>	<b>Then</b> <i>What is the result or outcome?</i>

5. Explain this table to learners by saying the following:
  - Almost all stories have the same basic structure.
  - We can remember this structure by saying this sentence: **Somebody wanted but so then**
  - Explain each word in the sentence:
    - Somebody – Who is the main character?
    - Wanted – What does the main character want?
    - But – What is the problem or conflict?
    - So – How does the problem get solved?
    - Then – What is the result or outcome?
6. Tell learners that as we read this story together, we are going to see if we can answer these questions, and if the story follows this basic structure.
7. Tell learners to copy this table down into their exercise books.
8. Next, ask a learner to read the title: ***There's a monster in my cupboard.***
9. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
10. Instruct the learners to skim the text. Instruct them to **underline** any words they might think are important in telling us what the text is about. *Explain that the ending of this text is separate from the rest of the text – it is on page 6.*
11. Explain that learners should **circle** any new words in the text that they don't know.
12. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
13. Ask learners: Which words did you underline? Why?
14. As learners list the words, make a list on the board. Ask learners to explain why they have chosen to underline certain words.
15. Ask learners: Which words did you circle?
16. As learners list the words, make a list on the board. Help learners to define these words in context.
17. Instruct learners to think about the title, the pictures, and the words they underlined.
18. Ask learners predictive questions:
  - a. What do you think this text is about?
19. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

WEEK 1: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Stories have characters,	<i>Pretend to read a book</i>
	Of many different kinds.	<i>Hold out one hand and then the other</i>
	Scary, mean, funny,	<i>Make a scary face, a mean face, and pretend to laugh</i>
	And ones that know their minds!	<i>Point at your mind</i>
	Stories have conflicts,	<i>Make fists and pretend to fight</i>
	That need to be resolved.	<i>Shake hands with a partner</i>
	Some are small and silly	<i>Use your hands to show something small</i>
	And some are so involved!	<i>Roll your hands around each other</i>
THEME VOCABULARY	develop, language, problem solving, memory, creativity	
<b>QUESTION OF THE DAY</b>		
Question	What do you think is the most important thing that stories develop?	
Graph	4 COLUMN GRAPH	
Options	language / problem solving / memory / creativity	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think language is most important?</b>	
Answer	__ learners think language is most important.	
<b>Question</b>	<b>How many learners think problem solving is most important?</b>	
Answer	__ learners think problem solving is most important.	
<b>Question</b>	<b>How many learners think memory is most important?</b>	
Answer	__ learners think memory is most important.	
<b>Question</b>	<b>How many learners think creativity is most important?</b>	
Answer	__ learners think creativity is most important.	
<b>Question</b>	<b>What do most learners think is most important?</b>	
Answer	Most learners think that ____ is most important.	

<b>Question</b>	<b>What do fewest learners think is most important?</b>
Answer	Fewest learners think that ___ is most important.
<b>Question</b>	<b>What do you think is the most important think that stories develop?</b>
Answer	I think that language is most important.
Answer	I think that problem solving is most important.
Answer	I think that memory is most important.
Answer	I think that creativity is most important.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

WEEK 1: WEDNESDAY / DAY 3: FIRST READ	
TITLE	<i>There's a monster in my cupboard</i>
DBE WORKBOOK 2, PAGE	2-3 (and 6)
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Visualise</b>
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.
<ol style="list-style-type: none"> <li>1. Hand out the DBE workbooks.</li> <li>2. Instruct learners to turn to the story on <b>page 2</b>.</li> <li>3. Allow learners a few minutes to try and read the story on their own, in silence.</li> <li>4. Explain that you will read the story to learners. They must <b>follow along</b> as you read.</li> <li>5. Read the story with fluency and expression to learners.</li> <li>6. Read the <b>Text</b> first, and then say the comment in the <b>First Read</b> column.</li> </ol>	
Text	Think Aloud: First Read
<p>Robert has invited his friend John for a “sleepover”. The two boys enjoy playing on Robert’s Nintendo game.</p> <p>“This is the <b>best</b> computer game!” shrieked Robert. “Come and see the monster attacking me!”</p> <p>“Wow!” John exclaimed. “Where did you get such a scary game? You’d better use all your artillery to attack the monsters or they will destroy you!”</p> <p>“I’ve still got five lives! But this is the <b>most difficult</b> game I’ve ever played. It looks like they’re going to destroy me! Look at this monster with three eyes. He’s vicious!”</p> <p>Robert shouted.</p> <p>“Robert and John,” called Robert’s mother.</p> <p>“Put that Nintendo away and get to bed now!”</p>	<p>I can <b>visualise</b> Robert and John sitting in front of the computer, totally focused on trying to kill the monster!</p>

<p>“Ok, but I just want to destroy this guy first,” Robert called back.</p> <p>“Switch the game off now,” said his mother.</p> <p>“You can carry on playing it tomorrow. Switch off the lights immediately!”</p>	
<p>“Okay Mom,” said Robert as he switched off his light and carried on playing his Nintendo game under the blankets late into the night. John, who was exhausted by now, fell asleep. Eventually the monster won the game and, feeling quite defeated, Robert dropped the Nintendo to the floor and fell asleep.</p>	<p>I can <b>visualise</b> Robert hiding the Nintendo under his sheets in case his mother comes in to check up on him.</p>
<p>Suddenly Robert woke up. What was that noise? Scratch! Bump! Scratch!</p> <p>Robert opened his eyes and pulled the blankets up to his chin. His eyes searched the dark room, trying to see what was making those scary sounds.</p>	<p>I can <b>visualise</b> Robert sitting up suddenly! The room is dark. I can <b>visualise</b> his heart starting to beat fast!</p>
<p>They were coming from his cupboard. The door moved. Something was bumping against the door.</p> <p>“A monster!” Robert whispered. “Who’s there?” He asked, in a shaky voice.</p>	<p>I can <b>visualise</b> Robert watching the cupboard shake. I <b>visualise</b> the expression on his face: his mouth is open wide and he is sweating!</p>
<p>The door began to open. Robert jumped up and slammed the door shut. He pushed a chair against it.</p> <p>“Now I can go back to sleep in peace,” he thought.</p> <p>Just as he climbed back into bed, there was another bump on the door. This time it was an even <b>louder</b> bump.</p>	<p>I <b>visualise</b> Robert running to the cupboard. He is so scared he is trying to move very fast!</p>
<p>Gripped by fear, he ran and woke his friend, John.</p> <p>“John! There’s something in my cupboard! It’s a monster of some kind,” he whispered in a <b>soft</b> voice.</p> <p>“You probably had a <b>bad</b> nightmare. Let me sleep, I’m tired,” replied John.</p> <p>“It wasn’t a dream. I had to lock the door. The cupboard door was opening by itself!”</p>	<p>I <b>visualise</b> Robert shaking John and saying, ‘Wake up! Wake up!’ in a soft and shaking voice. I can <b>visualise</b> John pushing Robert’s arm away.</p>



<p>John scratched around in his backpack and found his torch. He walked towards the cupboard. There was another loud thump. The two boys stood still, too frightened to move.</p> <p>A scratching sound now came from the cupboard.</p> <p>“Do you hear that?” Robert asked.</p> <p>John nodded. They could feel their hearts beating <b>harder</b> and <b>faster</b>.</p> <p>“Who’s there?” John called in a trembling voice</p>	<p>I can <b>visualise</b> John when he finally hears the noise for himself! He turns around, his mouth open, looking terrified!</p>
<p>Robert and John tiptoed to the cupboard. John pulled open the door slightly and Robert shone the torch through the crack. Something was trying to push the door open. Suddenly the torch revealed two yellow eyes.</p>	<p>I can <b>visualise</b> the two glowing yellow eyes! Both the boys must be <b>visualising</b> a terrifying monster, who will come attack them!</p>
<p>The boys began to tremble. They slammed the door shut and leaned against it. The bumping and scratching got louder. John took a deep breath and opened the door again. A creature jumped out and streaked past them.</p> <p>“What’s that? Robert shouted.</p> <p>“It’s a cat!” shrieked John with a laugh.</p>	<p>I can <b>visualise</b> the cat jumping in the air. I can <b>visualise</b> John and Robert screaming. They think it is a monster! But then, they realise it is just a cat. I can <b>visualise</b> them shaking their heads, and covering their eyes. They feel silly for thinking it was a monster! I can <b>visualise</b> their loud laughter!</p>
<b>Follow up questions</b>	<b>Responses</b>
What did John and Robert do before bed?	They played a scary computer game.
Whose two yellow eyes were inside the cupboard?	The yellow eyes really belonged to Robert’s cat!
<b>Why question</b>	<b>Possible responses</b>
Why are John and Robert scared?	<ul style="list-style-type: none"> <li>• Because there are sounds coming from his cupboard.</li> <li>• Because he thinks the sounds are coming from a monster.</li> <li>• Because he doesn’t know what is inside his cupboard! It is scary when we hear something and we don’t know what it is!</li> </ul>

**Introduce the LSC in context**

1. Explain to learners that this cycle, they will be learning about: **Exclamation marks**
2. Point out the following example of this in the text:

“This is the **best** computer game!” shrieked Robert.

3. Introduce this LSC as follows: *An exclamation mark is a punctuation mark that we can use for different reasons. In our example, an exclamation mark is used to show just how excited Robert is about his computer game. We also use exclamation marks to make statements stronger, or to show that someone is saying something very loudly!*

WEEK 1: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>There's a monster in my cupboard</i>
DBE WORKBOOK 2, PAGE	2-3 (and 6)
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Visualise</b>
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.
<ol style="list-style-type: none"> <li>Before the lesson begins, write the <b>follow-up questions</b> on the board: <ol style="list-style-type: none"> <li><i>What did Robert visualise was inside the cupboard?</i></li> <li><i>Pretend it is the middle of the night and you hear noises inside your cupboard, like Robert! What do you visualise is inside?</i></li> <li><i>Why did John and Robert think there was a monster in the cupboard?</i></li> </ol> </li> <li>Read the <b>follow-up questions</b> out loud to learners.</li> <li>Hand out the DBE workbooks.</li> <li>Instruct learners to turn to the story on <b>page 2</b>.</li> <li>Explain that you will read the story to learners. They must <b>follow along</b> with the text as you read.</li> <li>Read the story with fluency and expression to learners.</li> <li>Read the <b>Text</b> first, and then say the comment in the <b>Second Read</b> column.</li> <li>Next, instruct learners to <b>turn and talk</b> with a partner.</li> <li>Instruct learners to take turns <b>reading the story</b> to each other.</li> <li>Tell learners to <b>orally</b> discuss the <b>follow-up questions</b> together.</li> </ol>	
Text	Think Aloud: Second Read
<p>Robert has invited his friend John for a “sleepover”. The two boys enjoy playing on Robert’s Nintendo game.</p> <p>“This is the <b>best</b> computer game!” shrieked Robert. “Come and see the monster attacking me!”</p> <p>“Wow!” John exclaimed. “Where did you get such a scary game? You’d better use all your artillery to attack the monsters or they will destroy you!”</p>	<p>I can <b>visualise</b> the vicious, terrifying, three-eyed monsters!</p>

<p>“I’ve still got five lives! But this is the <b>most difficult</b> game I’ve ever played. It looks like they’re going to destroy me! Look at this monster with three eyes. He’s vicious!”</p> <p>Robert shouted.</p> <p>“Robert and John,” called Robert’s mother.</p> <p>“Put that Nintendo away and get to bed now!”</p> <p>“Ok, but I just want to destroy this guy first,” Robert called back.</p> <p>“Switch the game off now,” said his mother.</p> <p>“You can carry on playing it tomorrow. Switch off the lights immediately!”</p>	
<p>“Okay Mom,” said Robert as he switched off his light and carried on playing his Nintendo game under the blankets late into the night. John, who was exhausted by now, fell asleep. Eventually the monster won the game and, feeling quite defeated, Robert dropped the Nintendo to the floor and fell asleep.</p>	--
<p>Suddenly Robert woke up. What was that noise? Scratch! Bump! Scratch!</p> <p>Robert opened his eyes and pulled the blankets up to his chin. His eyes searched the dark room, trying to see what was making those scary sounds.</p>	Robert has been playing his scary game. I think John is <b>visualising</b> the scary creatures from his Nintendo inside his own cupboard!
<p>They were coming from his cupboard. The door moved. Something was bumping against the door.</p> <p>“A monster!” Robert whispered. “Who’s there?” He asked, in a shaky voice.</p>	I can <b>visualise</b> John sitting alone in the dark. He must be <b>visualising</b> the creatures from his Nintendo coming out of the cupboard to attack him!
<p>The door began to open. Robert jumped up and slammed the door shut. He pushed a chair against it.</p> <p>“Now I can go back to sleep in peace,” he thought.</p> <p>Just as he climbed back into bed, there was another bump on the door. This time it was an even <b>louder</b> bump.</p>	I can <b>visualise</b> John running to the cupboard. He must be thinking that he can’t let the creatures come out of the cupboard!

<p>Gripped by fear, he ran and woke his friend, John.</p> <p>“John! There’s something in my cupboard! It’s a monster of some kind,” he whispered in a <b>soft</b> voice.</p> <p>“You probably had a <b>bad</b> nightmare. Let me sleep, I’m tired,” replied John.</p> <p>“It wasn’t a dream. I had to lock the door. The cupboard door was opening by itself!”</p>	<p>I can <b>visualise</b> Robert feeling annoyed and rolling his eyes when John shakes him awake.</p>
<p>John scratched around in his backpack and found his torch. He walked towards the cupboard. There was another loud thump. The two boys stood still, too frightened to move.</p> <p>A scratching sound now came from the cupboard.</p> <p>“Do you hear that?” Robert asked.</p> <p>John nodded. They could feel their hearts beating <b>harder</b> and <b>faster</b>.</p> <p>“Who’s there?” John called in a trembling voice</p>	<p>Now, John must be <b>visualising</b> scary creatures in the cupboard, just like Robert.</p>
<p>Robert and John tiptoed to the cupboard. John pulled open the door slightly and Robert shone the torch through the crack. Something was trying to push the door open. Suddenly the torch revealed two yellow eyes.</p>	<p>John and Robert don’t know what is in the cupboard, so I think they must be <b>visualising</b> the scary creatures from the video game they played before bed.</p>
<p>The boys began to tremble. They slammed the door shut and leaned against it. The bumping and scratching got louder. John took a deep breath and opened the door again. A creature jumped out and streaked past them.</p> <p>“What’s that? Robert shouted.</p> <p>“It’s a cat!” shrieked John with a laugh.</p>	<p>Oh! Now I can <b>visualise</b> the poor cat stuck in the cupboard, bumping and scratching to get out! I <b>visualise</b> John and Robert laughing at themselves for thinking the little cat was a monster from Nintendo stuck in the cupboard!</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>What did Robert <b>visualise</b> was inside the cupboard?</p>	<p>He <b>visualised</b> a monster inside the cupboard.</p>
<p>Pretend it is the middle of the night and you hear noises inside your cupboard, like Robert! What do you <b>visualise</b> is inside?</p>	<p>I can <b>visualise</b>...(learners must <b>describe</b> what they see / hear!)</p>

Why question	Possible responses
Why did John and Robert think there was a monster in the cupboard?	<ul style="list-style-type: none"> <li>• Because there are sounds coming from the cupboard.</li> <li>• Because they think the sounds are coming from a monster.</li> <li>• Because they think the monsters from the game they played are inside the cupboard.</li> <li>• Because they are visualising the monsters from the scary video game inside the cupboard!</li> <li>• Because they don't know what is inside his cupboard! It is scary when we hear something and we don't know what it is!</li> </ul>

**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 1: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY**

<p><b>Modelling (I DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that this week, we have been working on <b>visualising</b> a text.</li> <li>2. Explain that when we <b>visualise</b>, we try to imagine what is happening in the text, like a movie inside our minds.</li> <li>3. Hand out the DBE workbooks to learners.</li> <li>4. Instruct learners to open to: <b>page 2</b></li> <li>5. Read out loud while learners follow along: <i>Look at this monster with three eyes. He's vicious!</i></li> <li>6. Close your eyes and explain what you visualise is happening in this part of the story, like:             <ol style="list-style-type: none"> <li>a. I <b>visualise</b> monsters on the computer screen.</li> <li>b. I <b>visualise</b> a big scary monster with three eyes in a row.</li> <li>c. I <b>visualise</b> the monster's big, vicious fangs!</li> <li>d. I <b>visualise</b> the monster's loud, vicious growl.</li> </ol> </li> </ol>
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<p><b>Work with learners (WE DO)</b></p>	<ol style="list-style-type: none"> <li>1. Read out loud while learners follow along: <i>Suddenly Robert woke up. What was that noise? Scratch! Bump! Scratch!</i></li> <li>2. Instruct learners to close their eyes, and to <b>visualise</b> what is happening in the story.</li> <li>3. Ask learners: What did you visualise?</li> <li>4. Listen to learners ideas, like: <ol style="list-style-type: none"> <li>a. I <b>visualise</b> Robert sitting up, scared!</li> <li>b. I <b>visualise</b> Robert looking all around the room.</li> <li>c. I <b>visualise</b> the soft scratching and loud bumps coming from the cupboard!</li> <li>d. I <b>visualise</b> Robert trying to lie back down and ignore the noises!</li> </ol> </li> </ol>
<p><b>Pair work (YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Write the following questions on the board: <ol style="list-style-type: none"> <li>a. <i>What did you visualise?</i></li> <li>b. <i>How was your visualisation similar to your partner?</i></li> <li>c. <i>How was your visualisation different from your partner?</i></li> </ol> </li> <li>2. Explain that now, learners will work with a partner to <b>visualise</b>.</li> <li>3. Read out loud while learners follow along: <i>The bumping and scratching got louder. John took a deep breath and opened the door again. A creature jumped out and streaked past them.</i></li> <li>4. Instruct learners to visualise this.</li> <li>5. Then, instruct learners to discuss the questions with their partners.</li> <li>6. After 3-5 minutes, call learners back together.</li> <li>7. Call on 2-3 learners to share their answer to each question.</li> </ol>
<p><b>NOTES</b></p>	<ol style="list-style-type: none"> <li>1. <b>Tell learners to open their exercise books, and copy down the following notes to remind them of what visualisation is:</b> <p><b><u>Visualise</u></b>  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> </li> <li>2. <b>If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).</b></li> </ol>

**WEEK 1: FRIDAY / DAY 5: POST-READING**

TITLE	<i>There's a monster in my cupboard</i>
DBE WORKBOOK 2, PAGE	2-3 (and 6)
ACTIVITY	FILLING IN TABLE
COMPREHENSION STRATEGY	<b>Summarise</b>
PURPOSE	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.

**POST-READING**

1. Explain that today we will be **summarising the main point/s** of the text. *This means that we will think about the most important parts of the text.*
2. Explain that we will do this in a different way – we will create a summary using the table that we spoke about in our pre-read.
3. *Draw the table on the board once again.*

<b>Somebody</b> <i>Who is the main character</i>	<b>Wanted</b> <i>What does the main character want?</i>	<b>But</b> <i>What is the problem or conflict?</i>	<b>So</b> <i>How does the problem get solved?</i>	<b>Then</b> <i>What is the result or outcome?</i>

4. Instruct learners to use the table to create a summary. They may work in pairs for this activity.
5. Give learners 15 minutes to try and complete the summary.
6. As learners work in pairs, walk around the class and give assistance where required.
7. After 15 minutes, call the class back together.
8. Call on different pairs to answer each part of the summary.
9. Come up with a class summary, like:



<b>Somebody</b> <i>Who is the main character</i>	<b>Wanted</b> <i>What does the main character want?</i>	<b>But</b> <i>What is the problem or conflict?</i>	<b>So</b> <i>How does the problem get solved?</i>	<b>Then</b> <i>What is the result or outcome?</i>
Robert	He wants to keep playing a monster game on Nintendo after bedtime. He plays for a long time and then falls asleep.	A scary noise wakes Robert up. He thinks there is a monster in his cupboard.	Robert wakes John up, and they go and look for the monster.	The scary noise was made by the cat who was locked in the cupboard!

10. Ask learners if they agree that the story used the same basic structure: '*Somebody wanted but so then*'?
11. Tell learners that knowing this structure can help them to understand a story that they are reading. It can also help them to write a good story.

WEEK 1 FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
<b>Report</b>	To inform, educate and enlighten the reader on a topic, situation or event.	<ul style="list-style-type: none"> <li>• Give a succinct title and add clear sub-titles.</li> <li>• Start with an introduction (background, purpose and scope)</li> <li>• Follow with the body (information / facts)</li> <li>• End with a conclusion (evaluations, reason, example)</li> </ul>	<ul style="list-style-type: none"> <li>• Write in paragraphs with sub-headings</li> <li>• Use clear and concise language</li> <li>• Use present tense</li> <li>• Use factual descriptions</li> <li>• Use technical words</li> </ul>
INTRODUCE THE GENRE	<ol style="list-style-type: none"> <li>1. Explain that this cycle, learners will <b>do their own research</b> and then write a <b>report</b>.</li> <li>2. Explain that research means to <b>find out more about a topic</b> by <b>reading about it</b>, by <b>speaking to people</b>, and by <b>watching videos</b> on the topic.</li> <li>3. Tell learners that once they have done their research, they will write the information that they find in the form of a <b>report</b>.</li> <li>4. Give learners some idea of what they are going to do, by writing the sample text on the board, and showing it to them.</li> </ol>		
READ THE SAMPLE TEXT	<p><b>Report Title: Children and games</b></p> <ol style="list-style-type: none"> <li>1. <b><u>Introduction</u></b> This report is about the games that children play. The report was researched by: <ul style="list-style-type: none"> <li>• Watching children to see the games that they like to play</li> <li>• Reading about different games</li> </ul> </li> <li>2. <b><u>Body</u></b> <u>The games children play</u> Children aged 10 – 12 years were watched for a week in the school holidays. They played soccer, basketball, touchers and skipping.</li> </ol>		

	<p><u>Readings</u></p> <p>The texts state that by playing games children learn to work together, to communicate and to solve problems. The texts also say that games make children stronger, fitter and happier.</p> <p>3. <b>Conclusion</b></p> <p>An evaluation can be made that playing games is good for children, because they learn skills and become happier and healthier.</p> <p><u>An example of a game is touchers:</u></p> <ul style="list-style-type: none"> <li>• One child is 'on'</li> <li>• The other children run away from him</li> <li>• He runs and tries to touch another child</li> <li>• When he touches someone, he shouts 'I touched you! You are on!'</li> <li>• The other child is then on and must try to touch someone else</li> </ul>
DISCUSS	<ol style="list-style-type: none"> <li>1. What is the title?</li> <li>2. What is the first heading?</li> <li>3. What information is given under the first heading?</li> <li>4. What is the second heading?</li> <li>5. There are two sub-headings. What are they?</li> <li>6. What information is given here?</li> <li>7. What is the third heading?</li> <li>8. What information is given here?</li> <li>9. Do you think the report does its job, and tells the reader about children and games?</li> <li>10. Does the report give an evaluation about games?</li> <li>11. What evaluation is made?</li> </ol>
NOTES	<p><b>Tell learners to open their exercise books, and to write down these notes to remind them of how to write a report:</b></p> <p><b>Report</b></p> <p>In a report we must write:</p> <ul style="list-style-type: none"> <li>• The title</li> <li>• Heading 1: Introduction       <ol style="list-style-type: none"> <li>a. This must say what the report is about</li> <li>b. It must say how the research will be done</li> </ol> </li> <li>• Heading 2: Body       <ol style="list-style-type: none"> <li>a. This must share the information that was found out</li> <li>b. It must be written under different sub-headings</li> </ol> </li> <li>• Heading 3: Conclusion       <ol style="list-style-type: none"> <li>a. This must give an evaluation</li> <li>b. It can include an example</li> </ol> </li> </ul>



# GRADE 5 - TERM 3



**THEME:**  
**FINDING OUT MORE ABOUT SHORT STORIES**

'A short story must have a single mood and every sentence must build towards it.'

Edgar Allen Poe

## TERM 3: WEEK 2

## OVERVIEW

THEME	<b>Finding out more about short stories</b>
THEME VOCABULARY	character, setting, genre, conflict, resolution, develop, language, problem solving, memory, creativity, research, interview, expert, videos, articles, plot, events, interesting, exciting, clear
LSC	Exclamation marks
COMPREHENSION STRATEGY	<b>Visualise</b>
WRITING GENRE	Report, short story
WRITING TOPIC	Write a report on the literature genre of short stories Write a short story

WEEK 2: MONDAY / DAY 1: PLANNING					
TOPIC	Write a report on the literature genre of short stories Write a short story				
GENRE	<b>Report, short story</b>				
PLANNING STRATEGY	<b>List Table</b>				
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Show learners that you <b>think before you write</b>.</li> <li>3. Orally share some of your ideas about how to address the writing topic, like: <p style="text-align: center;"><i>I will write a report to share what I find out about short stories. I will write about the structure of short stories. I will write why stories are important. And I will write an example short story.</i></p> </li> <li>4. Have the planning frame written on one side of the chalkboard.</li> <li>5. Explain that we will do two planning activities. <ol style="list-style-type: none"> <li>a. For the report, we will plan by answering questions.</li> <li>b. For the short story, we will also plan by filling in the table.</li> </ol> </li> <li>6. Show learners how you plan by answering the questions for the report, and for the short story.</li> <li>7. Do this on the board.</li> </ol>				
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**Planning Part 2: Short story**

<b>Somebody</b> <i>Who is the main character?</i>	<b>Wanted</b> <i>What does the main character want?</i>	<b>But</b> <i>What is the problem or conflict?</i>	<b>So</b> <i>How does the problem get solved?</i>	<b>Then</b> <i>What is the result or outcome?</i>
A girl named Jane	Jane wants to play by the river on her own	There has been a storm and the river is full. Jane falls in and is swept away.	A fisherman sees Jane and jumps in the river to save her.	He takes Jane home. She has learnt her lesson and will not play at the river again.

LEARNERS USE THE PLANNING STRATEGY (YOU DO)

**Report**

1. Tell learners that the information text that they listened to is in the Reading Worksheets for Weeks 1&2 to help them write their reports. It is titled: Research Text
2. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their report.
3. **Hand out exercise books.**
4. Tell learners to make their plans in their exercise books.
5. As learners work, walk around the room and hold mini-conferences.

**Short story**

1. Tell learners that for the last part of their report, they are going to write an example short story, using the planning table.
2. Show learners the planning table on the chalkboard, and tell them to use this table to plan their short story.
3. Tell learners to complete their plans in their exercise books.
4. As learners work, walk around the room and hold mini-conferences.



## Planning Part 1 : Report

1. The purpose of this report is to find out more about short stories.
2. I will research by listening to and reading a text about short stories.
3. The basic structure of a short story is :
  - a) Who is the main character?
  - b) What does the character want?
  - c) What is problem?
  - d) How is problem solved?
  - e) What is the outcome?
4. Stories are important because:
  - a) # language
  - b) problem solving
  - c) creativity
  - d) memory
5. My evaluation is that I think stories are important because they teach us many things.

Planning Part 2 : Short story

Somebody	wanted	but	so	then
A girl named Jane	to play by river on her own	river was full, Jane fell in and is swept away	fisherman jumps in and saves Jane	she learnt lesson, will not go to river on her own

**WEEK 2: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING**

**GROUP GUIDED READING**

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	<b>Lyrics</b>	<b>Actions</b>
	Stories have characters,	<i>Pretend to read a book</i>
	Of many different kinds.	<i>Hold out one hand and then the other</i>
	Scary, mean, funny,	<i>Make a scary face, a mean face, and pretend to laugh</i>
	And ones that know their minds!	<i>Point at your mind</i>
	Stories have conflicts,	<i>Make fists and pretend to fight</i>
	That need to be resolved.	<i>Shake hands with a partner</i>
	Some are small and silly	<i>Use your hands to show something small</i>
	And some are so involved!	<i>Roll your hands around each other</i>
THEME VOCABULARY	research, interview, expert, videos, articles	
<b>QUESTION OF THE DAY</b>		
Question	What do you think is the best way to research something?	
Graph	3 COLUMN GRAPH	
Options	interview an expert / read articles / watch videos on the internet	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think the best way is to interview an expert?</b>	
Answer	__ learners think the best way is to interview an expert.	
<b>Question</b>	<b>How many learners think the best way is to read articles?</b>	
Answer	__ learners think the best way is to read articles.	
<b>Question</b>	<b>How many learners think the best way is to watch videos on the internet?</b>	
Answer	__ learners think the best way is to watch videos on the internet.	
<b>Question</b>	<b>What do most learners think is the best way to research something?</b>	
Answer	Most learners think the best way to research something is to __.	
<b>Question</b>	<b>What do fewest learners think is the best way to research something?</b>	
Answer	Fewest learners think the best way to research something is to __.	

<b>Question</b>	<b>What do you think is the best way to research something?</b>
Answer	I think the best way is to interview an expert.
Answer	I think the best way is to read articles.
Answer	I think the best way is to watch videos on the internet.
EXPLAIN	Explain that to do proper research, different methods should be used. Then, the researcher should compare what they find to see if the answers are the same or different.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

<b>WEEK 2: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING</b>	
<b>GROUP GUIDED READING</b>	
Call a same-ability reading group to work with you.	
<b>INDEPENDENT OR PAIRED READING</b>	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 2: WEDNESDAY / DAY 3: LSC AND DRAFTING	
LSC	Exclamation marks
LSC MODELLING (I DO)	<ol style="list-style-type: none"> <li>1. Explain that today, we will learn more about using <b>exclamation marks</b>.</li> <li>2. Explain that we use exclamation marks for a few different reasons:               <ol style="list-style-type: none"> <li>a. To show strong emotions (like if someone is very scared or surprised!)</li> <li>b. To show that someone is speaking loudly or shouting.</li> <li>c. To make statements stronger.</li> </ol> </li> <li>3. Model a sentence for each of these reasons, like:               <ol style="list-style-type: none"> <li>a. I am going on an airplane for the first time ever! (Shows excitement!)</li> <li>b. 'Watch out for that car!'</li> <li>c. He really did well on that exam!</li> </ol> </li> <li>4. Explain that we don't want to overuse punctuation marks in our writing. When we use them too much, they begin to lose their meaning.</li> <li>5. Explain that in our writing this week, we will be thinking about a time we felt terrified. Terrified is a strong emotion. When we describe being terrified, it is a good time to use exclamation marks.</li> </ol>
LSC Ask learners for help (WE DO)	<ol style="list-style-type: none"> <li>1. Ask learners: What are some sentences that show strong emotions?</li> <li>2. Brainstorm a few examples together with learners, like:               <ol style="list-style-type: none"> <li>a. I hate eating spinach!</li> <li>b. I was so angry I cried!</li> <li>c. Yay! It is my birthday!</li> </ol> </li> <li>3. Ask learners: What are some sentences where someone is speaking loudly or shouting?</li> <li>4. Brainstorm a few examples together with learners, like:               <ol style="list-style-type: none"> <li>a. 'Come here right now!' she said.</li> <li>b. I won! I won!</li> <li>c. 'Call the police right now!'</li> </ol> </li> <li>5. Ask learners: What are some statements we want to make stronger?</li> <li>6. Brainstorm a few examples together with learners, like:               <ol style="list-style-type: none"> <li>a. 'I love you!'</li> <li>b. I'm not hungry!</li> <li>c. She played netball so well today!</li> </ol> </li> </ol>

<p>LSC Pair work <b>(YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that now, learners will think about how they can use exclamation marks in their own essays today.</li> <li>2. <b>Hand out learners' exercise books.</b></li> <li>3. Give learners 2-3 minutes to brainstorm <b>exclamations</b> on their own. They should write their ideas down!</li> <li>4. Then, call learners back together. Call on random learners to read an exclamation they have written down, like:             <ol style="list-style-type: none"> <li>a. I was terrified!</li> <li>b. I shouted, 'Come here quickly!'</li> <li>c. I ran out of the house as fast as I could!</li> </ol> </li> <li>5. Explain that as learners draft, they must use at last one sentence with an exclamation mark in their own writing.</li> </ol>					
<p><b>TOPIC</b></p>	<p>Write a report on the literature genre of short stories Write a short story</p>					
<p>PLANS</p>	<p>Before class begins, rewrite the planning frames on the board:</p> <table border="1" data-bbox="510 877 1494 1733"> <thead> <tr> <th data-bbox="510 877 1006 947"> <p><b><u>Planning Part 1: Report</u></b></p> </th> <th data-bbox="1006 877 1494 947"> <p><b><u>Planning Part 1: Report</u></b></p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="510 947 1006 1733"> <ol style="list-style-type: none"> <li>1. What is the purpose of the report?</li> <li>2. How will you research the topic?</li> <li>3. What is the basic structure of a short story?</li> <li>4. Explain why stories are important.</li> <li>5. Make an evaluation about stories. Is it important for children to listen to and read stories? Why?</li> </ol> </td> <td data-bbox="1006 947 1494 1733"> <ol style="list-style-type: none"> <li>1. The purpose of the report is to find out more about short stories.</li> <li>2. I will research the topic by listening to and reading a text about short stories.</li> <li>3. The basic structure of a short story is:</li> <li>4. Stories are important because:               <ol style="list-style-type: none"> <li>a. Xx</li> <li>b. Xx</li> <li>c. Xx</li> <li>d. Xx</li> </ol> </li> <li>5. My evaluation is that I think it is / is not important for children to listen to and read stories because...</li> </ol> </td> </tr> </tbody> </table>		<p><b><u>Planning Part 1: Report</u></b></p>	<p><b><u>Planning Part 1: Report</u></b></p>	<ol style="list-style-type: none"> <li>1. What is the purpose of the report?</li> <li>2. How will you research the topic?</li> <li>3. What is the basic structure of a short story?</li> <li>4. Explain why stories are important.</li> <li>5. Make an evaluation about stories. Is it important for children to listen to and read stories? Why?</li> </ol>	<ol style="list-style-type: none"> <li>1. The purpose of the report is to find out more about short stories.</li> <li>2. I will research the topic by listening to and reading a text about short stories.</li> <li>3. The basic structure of a short story is:</li> <li>4. Stories are important because:               <ol style="list-style-type: none"> <li>a. Xx</li> <li>b. Xx</li> <li>c. Xx</li> <li>d. Xx</li> </ol> </li> <li>5. My evaluation is that I think it is / is not important for children to listen to and read stories because...</li> </ol>
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<b>Planning Part 2: Short story</b>				
<b>Somebody</b> <i>Who is the main character?</i>	<b>Wanted</b> <i>What does the main character want?</i>	<b>But</b> <i>What is the problem or conflict?</i>	<b>So</b> <i>How does the problem get solved?</i>	<b>Then</b> <i>What is the result or outcome?</i>
A girl named Jane	Jane wants to play by the river on her own	There has been a storm and the river is full. Jane falls in and is swept away.	A fisherman sees Jane and jumps in the river to save her.	He takes Jane home. She has learnt her lesson and will not play at the river again.
<b>WRITING FRAME</b>	<ol style="list-style-type: none"> <li>1. Explain that learners that <b>for their report</b>, they must turn each point in their plan into a sentence.</li> <li>2. Remind learners that in a paragraph, we do not start every sentence on a new line – the sentences continue one after the other.</li> <li>3. Write the following frame on the chalkboard, and explain it to learners:</li> </ol> <p><b><u>A report on the literature genre of short stories</u></b></p> <p><b><u>Introduction</u></b> <i>Points 1-2</i></p> <ol style="list-style-type: none"> <li>1. The purpose of this <u>report</u> is to...</li> <li>2. The research was done by...</li> </ol> <p><b><u>Body</u></b> <b><u>The basic structure of short stories</u></b> The basic structure of a short story is:</p> <ul style="list-style-type: none"> <li>• Xx</li> <li>• Xx</li> <li>• Xx</li> <li>• Xx</li> <li>• Xx</li> </ul>			

	<p><u>The importance of short stories</u> Short stories are important because:</p> <ul style="list-style-type: none"> <li>• Xx</li> <li>• Xx</li> <li>• Xx</li> <li>• Xx</li> </ul> <p><b><u>Conclusion</u></b> My evaluation is that I think it is / is not important for children to listen to and read stories because...</p> <p>Here is an example of a short story: <i>(Write your short story and insert it here)</i></p> <p><b><u>Title: x</u></b></p> <p><u>Paragraph 1</u> <i>Who is the main character? What do they want?</i></p> <p><u>Paragraph 2</u> <i>What is the problem or conflict? How is it solved?</i></p> <p><u>Paragraph 3</u> <i>What is the outcome?</i></p>
DRAFT	<ol style="list-style-type: none"> <li>1. Hand out learners’ exercise books.</li> <li>2. Settle learners so you have their attention.</li> </ol> <p><b>Report</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that they will write a report using the frame.</li> <li>2. Instruct learners to write the date and heading: <b>Report: Draft</b></li> <li>3. Instruct learners to find their plan from Monday and think about their ideas.</li> <li>4. Instruct learners to complete the writing frame using their plans.</li> <li>5. Remind learners of the strategies they can use to help them.</li> <li>6. Remind learners that they can use the RESEARCH TEXT to help them.</li> </ol> <p><b>Short story</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that they will must also write an example short story.</li> <li>2. Instruct learners to write the date and heading: <b>Short story: Draft</b></li> <li>3. Instruct learners to find their plan from Monday and think about their ideas.</li> <li>4. Instruct learners to complete the draft using their plans.</li> <li>5. As learners write, walk around the classroom and help learners who are struggling.</li> </ol>



	<i>Note: Because the report makes up part of the Term 3 research assessment, allow learners to work on this during the Group Guided Reading lessons.</i>
HOMEWORK	Learners must work on their drafts.

## Draft: A report on the literature genre of short stories

### Introduction

1. The purpose of this report is to find out about short stories.
2. The research was done by listening to my teacher, and by reading a text on stories.

### Body

#### The basic structure of short stories

The basic structure of a short story is:

- a. Who is the main character?
- b. What does the character want?
- c. What is the problem?
- d. How is it solved?
- e. What is outcome?

#### The importance of short stories

Short stories are important because:

- a) We learn new language
- b) We see how to solve problems
- c) We develop our creativity
- d) We build memory skills

### Conclusion

My evaluation is stories are important because they teach us many things.

Short Story: DraftTitle: Jan learns a lessonParagraph 1

Jane was a 10 year old girl. She wanted to go and play at the river by herself.

Paragraph 2

There was a storm and the river was full. Jane fell in and went under the water. A fisherman saw Jane and pulled her out.

Paragraph 3

Jane learnt a lesson. She will not go to the river on her own.

**WEEK 2: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING****GROUP GUIDED READING**

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	<b>Lyrics</b>	<b>Actions</b>
	Stories have characters,	<i>Pretend to read a book</i>
	Of many different kinds.	<i>Hold out one hand and then the other</i>
	Scary, mean, funny,	<i>Make a scary face, a mean face, and pretend to laugh</i>
	And ones that know their minds!	<i>Point at your mind</i>
	Stories have conflicts,	<i>Make fists and pretend to fight</i>
	That need to be resolved.	<i>Shake hands with a partner</i>
	Some are small and silly	<i>Use your hands to show something small</i>
And some are so involved!	<i>Roll your hands around each other</i>	
THEME VOCABULARY	plot, events, interesting, exciting, clear	
<b>QUESTION OF THE DAY</b>		
Question	What do you think makes a good short story?	
Graph	4 COLUMN GRAPH	
Options	interesting main character / good plot / exciting events / clear resolution	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think an interesting main character makes a good short story?</b>	
Answer	__ learners think an interesting character makes a good short story.	
<b>Question</b>	<b>How many learners think a good plot makes a good short story?</b>	
Answer	__ learners think a good plot makes a good short story.	
<b>Question</b>	<b>How many learners think exciting events make a good short story?</b>	
Answer	__ learners think exciting events make a good short story.	
<b>Question</b>	<b>How many learners think a clear resolution makes a good short story?</b>	
Answer	__ learners think a clear resolution makes a good short story.	

<b>Question</b>	<b>What do most learners think makes a good short story?</b>
Answer	Most learners think ___ makes a good short story.
<b>Question</b>	<b>What do fewest learners think makes a good short story?</b>
Answer	Fewest learners think ___ makes a good short story.
<b>Question</b>	<b>What do you think makes a good short story?</b>
Answer	I think an interesting main character makes a good short story.
Answer	I think a good plot makes a good short story.
Answer	I think exciting events make a good short story.
Answer	I think a clear resolution makes a good short story.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

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

**GROUP GUIDED READING**

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	
EDITING CHECKLIST <i>(Write this on the board <b>before</b> class begins)</i>	<p><b>Report</b></p> <ol style="list-style-type: none"> <li>1. Did I use the proper format for my report?</li> <li>2. Did I spell all words correctly?</li> <li>3. Does every sentence start with a capital letter?</li> <li>4. Does every sentence end with a full stop?</li> <li>5. Did I use some technical terms?</li> <li>6. Did I make an evaluation?</li> <li>7. Does my report make sense?</li> </ol> <p><b>Short story</b></p> <ol style="list-style-type: none"> <li>1. Did I answer the five questions in the planning table?</li> <li>2. Is the spelling correct?</li> <li>3. Is the punctuation correct?</li> <li>4. Does my story make sense?</li> </ol>
EDIT	<ol style="list-style-type: none"> <li>1. Instruct learners to open their exercise books to the completed draft.</li> <li>2. Write the editing checklists on the board.</li> <li>3. Instruct learners to read their own writing.</li> <li>4. Instruct learners to make sure the answer to each of these questions is yes.</li> <li>5. Instruct learners to fix any mistakes they find.</li> <li>6. Instruct learners to add any sentences or details that will help their report sound more interesting.</li> <li>7. Explain that learners may begin to publish when they are finished editing.</li> </ol>
PUBLISH	<ol style="list-style-type: none"> <li>1. Instruct learners to read through their corrections.</li> <li>2. Instruct learners to rewrite their report and short story, correcting any mistakes.</li> <li>3. Instruct learners to rewrite the report under the heading: <b>A report on the literature genre of short stories</b></li> </ol>
SHARE	<ol style="list-style-type: none"> <li>1. Tell learners that every learner will present their report and short story orally.</li> <li>2. Explain that this is part of the research assessment.</li> <li>3. Call a few learners during every group guided reading lessons to present to you.</li> <li>4. This can continue into Term 4 – the assessment result must be recorded for Term 4.</li> </ol>
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

## A research report: The literature genre of short stories

### Introduction

The purpose of this report is to find out more about short stories. The research was done by listening to my teacher and by reading a text on short stories.

### Body

#### The basic structure of short stories

The basic structure of a short story is:

- a) Who is the main character?
- b) What does the character want?
- c) What is the problem or conflict?
- d) How is the problem solved?
- e) What is the outcome?

#### The importance of short stories

Short stories are important because:

- a) We learn new language
- b) We see how to solve problems
- c) We develop our creativity
- d) We build memory skills

### Conclusion

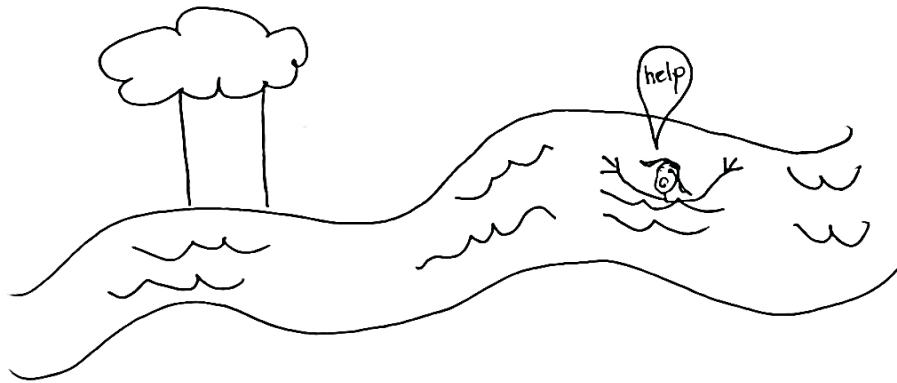
My evaluation is that short stories are important because they teach us many things.

## Jane learns a lesson

Jane was a 10 year old girl. She wanted to go and play at the river by herself.

There was a big storm and the river was full. Jane fell in and was swept away. Luckily, a fisherman saw Jane and pulled her out.

Jane learnt a lesson. She will not go to the river on her own.



### WEEK 2: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING

#### GROUP GUIDED READING

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



**GRADE 5 - TERM 3**

**WEEK**  
**3**

**THEME:**  
**INCREDIBLE INSECTS**

'When spider webs unite, they can tie up a lion.'  
- African Proverb

TERM 3: WEEK 3	
OVERVIEW	
THEME	<b>Incredible Insects</b>
THEME VOCABULARY	react, sting / stung, painful, allergic, disturb, convince, fact, opinion, edible, nutritious
LSC	Simple present tense (universal statements)
COMPREHENSION STRATEGY	<b>Make evaluations</b>
WRITING GENRE	Poster
WRITING TOPIC	Make a poster about an insect of your choice. Remember: this poster is meant to educate (teach) someone about the insect you have chosen AND make them want to learn more about insects!
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>4. Try to find some reading material for your theme table, for example: a book about insects.</li> <li>5. Try to find some pictures of different kinds of insects.</li> <li>6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.</li> </ol>

WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
INTRODUCE THE THEME		
PICTURE	<ol style="list-style-type: none"> <li>1. Tell learners to turn to DBE Workbook 1 page 22</li> <li>2. Instruct learners to look at the title, headings and pictures in the text</li> </ol>	
INTRODUCE THE THEME	<ol style="list-style-type: none"> <li>1. Tell learners the title of the theme.</li> <li>2. Activate learners' background knowledge about the theme.</li> <li>3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.</li> <li>4. Fill in the first part of the K-W-L chart.</li> </ol>	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Slimy worms and stinging bees	<i>Wiggle your arm, then pinch your arm</i>
	Crunchy crickets and spiders in trees!	<i>Make crunchy movements, then point up</i>
	They can be scary, they can bite	<i>Make a scary face, then pretend to bite</i>
	Leave them alone, and they are alright!	<i>Shake your head, hold your thumbs up</i>
THEME VOCABULARY	react, sting / stung, painful, allergic, disturb	
QUESTION OF THE DAY		
Question	Which do you predict would be more painful?	
Graph	3 COLUMN GRAPH	
Options	a bee sting / a spider bite / a red ant bite	
Follow-up questions		
<b>Question</b>	<b>How many learners predict that a bee sting would be more painful?</b>	
Answer	__ learners predict that a bee sting would be more painful.	
<b>Question</b>	<b>How many learners predict that a spider bite would be more painful?</b>	
Answer	__ learners predict that a spider bite would be more painful.	
<b>Question</b>	<b>How many learners predict that a red ant bite would be more painful?</b>	
Answer	__ learners predict that a red ant bite would be more painful.	
<b>Question</b>	<b>Which do most learners predict would be most painful?</b>	
Answer	Most learners predict that __ would be more painful.	

<b>Question</b>	<b>Which do fewest learners predict would be more painful?</b>
Answer	Fewest learners predict that __ would be more painful.
<b>Question</b>	<b>Which do you predict would be more painful?</b>
Answer	I predict that a bee sting would be more painful.
Answer	I predict that a spider bite would be more painful.
Answer	I predict that a red ant bite would be more painful.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>Learners must complete their dictionary entries.</li> <li>Learners must learn the theme vocabulary.</li> </ol>

**WEEK 3: MONDAY / DAY 1: LISTENING**

**LISTEN TO...**

- Remind learners of the theme for the cycle.
- Explain that now, you are going to read a text to the learners.
- Explain that this text is linked to the theme: **Incredible insects**
- This week, learners will listen to a story: **A Bee in the Classroom**
- 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.
- 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.
- 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
It was a hot summer’s day, and the Grade 5 class was finding it difficult to concentrate. Thabo, the naughtiest boy in the class, was hiding behind his book and taking big sips of his sweet, sticky fruit juice.	I make the <b>evaluation</b> that Thabo is not a good listener! I say this because he is drinking behind his book. He is trying to hide his juice from the teacher, because he knows he must not bring juice to class!	<ol style="list-style-type: none"> <li>Who is the main character in this story? (<i>Thabo.</i>)</li> <li>How do we know that Thabo isn’t allowed to drink juice in class? (<i>Because he is hiding behind his book.</i>)</li> </ol>

		<p>3. How can we make the <b>evaluation</b> that Thabo is naughty? (<i>Because he is hiding behind his book to drink juice – he is hiding so that he can break the rule!</i>)</p>
<p>Suddenly, Thabo heard a buzzing sound. He looked up and saw a bee flying near his head. Thabo immediately jumped up and started waving his arms, ‘A bee, a bee!’ shouted Thabo. Mrs Mavimbela spoke loudly, ‘Everyone stay still! Try not to disturb the bee.’ Everybody in the class listened, except for Thabo, who continued to wave his arms around and scream!</p>	<p>Here is more evidence that Thabo is not a good listener! Mrs Mavimbela tells everyone to calm down, but Thabo continues to wave his arms and shout!</p>	<p>1. What did Thabo see near his head? (<i>A bee.</i>)</p> <p>2. What did Thabo do to disturb the bee? (<i>He waved his arms and screamed.</i>)</p> <p>3. How can we make the <b>evaluation</b> that Thabo is not a good listener? (<i>Because Mrs Mavimbela told everyone to stay still. All the other learners listened to her, except Thabo.</i>)</p>
<p>The bee did not like the way Thabo was reacting, and it stung him on his hand. Thabo let out a yelp because of the pain. Mrs Mavimbela ran to Thabo and told him to sit down. She quickly used her fingernail to take the sting out of Thabo’s hand. Thabo had a small red bump where the bee had stung him.</p>	<p>I make the <b>evaluation</b> that Mrs Mavimbela has dealt with bee stings before, because she knows just what to do! She knows to remove the stinger from Thabo’s hand.</p>	<p>1. Where did the bee sting Thabo? (<i>It stung him on his hand.</i>)</p> <p>2. Why did Thabo yelp? (<i>Because the sting was painful.</i>)</p>
<p>Mrs Mavimbela shook her head, ‘You are very lucky that you are not allergic to bees, Thabo. If you were allergic, we would have had to rush you to hospital.’ Thabo nodded his head, ‘Yes, ma’am. It’s still very painful though.’</p>	<p>--</p>	<p>1. Why is Thabo very lucky? (<i>He is lucky that he is not allergic to bees. / He is lucky that he doesn’t need to go to the hospital.</i>)</p>

<p>Mrs Mavimbela told Thabo to go to the office and ask for an ice-pack to put on his hand. Then, Mrs Mavimbela used a dustpan to throw the dead bee outside. She explained that after a bee has used its sting, it dies. She also explained that it is important to remove the dead bee, because when a bee dies, it releases a chemical that warns other bees that they are in danger.</p>	<p>This is more evidence that Mrs Mavimbela has dealt with bee stings before! She knows to remove to remove the dead bee so more bees do not come!</p>	<ol style="list-style-type: none"> <li>1. Where did Mrs Mavimbela tell Thabo to go? <i>(To the office.)</i></li> <li>2. Why must Thabo go to the office? <i>(To get an ice-pack for his hand.)</i></li> <li>3. What evidence do we have that Mrs Mavimbela has experience dealing with bee stings? <i>(She knows to remove the stinger from Thabo’s hand. / She knows that she must put the dead bee outside the classroom.)</i></li> </ol>
<p>Mrs Mavimbela spotted Thabo’s sweet fruit juice and shook her head, ‘Class, bees like sweet things like fruit juice. No wonder there was a bee in the class.’</p>	<p>I make the <b>evaluation</b> that there aren’t normally bees in the classroom. I have evidence. First, the children didn’t know what to do when they saw the bee. Now, Mrs Mavimbela says it is the juice that brought the bee.</p>	<ol style="list-style-type: none"> <li>1. Why did Mrs Mavimbela shake her head? <i>(Because she saw Thabo’s fruit juice. / Because she knew that the fruit juice made the bee come into the classroom.)</i></li> </ol>
<p>Mrs Mavimbela took the juice away from Thabo and threw it into an outside bin. When Thabo returned to class, looking very sorry for himself, Mrs Mavimbela sighed, ‘Thabo. You have detention on Friday afternoon. I hope that your hand feels okay so that you can pick up litter. Don’t ever bring juice into my class again. You attracted the bee to our space.’</p>	<p>I make the <b>evaluation</b> that Mrs Mavimbela is upset with Thabo, because she assigns him detention.</p>	<ol style="list-style-type: none"> <li>1. When will Thabo have detention? <i>(On Friday afternoon.)</i></li> <li>2. What will Thabo do in detention? <i>(He will pick up litter.)</i></li> <li>3. Why did Mrs Mavimbela give Thabo detention? <i>(Because he brought juice to the class. / Because the sweet juice attracted the bee and put the class in danger.)</i></li> </ol>

## WEEK 3: TUESDAY / DAY 2: SPEAKING

## DISCUSS...

1. This week, learners will discuss a story: **A Bee in the Classroom**
2. Before class begins, write the following conversation frame on the board:
  - a. In this story...
    - a. I make the **evaluation** that...because... (*Learners must make an evaluation. They must give an opinion about something in the text and then use evidence from the text to support their opinion.*)
    - b. I think this story is...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

Sounds	/nk/ /i - e/									
Activity	<ol style="list-style-type: none"> <li>1. Write the following sounds on the chalkboard: <b>nk</b> and <b>i - e (long i)</b></li> <li>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</li> <li>3. Explain that with this sound (i-e) the two letters are not written together in the word, but that they make one sound (long I).</li> <li>4. Write the following words on the chalkboard and sound each word out as follows:            /bl/ - /a/ - /nk/ = blank            /k/ - /i - e/ - /t/ = kite</li> <li>5. Ask learners to sound out and read each word after you.</li> </ol>									
Word find	<p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>nk</td> <td>i - e</td> <td>bl</td> </tr> <tr> <td>a</td> <td>b</td> <td>k</td> </tr> <tr> <td>s</td> <td>t</td> <td>a - e</td> </tr> </table> <p><b>MODEL</b></p> <ol style="list-style-type: none"> <li>1. Review all of the sounds on the chalkboard.</li> <li>2. Tell learners to copy the table into their books.</li> <li>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.</li> <li>4. Show learners how to build one or two words, like: <b>blink</b> or <b>sat</b></li> <li>5. Possible words (this is not a complete list): <b>blink, site, kite, kites, tank, blank, base, sank, etc.</b></li> </ol>	nk	i - e	bl	a	b	k	s	t	a - e
nk	i - e	bl								
a	b	k								
s	t	a - e								

## WEEK 3: TUESDAY / DAY 2: PRE-READING

TITLE	<i>Good enough to eat</i>
DBE WORKBOOK 2, PAGE	22
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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. Remind learners of the theme for this cycle.
2. Remind them of the text that they listened to and discussed in the previous lessons.
3. Explain that you are now going to move on to another text, but it is still related to the theme.
4. Ask a learner to read the title: ***Good enough to eat***
5. Explain the meaning of the title, e.g. ***If something is good enough to eat, it means when we see it, we want to eat! This article might be about something that we see and looks delicious!***
6. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
7. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about.
8. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
9. Ask learners: Which words did you underline? Why?
10. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
11. Instruct learners to think about the title, the pictures, and the words they underlined.
12. Ask learners predictive questions:
  - a. What do you think this newspaper article is about?
  - b. What do you think is 'good enough to eat'?
  - c. Who is mentioned in this article? Do you have any ideas about why?
  - d. Do you think this text is fiction or nonfiction? Why?
13. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.



WEEK 3: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Slimy worms and stinging bees	<i>Wiggle your arm, then pinch your arm</i>
	Crunchy crickets and spiders in trees!	<i>Make crunchy movements, then point up</i>
	They can be scary, they can bite	<i>Make a scary face, then pretend to bite</i>
	Leave them alone, and they are alright!	<i>Shake your head, hold your thumbs up</i>
THEME VOCABULARY	convince, fact, opinion, edible, nutritious	
<b>QUESTION OF THE DAY</b>		
Question	Which fact do you think is most interesting?	
Graph	3 COLUMN GRAPH	
Options	bugs are older than dinosaurs / bugs have hair on their eyes / bee venom is used to treat some diseases	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners think the most interesting fact is that bugs are older than dinosaurs?</b>	
Answer	__ learners think the most interesting fact is that bugs are older than dinosaurs.	
<b>Question</b>	<b>How many learners think the most interesting fact is that bugs have hair on their eyes?</b>	
Answer	__ learners think the most interesting fact is that bugs have hair on their eyes.	
<b>Question</b>	<b>How many learners think the most interesting fact is that bee venom is used to treat some diseases?</b>	
Answer	__ learners think the most interesting fact is that bee venom is used to treat some diseases.	
<b>Question</b>	<b>Which fact do most learners think is most interesting?</b>	
Answer	Most learners think __ is most interesting.	
<b>Question</b>	<b>Which fact do fewest learners think is most interesting?</b>	

Answer	Fewest learners think ___ is most interesting.
<b>Question</b>	<b>Which fact do you think is most interesting?</b>
Answer	I think the most interesting fact is that bugs are older than dinosaurs.
Answer	I think the most interesting fact is that bugs have hair on their eyes.
Answer	I think the most interesting fact is that bee venom is used to treat some diseases.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

WEEK 3: WEDNESDAY / DAY 3: FIRST READ	
TITLE	<i>Good enough to eat</i>
DBE WORKBOOK 1, PAGE	22
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Make evaluations</b>
PURPOSE	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"> <li>1. Hand out the DBE workbooks.</li> <li>2. Instruct learners to turn to the text on <b>page 22</b>.</li> <li>3. Allow learners a few minutes to try and read the story on their own, in silence.</li> <li>4. Explain that you will read the story to learners. They must <b>follow along</b> as you read.</li> <li>5. Read the newspaper article with fluency and expression to learners.</li> <li>6. Read the <b>Text</b> first, and then say the comment in the <b>First Read</b> column.</li> </ol>	

Text	Think Aloud: First Read
<p>Some scientists say we should use insects to help feed the world’s growing population. Would you give bugs a try?</p>	<p>When we read newspaper articles, we must <b>evaluate</b> facts and opinions! Today, let’s <b>evaluate</b> some of the facts we can find in the text.</p>
<p>Does a crunchy grasshopper sandwich sound yummy? If you live in certain parts of the world – say, Mexico or Thailand or Kenya, or even South Africa – the idea of biting into insects might not seem strange to you at all. For thousands of years, insect-eating has been common practice among many of the world’s people. According to bug-eaters around the globe, insects are tasty. “When they are roasted, I find termites really delicious,” says Arnold van Huis.</p>	<p>I can find one important fact here: that people in some parts of the world have been eating bugs for thousands of years.</p>
<p>Van Huis is a bug scientist. He is also an <b>expert</b> on bug-eating. He has travelled the world to learn how different groups of people gather insects and prepare them as food. It was in Kenya that Van Huis tried the termites. In Zimbabwe, he had “nicely seasoned” locusts.</p>	<p>I can make the <b>evaluation</b> that both termites and locusts are bugs that are edible!</p>
<p>Bug fans say insects are not only tasty, they are also <b>nutritious</b>. Many are packed with protein, vitamins and minerals.</p>	<p>One important fact here is that many bugs are healthy, and have protein, vitamins and minerals!</p>
<p><b>Meat of the future?</b> According to the United Nations, the planet’s population is now almost 7 billion. Cattle need large areas of farmland, and feeding the animals can be expensive. “We have to find <b>alternatives</b> to meat,” Van Huis says. “One very good <b>option</b> is using insects.”</p>	<p>The population of the planet is very big! The fact is that cattle for 7 billion people take up a lot of space!</p>
<p>Raising insects, which are able to live in crowded quarters, would require less land. Bugs would also be cheaper to feed, since they could eat food scraps, such as potato peels. “We throw away one third of our food,” he says. “Insects could grow on that.”</p>	<p>Because of the facts that bugs eat scraps and don’t need lots of land, I can make the <b>evaluation</b> that they are much cheaper to raise than cattle!</p>

Not only could bugs eat our scraps, but they would also require much less food – and water – than animals. Insects also use most of what they eat to grow.	Oh! Bugs also drink less water than cattle. That is another important fact!
<p><b>Crunch Time</b></p> <p>For insect-eating to become <b>mainstream</b>, Van Huis says people must have a chance to sample tasty, ready-to-eat bugs. There are more than 1 700 types of bugs that are safe to eat. But do not even think of snacking on bugs from your backyard, since there is no way of knowing if they are dangerous!</p>	One fact I learn here is that there are 1 700 bugs that are edible!
<p>Van Huis is working with chefs in the Netherlands to develop tasty bug recipes. For one experiment, his team prepared two types of meatballs: some made with plain meat and others made with mealworms and meat combined. In a blind taste test, nine of 10 people preferred mealworm meatballs. In the future, will eating insects be common practice for people everywhere? “I’m absolutely sure it will,” says Van Huis. Care for a Bug Mac, anyone?</p>	That is an interesting fact: most people in the experiment prefer meatballs with mealworms than plain meatballs. It seems like there are lots of reasons to think about eating bugs!
<b>Follow up questions</b>	<b>Responses</b>
Where are some places that eating bugs is already common practice?	Eating bugs is common in Mexico, Thailand, Kenya, and South Africa.
How many species of bugs are safe to eat?	There are more than 1 700 types of bugs that are safe to eat.
<b>Why question</b>	<b>Possible response</b>
<b>Evaluate</b> the facts in this article. Do you think people should eat bugs? Why or why not?	<p>Yes, I think people should eat bugs because...</p> <p>No, I don’t think people should eat bugs because...</p> <p><i>(Note: there are many facts in this article that should make us think about eating bugs!)</i></p>

**Introduce the LSC in context**

1. Explain to learners that this cycle, they will be learning about: **Simple present tense (universal statements)**
2. Point out the following example of this in the text:  
*'cattle need large areas of farmland'*
3. Introduce this LSC as follows: *We use the simple present tense to make universal statements. These are facts that are always true. For example, 'cattle need large areas of farmland' or 'bugs are nutritious.'* These are facts that will always be true!

WEEK 3: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Good enough to eat</i>
DBE WORKBOOK 1, PAGE	22
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Make connections</b>
PURPOSE	To help learners think critically about the feelings and experiences of characters in the text. To help 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"> <li>Before the lesson begins, write the <b>follow-up questions</b> on the board:               <ol style="list-style-type: none"> <li><i>What is one fact from the article?</i></li> <li><i>What is one opinion from the article?</i></li> <li><i>Why does Van Huis want to convince people to eat bugs?</i></li> </ol> </li> <li>Read the <b>follow-up questions</b> out loud to learners.</li> <li>Hand out the DBE workbooks.</li> <li>Instruct learners to turn to the text on <b>page 22</b>.</li> <li>Explain that you will read the article to learners. They must <b>follow along</b> with the text as you read.</li> <li>Read the newspaper article with fluency and expression to learners.</li> <li>Read the <b>Text</b> first, and then say the comment in the <b>Second Read</b> column.</li> <li>Next, instruct learners to <b>turn and talk</b> with a partner.</li> <li>Instruct learners to take turns <b>reading the text</b> to each other.</li> <li>Tell learners to <b>orally</b> discuss the <b>follow-up questions</b> together.</li> </ol>	
Text	Think Aloud: Second Read
Some scientists say we should use insects to help feed the world’s growing population. Would you give bugs a try?	I <b>make the evaluation</b> that the person writing this article is trying to make me think about eating bugs!
Does a crunchy grasshopper sandwich sound yummy? If you live in certain parts of the world – say, Mexico or Thailand or Kenya, or even South Africa – the idea of biting into insects might not seem strange to you at all. For thousands of years, insect-eating has been common practice among many of the world’s people.	I hear the opinion that roasted termites taste really delicious!

According to bug-eaters around the globe, insects are tasty. “When they are roasted, I find termites really delicious,” says Arnold van Huis.	
Van Huis is a bug scientist. He is also an <b>expert</b> on bug-eating. He has travelled the world to learn how different groups of people gather insects and prepare them as food. It was in Kenya that Van Huis tried the termites. In Zimbabwe, he had “nicely seasoned” locusts.	Van Huis studies bugs and knows lots of facts about bugs. But I also <b>make the evaluation</b> that he loves the way bugs taste! His opinion is that bugs taste good.
Bug fans say insects are not only tasty, they are also <b>nutritious</b> . Many are packed with protein, vitamins and minerals.	--
<b>Meat of the future?</b> According to the United Nations, the planet’s population is now almost 7 billion. Cattle need large areas of farmland, and feeding the animals can be expensive. “We have to find <b>alternatives</b> to meat,” Van Huis says. “One very good <b>option</b> is using insects.”	Van Huis’s opinion is that we should eat bugs instead of cattle. He uses facts to support his opinion, like: bugs are healthy and tasty!
Raising insects, which are able to live in crowded quarters, would require less land. Bugs would also be cheaper to feed, since they could eat food scraps, such as potato peels. “We throw away one third of our food,” he says. “Insects could grow on that.”	I <b>make the evaluation</b> that Van Huis wants to convince us that eating bugs is a good option. He is giving us another reason for his opinion: bugs are cheap because they eat rubbish!
Not only could bugs eat our scraps, but they would also require much less food – and water – than animals. Insects also use most of what they eat to grow.	--

<p><b>Crunch Time</b>          For insect-eating to become <b>mainstream</b>, Van Huis says people must have a chance to sample tasty, ready-to-eat bugs. There are more than 1 700 types of bugs that are safe to eat. But do not even think of snacking on bugs from your backyard, since there is no way of knowing if they are dangerous!</p>	<p>Van Huis thinks that if people can taste bugs easily, they will like them and be ready to eat them! This is his opinion.</p>
<p>Van Huis is working with chefs in the Netherlands to develop tasty bug recipes. For one experiment, his team prepared two types of meatballs: some made with plain meat and others made with mealworms and meat combined. In a blind taste test, nine of 10 people preferred mealworm meatballs. In the future, will eating insects be common practice for people everywhere? “I’m absolutely sure it will,” says Van Huis. Care for a Bug Mac, anyone?</p>	<p>Many people may not think they like bugs. But, from this taste test, I can <b>make the evaluation</b> that many people will like the taste if they are willing to try them!</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>What is one <b>fact</b> from the article?</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• People in different parts of the world eat bugs.</li> <li>• Bugs are nutritious.</li> <li>• Bugs have protein, vitamins, and minerals.</li> <li>• There are over 1 700 species of bugs that are safe to eat.</li> <li>• Bugs can eat scraps.</li> <li>• Bugs use less food and water than cattle.</li> </ul>
<p>What is one <b>opinion</b> from the article?</p>	<p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• Bugs taste delicious.</li> <li>• We should eat bugs instead of cattle.</li> <li>• Bugs are a good alternative to cattle.</li> <li>• People will eat bugs if they can taste them easily!</li> <li>• In the future, everyone will eat bugs!</li> </ul>



Why question	Possible response
Why does Van Huis want to convince people to eat bugs?	<ul style="list-style-type: none"> <li>• Van Huis wants to convince people to eat bugs because...               <ul style="list-style-type: none"> <li>○ He thinks they are a good alternative to cattle.</li> <li>○ They are cheaper and better for the environment than cattle.</li> <li>○ He thinks they taste delicious.</li> </ul> </li> </ul>

**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 3: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY**

<p><b>Modelling (I DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that this week, we have been working on <b>making evaluations</b>.</li> <li>2. Explain that when we make an <b>evaluation</b>, we make a judgement about the text. This week, we have been evaluating facts and opinion in the article!</li> <li>3. Hand out the DBE workbooks to learners.</li> <li>4. Instruct learners to open to: <b>page 22</b></li> <li>5. Read out loud while learners follow along: <i>“We have to find alternatives to meat,” Van Huis says. “One very good option is using insects.”</i></li> <li>6. Explain that you can <b>make an evaluation</b> about this part of the text. This means that you can make a judgement or form an opinion about the text!</li> <li>7. Model how to make an evaluation, like:             <ol style="list-style-type: none"> <li>a. Van Huis’s opinion is that people should think about eating bugs instead of other meat, like cattle.</li> <li>b. I can <b>make the evaluation</b> that Van Huis is correct that bugs could be a good alternative to meat!</li> </ol> </li> <li>8. Explain that when we make evaluations, we must think about different parts of the text and put them together. We must use evidence from the text to support our evaluations!</li> </ol>
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	<p>9. Explain that I can find <b>evidence</b> to support my evaluation that Arnold van Huis is correct:</p> <ol style="list-style-type: none"> <li>Many people around the world already eat bugs.</li> <li>Bugs can taste good.</li> <li>Bugs are nutritious. They have protein, vitamins, and minerals.</li> <li>Bugs are cheaper than cattle.</li> <li>Bugs eat scraps.</li> <li>Bugs can live in crowded spaces – they don’t need lots of land.</li> </ol>
<p><b>Work with learners (WE DO)</b></p>	<ol style="list-style-type: none"> <li>Explain that now, we will make an evaluation together to practice!</li> <li>Explain that we will now think about the author of the article: Suzanne Zimbler.</li> <li>Explain that learners can form an opinion about the author based on what kind of information she has chosen to include in the article. <i>We can ask ourselves: Why did the author write this article? What is her opinion? What did she want to teach us?</i></li> <li><b>Ask learners:</b> What evaluation can you make about the author based on what kind of information (facts and opinions) she chose to include in her article?</li> </ol>
	<ol style="list-style-type: none"> <li>Listen to learners’ ideas, like:             <ol style="list-style-type: none"> <li>Suzanne Zimbler thinks we should try to eat bugs.</li> <li>Suzanne Zimbler agrees with Arnold van Huis.</li> <li>Suzanne Zimbler thinks eating bugs is a good idea.</li> </ol> </li> <li>Ask learners: What evidence can you find for your evaluation in the article?</li> <li>Listen to learners’ ideas like:             <ol style="list-style-type: none"> <li>She wrote a whole article with facts about why eating bugs is a good idea!</li> <li>She includes only reasons that we should eat bugs.</li> <li>She doesn’t include any reasons against bug eating.</li> <li>She includes lots of reasons to convince the reader to try to eat bugs.</li> </ol> </li> </ol>

<p><b>Pair work (YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that now, learners will make their own evaluation about the text. They will look for evidence to support their judgement!</li> <li>2. <b>Ask learners:</b> What evaluation can you make about Arnold van Huis?</li> <li>3. Instruct learners to <b>scan</b> the text for the name: van Huis. Explain that they must make a judgement about him based on what he says and thinks in the text.</li> <li>4. Explain that learners can use the frame: <i>I think Arnold van Huis is...because...</i></li> <li>5. Instruct learners to <b>turn and talk</b> and discuss this with a partners.</li> <li>6. After 3-5 minutes, call learners back together.</li> <li>7. Call on a few learners to share their evaluations. Discuss the evaluations that learners might reasonably be able to make, like: <ol style="list-style-type: none"> <li>a. I think Arnold van Huis loves bugs, because he says they are tasty and nicely seasoned.</li> <li>b. I think Arnold van Huis is interested in bugs, because he has travelled the world studying them.</li> <li>c. I think Arnold van Huis wants everyone to like bugs, because he is working with chefs to come up with good recipes!</li> </ol> </li> </ol>
<p><b>NOTES</b></p>	<ol style="list-style-type: none"> <li>1. <b>Look at the notes below. If your learners have not copied these into their exercise books, they should do so now.</b></li> </ol> <p><b><u>Make evaluations</u></b></p> <p>Form opinions based on what is happening in the text. I must:</p> <ul style="list-style-type: none"> <li>• Think about what a character does or says.</li> <li>• Decide what I think about this! Develop an opinion.</li> <li>• Think about the text as I go and look for evidence that my judgement is correct (or incorrect!).</li> </ul> <ol style="list-style-type: none"> <li>2. <b>If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).</b></li> </ol>

WEEK 3: FRIDAY / DAY 5: POST-READING	
TITLE	<i>Good enough to eat</i>
DBE WORKBOOK 1, PAGE	22
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	<b>Summarise</b> <b>Make evaluations</b>
PURPOSE	<p>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.</p> <p>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.</p>
POST-READING	
<ol style="list-style-type: none"> <li>1. Explain that today we will be <b>summarising the main point/s</b> of the text. <i>This means that we will think about the most important parts of the text.</i></li> <li>2. Explain that we will also be <b>making an evaluation about</b> the text. <i>This means we will be making a judgement about the text. We will think of an opinion we have about eating bugs, and use facts from the article to support our opinion!</i></li> <li>3. Ask learners: How can you tell a friend about the story in <b>3-5 sentences</b>? <i>Explain that this is their summary.</i> Instruct learners to use the frame to answer the question:  <b>This text is about...</b>  <b>I think we should / shouldn't eat bugs because...</b>  <b>I think this article was written to...</b></li> <li>4. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.</li> <li>5. Give learners time to think about the most important parts of the text. Explain that learners may <b>skim</b> or <b>scan</b> the text if they need help remembering what the text was about.</li> <li>6. Instruct learners to <b>turn and talk</b> with a partner. Partners will take turns presenting and listening.</li> <li>7. Call the class back together. Call a few learners up to the front of the classroom to present to the class.</li> <li>8. Come up with a class summary, like: <b><u>This text is about</u></b> <i>eating bugs. This newspaper article tells us that bugs are an alternative to meat, like cattle. <b><u>I think we should eat bugs because</u></b> they are cheaper than cattle and better for the earth, because they use less water and eat our rubbish. <b><u>I think this article was written to</u></b> convince us that eating bugs is a good idea.</i></li> </ol>	

WEEK 3: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
<b>ADVERTISEMENT POSTERS and NOTICES</b>	To persuade someone to buy something or use a service or <i>to educate someone about something</i>	<ul style="list-style-type: none"> <li>• Can take a variety of forms</li> <li>• Make use of slogans and logos.</li> <li>• Usually have a visual, design element.</li> <li>• Use advertising techniques.</li> </ul> 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"> <li>1. Explain that this cycle, learners will write a visual text: <b>a poster</b>.</li> <li>2. Explain that in a poster, we try to persuade people to buy something or to use a service. A poster or notice can also educate (or teach) people about something new and important!</li> <li>3. Explain that to persuade someone, we can:               <ol style="list-style-type: none"> <li>a. Use pictures and different ways of writing. We can use big, bold, cursive print or writing.</li> </ol> </li> <li>4. Use special persuasive language to convince us or make us think about things.</li> </ol>		
READ THE SAMPLE TEXT	<p><b><i>All about ANTS!</i></b></p> <ul style="list-style-type: none"> <li>• <i>There are over 12 000 ant species world wide!</i></li> <li>• <i>The bullet ant has the most powerful sting in the world.</i></li> <li>• <i>Ants are the longest-living insects.</i></li> <li>• <i>Ants hold the record for the fastest movement in the animal kingdom!</i></li> <li>• <i>Ants are found on every continent except Antarctica.</i></li> <li>• <i>Ants are very social - they live in colonies.</i></li> <li>• <i>Ants don't have ears and some of them don't have eyes.</i></li> <li>• <i>Ants may be small but they are powerful!</i></li> </ul>		
DISCUSS	<ol style="list-style-type: none"> <li>1. What is the purpose of this poster?</li> <li>2. What is the most interesting thing that you learn from this poster?</li> <li>3. Who do you think might have written this poster?</li> <li>4. Who do you think the poster was written for?</li> </ol>		

NOTES	<p><b>Tell learners to open their exercise books, and write down the following heading and notes:</b></p> <p><b><u>Poster</u></b></p> <ol style="list-style-type: none"><li>1. Is meant to make someone want to buy something, use a service, or learn more about something.</li><li>2. I use pictures and different sizes or styles of writing.</li><li>3. I use persuasive language to tell people why they should buy or do something.</li></ol>
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# GRADE 5 - TERM 3

# WEEK 4

## THEME: INCREDIBLE INSECTS

'People who say that there is nothing to fear from spiders have clearly never been to Australia!  
- Cate Blanchett

## TERM 3: WEEK 4

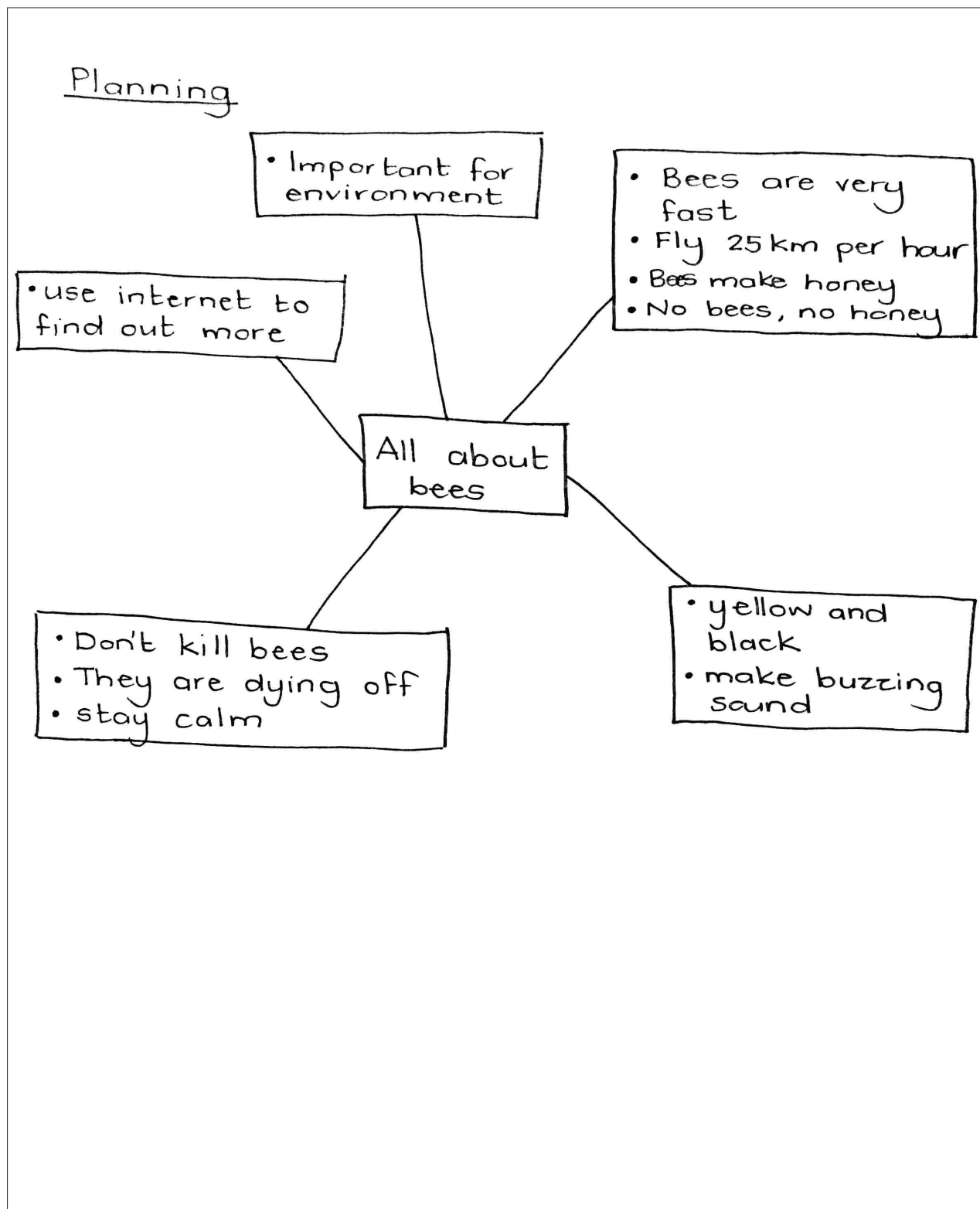
## OVERVIEW

THEME	<b>Incredible Insects</b>
THEME VOCABULARY	react, sting / stung, painful, allergic, disturb, convince, fact, opinion, edible, nutritious, habitat, react, reaction, protect, protection, fake, real, dots, predator, attack
LSC	Simple present tense (universal statements)
COMPREHENSION STRATEGY	<b>Make evaluations</b>
WRITING GENRE	Poster
WRITING TOPIC	Make a poster about an insect of your choice. Remember: this poster is meant to educate (teach) someone about the insect you have chosen AND make them want to learn more about insects!



WEEK 4: MONDAY / DAY 1: PLANNING	
TOPIC	Make a poster about an insect of your choice. Remember: this poster is meant to educate (teach) someone about the insect you have chosen AND make them want to learn more about insects!
GENRE	Poster
PLANNING STRATEGY	Use a mind-map
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Hand out the independent writing worksheets. Show learners the special <b>writing activity</b> section this week. Explain that learners will chose <b>one</b> of the bugs from the table. They will use the facts to help them make an interesting and informative poster. Explain that they must try to write the facts into their own words.</li> <li>3. Explain that learners may also add other facts or information that they know!</li> <li>4. Show learners that you <b>think before you write</b>.</li> <li>5. Use <b>modelling</b> to show learners some ideas you have for your poster, like: <p><i>I remember last week, we listened to an information text called 'Good enough to eat'.</i></p> </li> <li>6. Have the writing topic written on one side of the chalkboard.</li> <li>7. Write the planning frame below on the other side of the chalkboard.</li> </ol> <p>On the other side of the chalkboard, show learners how you make a mind-map.</p> <p><b>Poster</b></p> <pre> graph TD     A[All about...] --&gt; B[What interesting facts can you learn about this insect?]     A --&gt; C[What are some adjectives you can use to describe your insect]     A --&gt; D[How can people take care of or protect this insect?]     A --&gt; E[Where can someone find out more information?]     A --&gt; F[What is your opinion of this insect?]   </pre>

	<p><b>Poster</b></p>
<p>LEARNERS USE THE PLANNING STRATEGY (YOU DO)</p>	<ol style="list-style-type: none"> <li>1. Tell learners to close their eyes and think about all the things they learned about insects last week.</li> <li>2. Instruct learners to think about the information they think is important for other learners to know about seeing insects.</li> <li>3. Next, tell learners to <b>turn and talk</b> with a partner, to share their ideas.</li> <li>4. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their poster, just like you did.</li> <li>5. Tell learners not to copy your plan – they must write their <b>own</b> ideas.</li> <li>6. As learners work, walk around the room and hold mini-conferences.</li> </ol>



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

**GROUP GUIDED READING**

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	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Slimy worms and stinging bees</td> <td><i>Wiggle your arm, then pinch your arm</i></td> </tr> <tr> <td>Crunchy crickets and spiders in trees!</td> <td><i>Make crunchy movements, then point up</i></td> </tr> <tr> <td>They can be scary, they can bite</td> <td><i>Make a scary face, then pretend to bite</i></td> </tr> <tr> <td>Leave them alone, and they are alright!</td> <td><i>Shake your head, hold your thumbs up</i></td> </tr> </tbody> </table>	Lyrics	Actions	Slimy worms and stinging bees	<i>Wiggle your arm, then pinch your arm</i>	Crunchy crickets and spiders in trees!	<i>Make crunchy movements, then point up</i>	They can be scary, they can bite	<i>Make a scary face, then pretend to bite</i>	Leave them alone, and they are alright!	<i>Shake your head, hold your thumbs up</i>
	Lyrics	Actions									
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	Crunchy crickets and spiders in trees!	<i>Make crunchy movements, then point up</i>									
They can be scary, they can bite	<i>Make a scary face, then pretend to bite</i>										
Leave them alone, and they are alright!	<i>Shake your head, hold your thumbs up</i>										
THEME VOCABULARY	habitat, react, reaction, protect, protection										
<b>QUESTION OF THE DAY</b>											
Question	What is your reaction when you see a ladybug?										
Graph	2 COLUMN GRAPH										
Options	I want to kill it / I want to protect it										
<b>Follow-up questions</b>											
<b>Question</b>	<b>How many learners want to kill it?</b>										
Answer	__ learners want to kill it.										
<b>Question</b>	<b>How many learners want to protect it?</b>										
Answer	__ learners want to protect it.										
<b>Question</b>	<b>What is more learners' reaction when they see a ladybug?</b>										
Answer	More learners want to __.										
<b>Question</b>	<b>What is fewer learners' reaction when they see a ladybug?</b>										
Answer	Fewer learners want to __.										
<b>Question</b>	<b>What is your reaction when you see a ladybug?</b>										
Answer	I want to kill it.										
Answer	I want to protect it.										

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

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

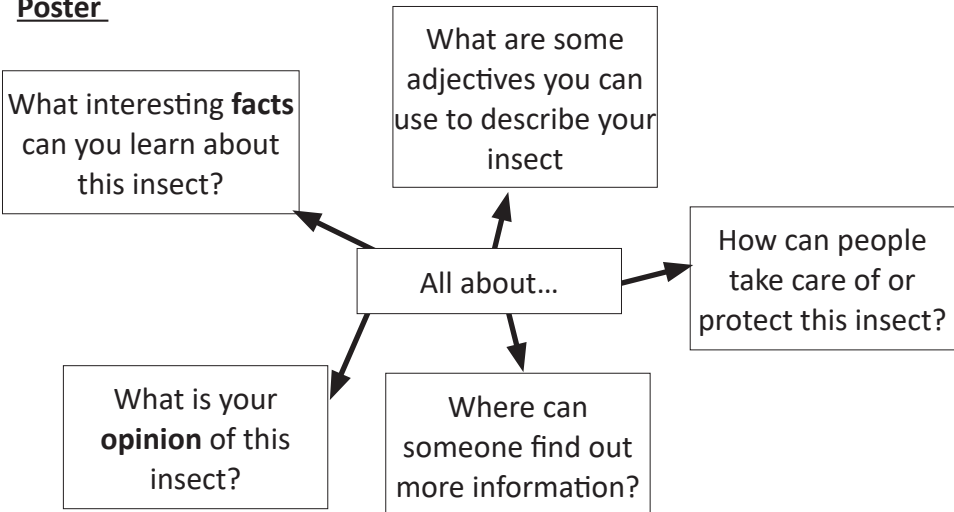
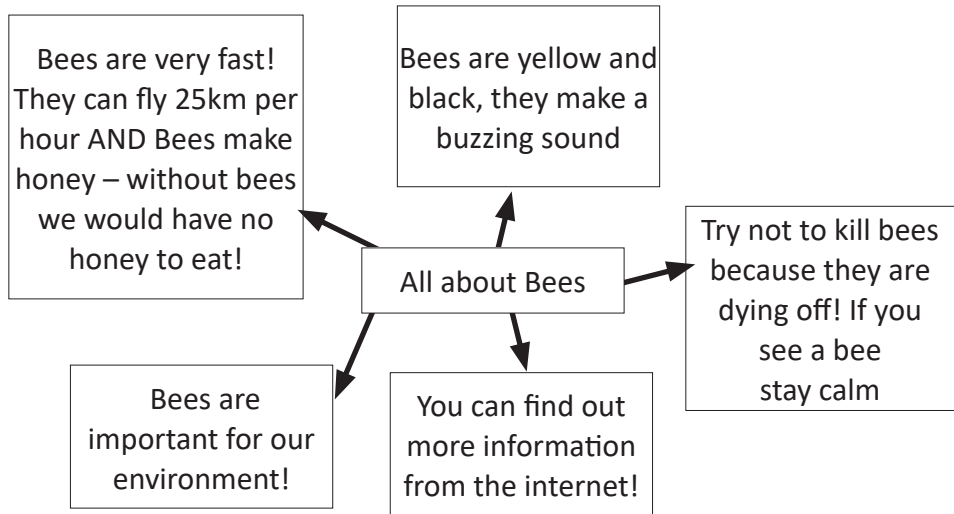
**GROUP GUIDED READING**

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: LSC AND DRAFTING	
LSC	REVISION: Simple present tense (universal statements)
LSC MODELLING (I DO)	<ol style="list-style-type: none"> <li>1. Explain that this week, we are writing a poster where we will give facts about an insect.</li> <li>2. Explain that today we will revise the <b>simple present tense</b>.</li> <li>3. Explain that we will think about how the simple present tense is used to make universal statements. Explain that a universal statement is like a fact this is always true.</li> <li>4. Write the following two sentences on the board:               <ol style="list-style-type: none"> <li>a. Bees make honey.</li> <li>b. Bees fly very fast.</li> </ol> </li> <li>5. Explain that sentence (a) means that bees make honey now. It also means that this is just something that all bees do all the time. It is a universal statement!</li> <li>6. Explain that sentence (b) means that all bees fly very fast all the time. It means that all bees are able to do this! This is another universal statement!</li> <li>7. Explain that when we write facts about our insects, we will use the simple present tense to show that our facts are universal statements.</li> </ol>
LSC Ask learners for help (WE DO)	<ol style="list-style-type: none"> <li>1. Explain that we will practice using the simple present tense to make universal statements together.</li> <li>2. Ask learners: What are some facts you know that can be universal statements.</li> <li>3. Help learners to use the simple present tense to make some universal statements, like:               <ol style="list-style-type: none"> <li>a. The earth is round.</li> <li>b. Ladybugs have spots.</li> <li>c. Blue whales are the biggest mammal on the planet earth.</li> <li>d. One plus one equals two.</li> </ol> </li> <li>4. Remind learners that when we use the simple present tense like this in English, it means the statement is always true!</li> </ol>

<p>LSC Pair work <b>(YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Instruct learners to think about the insects we have learned about in our theme: Incredible insects.</li> <li>2. Instruct learners to think of <b>two</b> facts they have learned that can be universal statements.</li> <li>3. Instruct learners to turn and talk to a partner and to share their universal statements.</li> <li>4. As learners share with their partners, walk around the room and help learners.</li> <li>5. Then, call learners back together. Call on <b>random</b> learners to share (orally) on of their universal statements with the class.</li> <li>6. Make sure learners are using the simple present tense correctly. Make sure learners are sharing facts that are universally true (and not opinions!).</li> </ol>
<p><b>TOPIC</b></p>	
<p>PLANS</p>	<p>Before class begins, rewrite the planning frames on the board:</p> <p><b>Poster</b></p> 
	<p><b>Poster</b></p> 

WRITING FRAME	<ol style="list-style-type: none"> <li>1. Next, tell learners that they must design and write a poster.</li> <li>2. Explain that the words on a poster do <b>not</b> have to be written in full sentences!</li> <li>3. Explain that a poster might use a lot of exclamation marks!</li> <li>4. On a poster, the ideas do <b>not</b> need to be written in any particular order – they might even be spaced around the page!</li> <li>5. When writing a poster, learners must think about how it <b>looks</b>, because it is meant to catch peoples' attention!</li> </ol>
DRAFT	<ol style="list-style-type: none"> <li>1. Hand out learners' exercise books.</li> <li>2. Settle learners so you have their attention.</li> <li>3. Remind learners that they will write a poster using the frame.</li> <li>4. Instruct learners to write the date and heading: <b>Poster: Draft</b></li> <li>5. Instruct learners to find their plan from Monday and think about their ideas.</li> <li>6. Instruct learners to complete the writing frame using their plans.</li> <li>7. Tell learners that they can add more words or details if they have time.</li> <li>8. Remind learners of the strategies they can use to help them.</li> <li>9. As learners write, walk around the classroom and help learners who are struggling.</li> </ol>
HOMEWORK	Learners must complete the draft.



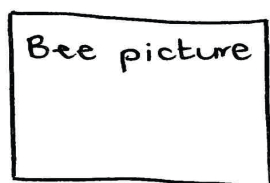
Poster : Draft

# BEEES

DON'T KILL BEES!

They are dying off

Bees make  
honey



They are yellow and  
black.

Bees are very important  
for our environment

Bees are  
very fast

They can fly  
up to 25 km  
per hour!

They make a  
buzzing sound.

Use the internet to find out  
more!

NO BEES = NO HONEY!!!

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

### GROUP GUIDED READING

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	<b>Lyrics</b>	<b>Actions</b>
	Slimy worms and stinging bees	<i>Wiggle your arm, then pinch your arm</i>
	Crunchy crickets and spiders in trees!	<i>Make crunchy movements, then point up</i>
	They can be scary, they can bite	<i>Make a scary face, then pretend to bite</i>
	Leave them alone, and they are alright!	<i>Shake your head, hold your thumbs up</i>
THEME VOCABULARY	fake, real, dots, predator, attack	
<b>QUESTION OF THE DAY</b>		
Question	Sometimes, people play tricks on each other by putting a bug in their bed or shoe. What do you think of a trick like this?	
Graph	3 COLUMN GRAPH	
Options	it is funny / it is clever / it is mean	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think it is funny?</b>	
Answer	__ learners think it is funny.	
<b>Question</b>	<b>How many learners think it is clever?</b>	
Answer	__ learners think it is clever.	
<b>Question</b>	<b>How many learners think it is mean?</b>	
Answer	__ learners think it is mean.	
<b>Question</b>	<b>What do most learners think about this kind of trick?</b>	
Answer	Most learners think it is__.	
<b>Question</b>	<b>What do fewest learners think about this kind of trick?</b>	
Answer	Fewest learners think it is__.	
<b>Question</b>	<b>What do you think about this kind of trick?</b>	
Answer	I think it is funny.	
Answer	I think it is clever.	

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

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

**GROUP GUIDED READING**

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

**INDEPENDENT OR PAIRED READING**

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

WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING	
<p>EDITING CHECKLIST</p> <p><i>(Write this on the board <b>before</b> class begins)</i></p>	<ol style="list-style-type: none"> <li>1. Did I put the facts about my insect into my own words (not just copy them from the worksheet)?</li> <li>2. Did I include some interesting adjectives about my insect?</li> <li>3. Did I use proper punctuation?</li> <li>4. Will I include some pictures or different styles of writing in my final draft?</li> <li>5. Did I spell all words correctly?</li> </ol>
EDIT	<ol style="list-style-type: none"> <li>1. Instruct learners to open their exercise books to the completed draft.</li> <li>2. Write the editing checklist on the board.</li> <li>3. Instruct learners to read their own writing.</li> <li>4. Instruct learners to make sure the answer to each of these questions is yes.</li> <li>5. Instruct learners to fix any mistakes they find.</li> <li>6. Instruct learners to change words if it will help their poster sound better and more interesting.</li> <li>7. Explain that learners may begin to publish when they are finished editing.</li> </ol>
PUBLISH	<ol style="list-style-type: none"> <li>1. Instruct learners to read through their corrections.</li> <li>2. Instruct learners to rewrite their recount, correcting any mistakes.</li> <li>3. Instruct learners to rewrite the poster correctly, under the heading: <b>Poster: Final Draft</b></li> <li>4. Tell learners that they should add different design elements, like pictures or different sizes of writing to their final draft!</li> </ol>
SHARE	<ol style="list-style-type: none"> <li>1. Instruct learners to <b>turn and talk</b> to a partner.</li> <li>2. Instruct learners to read their writing out loud to their partner and then swop.</li> <li>3. Instruct learners to each tell each other one thing they liked about their partners' writing.</li> </ol>
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

Poster: Final Draft

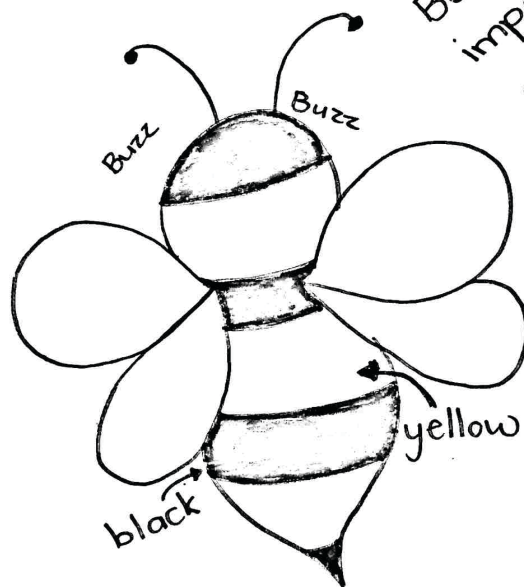
# ALL ABOUT BEES!!

DON'T KILL BEES!  
They are dying off

Bees make  
honey!

Bees are VERY  
important for our  
environment!

They make  
a buzzing  
sound



Bees are fast

They can fly up  
to 25 Km  
per hour!

## NO BEES = NO HONEY



Use the internet to find out more!

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

### GROUP GUIDED READING

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

# GRADE 5 - TERM 3

WEEK  
5

**THEME:**  
**CONSERVATION**

"The greater the obstacle, the more glory in overcoming it."

- Moliere

TERM 3: WEEK 5	
OVERVIEW	
THEME	<b>Conservation</b>
THEME VOCABULARY	conserve, conservation, wildlife, endangered species, poachers, environment, bare, valuable, destroy, destruction
LSC	REVISE: Direct speech
COMPREHENSION STRATEGY	<b>Make inferences</b>
WRITING GENRE	Story (narrative essay)
WRITING TOPIC	Write a story about a character who cares about conservation! This story must include a conversation (dialogue) between two characters.
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>4. Try to find some reading material for your theme table, for example: a story or article about conservation.</li> <li>5. Try to find some pictures of different wildlife, endangered animals, the effects of pollution, etc.</li> <li>6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.</li> </ol>



WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
INTRODUCE THE THEME		
PICTURE	<ol style="list-style-type: none"> <li>1. Tell learners to turn to DBE Workbook 1 page 36</li> <li>2. Instruct learners to look at the title, headings and pictures in the text</li> </ol>	
INTRODUCE THE THEME	<ol style="list-style-type: none"> <li>1. Tell learners the title of the theme.</li> <li>2. Activate learners' background knowledge about the theme.</li> <li>3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.</li> <li>4. Fill in the first part of the K-W-L chart.</li> </ol>	
SONG / RHYME	Lyrics	Actions
	Let there be forests for years to come	-
	Let trees stand tall	<i>Hold your arms out like trees</i>
	And leaves whisper to all.	<i>whisper</i>
	Let there be forests for years to come	-
	Let the birds and bees	<i>Pretend to fly</i>
	Thrive in the trees.	<i>Hold your arms out like trees</i>
THEME VOCABULARY	conserve, conservation, wildlife, endangered species, poachers	
QUESTION OF THE DAY		
Question	What do you think is most important to conserve?	
Graph	3 COLUMN GRAPH	
Options	endangered species / trees / water	
Follow up questions		
Question	<b>How many learners think endangered species are most important to conserve?</b>	
Answer	__ learners think endangered species are most important to conserve.	
Question	<b>How many learners think trees are most important to conserve?</b>	
Answer	__ learners think trees are most important to conserve.	
Question	<b>How many learners think water is most important to conserve?</b>	
Answer	__ learners think water is most important to conserve.	

<b>Question</b>	<b>What do most learners think is most important to conserve?</b>
Answer	Most learners think ___ is most important to conserve.
<b>Question</b>	<b>What do fewest learners think is most important to conserve?</b>
Answer	Fewest learners think ___ is most important to conserve.
<b>Question</b>	<b>What do you think is most important to conserve?</b>
Answer	I think endangered species are most important to conserve.
Answer	I think trees are most important to conserve
Answer	I think water is most important to conserve?
EXPLAIN	<i>Explain that all of these things are important to conserve! Different people might care more about conserving different things. We need people who care about our earth to work to conserve endangered species, trees and water!</i>
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

## WEEK 5: MONDAY / DAY 1: LISTENING

## LISTEN TO...

1. Remind learners of the theme for the cycle.
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **conservation**
4. This week, learners will listen to **a story: Puleng and the Rhinos**
5. **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.
6. **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.
7. **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
Puleng lived in the Limpopo Province of South Africa, not far from Kruger National Park. Puleng always dreamed of going into the Kruger Park to see all the wild animals in their natural habitat. She really wanted to see lions, buffalos and rhinos.	I can <b>infer</b> that Puleng has never been to Kruger National Park, even though she lives close by.	<ol style="list-style-type: none"> <li>1. Where did Puleng dream of going? (<i>She dreamt of going to the Kruger National Park.</i>)</li> <li>2. What did she really want to see? (<i>She wanted to see lions, buffalos and rhinos.</i>)</li> <li>3. What is one <b>inference</b> you can make about Puleng? (<i>She has never been to the Kruger Park. / She is interested in animals. / She likes nature and animals.</i>)</li> </ol>
On her 11 <sup>th</sup> birthday, Puleng's grandfather decided to take her to the Kruger National Park. Puleng was so excited!	I <b>infer</b> that this is a special occasion, because Puleng has never been to Kruger and it is her birthday!	<ol style="list-style-type: none"> <li>1. Who took Puleng to the Kruger Park? (<i>Her grandfather.</i>)</li> <li>2. How did Puleng feel? (<i>She felt excited!</i>)</li> </ol>

<p>When they arrived at the entrance gate, they met Itumeleng, the game ranger who was taking them into the park. Itumeleng had a big, brown game vehicle. The vehicle had seats for about 12 people. It had no roof or sides. Instead of a roof, it had a canvas canopy, to protect passengers from the sun. It had no sides so that passengers could easily spot wild animals. Puleng and her grandfather climbed into the front seats. They wanted to be able to hear every word that Itumeleng said. Itumeleng started the game vehicle and drove slowly over the dirt roads.</p>	<p>I can <b>infer</b> that Puleng and her grandfather are excited to learn all about the animals they see, because they want to make sure they can hear Itumeleng!</p>	<ol style="list-style-type: none"> <li>1. How many passengers can fit into the game vehicle? (<i>12 passengers.</i>)</li> <li>2. Where did Puleng and her grandfather decide to sit? (<i>They sat in the front seats.</i>)</li> <li>3. How can we infer that Puleng and her grandfather were curious about the animals in the park? (<i>Because they sat in the front of the game vehicle near Itumeleng, so that they could hear everything that he said!</i>)</li> </ol>
<p>Puleng looked carefully for any animals. At first, all she could see was tall grass and thorn trees. Then she spotted a large grey rock. Puleng pointed at the rock, 'Look! That rock is moving,' she whispered. Itumeleng laughed quietly, 'That is not a rock, Puleng. That is a rhino.' Puleng stared at the rhino. She smiled when she saw its large horn. She watched the rhino carefully as it ate some grass.</p>	<p>I can <b>infer</b> that this is the first time Puleng has ever spotted a rhino, because at first she thinks it is a rock!</p>	<ol style="list-style-type: none"> <li>1. Why did Itumeleng laugh? (<i>Because Puleng thought that she saw a moving rock!</i>)</li> <li>2. What was the rhino doing? (<i>The rhino was eating grass.</i>)</li> </ol>

<p>Itumeleng suddenly looked sad, 'In South Africa we have two breeds of rhino – the Black Rhinoceros and the White Rhinoceros. They are both endangered species. In 2018 there were about 400 rhinos killed here in the Kruger Park.'</p> <p>Puleng was shocked, 'Why do people want to kill rhinos?' she asked.</p> <p>Itumeleng sighed, 'Poachers kill rhinos and sell their horns for money.'</p>	<p>I can <b>infer</b> that this is the first time Puleng has ever heard about rhino poaching, because she is very surprised to learn about rhinos being killed in the park!</p>	<ol style="list-style-type: none"> <li>1. Why do poachers kill rhinos? <i>(Because they can sell their horns for money.)</i></li> <li>2. Why did Itumeleng suddenly look sad? <i>(Because he thought about the rhinos in the park being killed.)</i></li> <li>3. What is an inference you can make about Itumeleng? <i>(That he cares about rhinos, because he looks sad when he thinks about them being killed. / That is a wildlife expert. / The he knows a lot about the animals in the park.)</i></li> </ol>
<p>Puleng looked very sad, 'Is anything being done to stop rhino poaching?'</p> <p>Itumeleng nodded his head, 'Yes. There are big organisations that raise money to stop poaching. They give game rangers equipment and trained dogs to help stop the poachers. They also make sure that there are vets who are trained to help the injured rhinos.' replied Itumeleng.</p>	<p>I can <b>infer</b> that Itumeleng cares about the conservation of rhinos, because he knows a lot about what is being done to try to save them!</p>	

<p>Later that night, Puleng told her grandfather that she loved seeing the rhino, but that she felt very sad about the way that they were killed for their horns. She told her grandfather that she was going to donate some of her pocket money to one of the organisations that fight rhino poaching.</p>	<p>I can <b>infer</b> that Puleng cares about conserving rhinos now like her game ranger Puleng, because she wants to donate her own money to help save the rhinos.</p>	<ol style="list-style-type: none"> <li>1. What will Puleng do to help conserve rhinos? <i>(She will donate some of her pocket money to an organisation that fights against rhino poaching.)</i></li> <li>2. What did Puleng learn from visiting the Kruger Park? <i>(She learned that rhinos are endangered. / She learned about the problem of rhino poaching.)</i></li> <li>3. Why do you think it is important for people to visit parks and see wildlife? Make <b>inferences</b> based on what happens in this story! <i>(Because people learn about wildlife. / Because people learn about how to protect endangered animals. / Because people see and love the animals, and they don't want anything bad to happen to them!)</i></li> </ol>
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## WEEK 5: TUESDAY / DAY 2: SPEAKING

## DISCUSS...

1. This week, learners will discuss a story: **Puleng and the Rhinos**
2. Before class begins, write the following conversation frame on the board:
  - a. In this story...
  - b. I can infer that Puleng is...because...
  - c. I think this story was written to teach us...
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

Sounds	/sp/ /o-e/ /-ed/												
Activity	<ol style="list-style-type: none"> <li>1. Write the following sounds on the chalkboard: <b>sp, o-e (long O)</b> and <b>-ed</b></li> <li>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</li> <li>3. Explain that with this sound (o-e) the two letters are not written together in the word, but that they make one sound (<b>long O</b>).</li> <li>4. Explain that if a word ends in a short vowel and a consonant, like -in as in spin, you double the consonant before adding -ed. For example: spin – spinned tip - tipped</li> <li>5. Write the following words on the chalkboard and sound each word out as follows:           <ol style="list-style-type: none"> <li>a. /sp/ - /u/ - /n/ = spun</li> <li>b. /n/ - /o-e/ - /t/ = note</li> <li>c. /sp/ - /i/ - /ll/ - /ed/ = spilled</li> </ol> </li> <li>6. Ask learners to sound out and read each word after you.</li> </ol> <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>sp</td> <td>o-e</td> <td>p</td> </tr> <tr> <td>k</td> <td>i</td> <td>t</td> </tr> <tr> <td>n</td> <td>-ed</td> <td>br</td> </tr> <tr> <td>a</td> <td>c</td> <td>e</td> </tr> </tbody> </table>	sp	o-e	p	k	i	t	n	-ed	br	a	c	e
sp	o-e	p											
k	i	t											
n	-ed	br											
a	c	e											

Word find	<p><b>MODEL</b></p> <ol style="list-style-type: none"> <li>1. Review all of the sounds on the chalkboard.</li> <li>2. Tell learners to copy the table into their books.</li> <li>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.</li> <li>4. Show learners how to build one or two words, like: <b>spoke</b> or <b>nip</b></li> <li>5. Possible words (this is not a complete list): <b>spit, spat, spank, spent, spoke, broke, pin, tin, spin, spinned, tinned, pinned, coke, cope, coped, can, cat, etc.</b></li> </ol>
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**WEEK 5: TUESDAY / DAY 2: PRE-READING**

TITLE	<i>Saving our trees</i>
DBE WORKBOOK 2, PAGE	36
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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. Remind learners of the theme for this cycle.
2. Remind them of the text that they listened to and discussed in the previous lessons.
3. Explain that you are now going to move on to another text, but it is still related to the theme.
4. Ask a learner to read the title: ***Saving our trees***
5. Explain the meaning of the title, e.g. *To save some something is to prevent something bad from happening to it. If we are saving the trees, we are making sure nothing bad happens to them. For example, we are preventing them from getting cut down!*
6. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
7. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about. *Explain that learners might need to look for words that could relate to the words: **forest or tree.***
8. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
9. Ask learners: Which words did you underline? Why?



10. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
11. Instruct learners to think about the title, the pictures, and the words they underlined.
12. Ask learners predictive questions:
  - a. What do you think will happen in this story?
  - b. Who are the characters in the story? What do you think you know about them?
  - c. Who talks in this story? How do you know?
  - d. What do you think will happen to the forest and trees in this story?
  - e. Do you think this story will be fiction or nonfiction? Why?
13. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

WEEK 5: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Let there be forests for years to come	-
	Let trees stand tall	<i>Hold your arms out like trees</i>
	And leaves whisper to all.	<i>whisper</i>
	Let there be forests for years to come	-
	Let the birds and bees	<i>Pretend to fly</i>
	Thrive in the trees.	<i>Hold your arms out like trees</i>
THEME VOCABULARY	environment, bare, valuable, destroy, destruction	
<b>QUESTION OF THE DAY</b>		
Question	What do you think is the most valuable thing to sell?	
Graph	3 COLUMN GRAPH	
Options	wood from trees / rhino horns / elephant tusks	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think that wood from trees is the most valuable thing to sell?</b>	
Answer	__ learners think that wood from trees is the most valuable thing to sell.	
<b>Question</b>	<b>How many learners think that rhino horns are the most valuable thing to sell?</b>	
Answer	__ learners think that rhino horns are the most valuable thing to sell.	
<b>Question</b>	<b>How many learners think that elephant tusks are the most valuable thing to sell?</b>	
Answer	__ learners think that elephant tusks are the most valuable things to sell.	
<b>Question</b>	<b>What do most learners think is the most valuable thing to sell?</b>	
Answer	Most learners think that __ is / are the most valuable thing to sell.	
<b>Question</b>	<b>What do fewest learners think is the most valuable thing to sell?</b>	
Answer	Fewest learners think that __ is / are the most valuable thing to sell.	

Question	What do you think is the most valuable thing to sell?
Answer	I think wood from trees is the most valuable thing to sell.
Answer	I think rhino horns are the most valuable thing to sell.
Answer	I think elephant tusks are the most valuable thing to sell.
EXPLAIN	<i>Explain that rhinos horns are worth a lot of money because they are used for medicine in some parts of the world. That is why rhinos are poached! Elephant tusks are made of ivory, and are also worth a lot of money. Some trees have wood that is very valuable as well, but not as valuable as rhino horns or elephant tusks. Selling these things hurts wildlife and creates endangered species! It is bad for our environment when animals and trees are destroyed.</i>
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

WEEK 5: WEDNESDAY / DAY 3: FIRST READ	
TITLE	<i>Saving our trees</i>
DBE WORKBOOK 1, PAGE	36
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Make inferences</b>
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.
<ol style="list-style-type: none"> <li>1. Hand out the DBE workbooks.</li> <li>2. Instruct learners to turn to the story on <b>page 36</b>.</li> <li>3. Allow learners a few minutes to try and read the story on their own, in silence.</li> <li>4. Explain that you will read the story to learners. They must <b>follow along</b> as you read.</li> <li>5. Read the story with fluency and expression to learners.</li> <li>6. Read the <b>Text</b> first, and then say the comment in the <b>First Read</b> column.</li> </ol>	
Text	Think Aloud: First Read
The old lady told them to call her Ambi. She looked so small and alone as she led them across the bare, windy hillside down a story track. At last they reached a hollow and in it stood one enormous old tree. Ambi beckoned them close to it and leaned her back against the trunk. She shut her eyes.	I can <b>infer</b> that the other characters have just met Ambi for the first time, because they have just learned her name.
“Now,” she said, “I have a story to tell you. This tree is the very last tree of all our forests. When I was a girl, all these hills were covered in green forests and the fields were full of different crops. My village, which was called Himandal, was a lovely place. It was in the forest and was the home of many families. All that you see now was trees and green fields.”	I can <b>infer</b> that there are no more people in Himandal, because the hills are now empty and bare!

<p>Wilén looked around, shocked. Millions of trees must once have covered these sad yellow hills. How many monkeys and elephants, birds and deer had lived here? A forest was like a whole world. Until this moment, Wilén hadn't understood that a whole world could disappear so entirely. "Will our village also look like this one day?" He shivered to think of it.</p>	<p>I can <b>infer</b> that Wilén feels worried when he thinks about all the trees in his village disappearing.</p>
<p>Denngu, his uncle, stood between the tree's great roots, his face pinched and pale and stared at the hills as bare as stone, as if it hurt him to look. Ambi went on, "The forest gave us wood to build, medicines to heal and food to eat. It brought rain to fill our rivers and to water our crops. But little by little, we cut it down to grow more crops, to mine for coal, to make money."</p>	<p>I can <b>infer</b> that the people in the village thought the money from coal was more valuable than all the things the forest could give them.</p>
<p>Ambi touched Denngu's arm and looked into his sad, miserable face. "Your father, Jenak," she told him, "he warned us. The coal will run out, he said. The soil will lose its goodness and no rain will come. He warned us and warned us. But he was only young and no one listened. And one day, all the forest was gone. The coal <i>did</i> run out, the soil <i>did</i> die, the rains <i>did</i> fail. Just as he said. People had to leave or starve. And now there is nothing. Nothing and nobody. Just me and the old tree, as old as these hills, waiting to die."</p>	<p>I can <b>infer</b> that Dengu's father grew up in this village, and knew Ambi.</p>
<p>Ambi stood away from the tree. "That's all I have to say. Now go home."</p>	<p>I can <b>infer</b> that Wilén and Denngu must have come to this place just to listen to Ambi's stories, because she tells them to go home once she is done speaking to them.</p>
<p>The bus drove on through the night. Wilén knew now that he must try to win the fight that his grandpa had lost so long ago.</p>	<p>I can <b>infer</b> that Wilén and Denngu travelled very far, because they must travel through the night!</p>

As they got off the bus the next morning, Wilen pulled out the paper money that had been burning in his pocket since Denngu had given it to him. “I love you, but we can’t do this to the land. Keep your money. I can’t and won’t take it!”	I can <b>infer</b> that Denngu wants Wilen to do something that will harm the land, because he says ‘we can’t do this to the land!’
<b>Follow up questions</b>	<b>Responses</b>
What was the old woman’s village called?	The village was called Himandal.
How has Ambi’s village changed from the time she was a young girl?	<ul style="list-style-type: none"> <li>• The hills were covered in green forests and the fields were full of different crops. Now they are bare.</li> <li>• It was a lovely place.</li> <li>• It was filled with families, but the people had to leave or starve.</li> </ul>
<b>Why question</b>	<b>Possible response</b>
Why are there no more people in Himandal?	<ul style="list-style-type: none"> <li>• Because the forest was destroyed.</li> <li>• Because the soil died.</li> <li>• Because the rains failed.</li> <li>• Because people had to leave or starve.</li> </ul> <p>Because the people of Himandal destroyed their land and then had to leave!</p>
<b>Introduce the LSC in context</b>	
<ol style="list-style-type: none"> <li>1. Explain to learners that this cycle, they will be learning about: <b>Direct speech</b></li> <li>2. Point out the following example of this in the text:  <i>Ambi stood away from the tree, “That’s all I have to say. Now go home.”</i></li> <li>3. Introduce this LSC as follows: <i>We use direct speech when we want to write words exactly as someone says them. The words that are spoken are placed inside quotation marks “...” In our example, the words spoken by Ambi are inside quotation marks. This shows us that the words appear exactly as Ambi said them and that it is direct speech.</i></li> </ol>	

WEEK 5: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Saving our trees</i>
DBE WORKBOOK 1, PAGE	36
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Make inferences</b>
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.
<ol style="list-style-type: none"> <li>Before the lesson begins, write the <b>follow-up questions</b> on the board: <ol style="list-style-type: none"> <li><i>What did Jenak try to fight for?</i></li> <li><i>Why didn't anyone listen to Jenak?</i></li> <li><i>How can we infer that something bad is happening in Wilen's village?</i></li> </ol> </li> <li>Read the <b>follow-up questions</b> out loud to learners.</li> <li>Hand out the DBE workbooks.</li> <li>Instruct learners to turn to the story on <b>page 36</b>.</li> <li>Explain that you will read the story to learners. They must <b>follow along</b> with the text as you read.</li> <li>Read the story with fluency and expression to learners.</li> <li>Read the <b>Text</b> first, and then say the comment in the <b>Second Read</b> column.</li> <li>Next, instruct learners to <b>turn and talk</b> with a partner.</li> <li>Instruct learners to take turns <b>reading the story</b> to each other.</li> <li>Tell learners to <b>orally</b> discuss the <b>follow-up questions</b> together.</li> </ol>	
Text	Think Aloud: Second Read
The old lady told them to call her Ambi. She looked so small and alone as she led them across the bare, windy hillside down a story track. At last they reached a hollow and in it stood one enormous old tree. Ambi beckoned them close to it and leaned her back against the trunk. She shut her eyes.	I can <b>infer</b> that Ambi shuts her eyes to visualise what the hills looked like when she was just a young girl.

<p>“Now,” she said, “I have a story to tell you. This tree is the very last tree of all our forests. When I was a girl, all these hills were covered in green forests and the fields were full of different crops. My village, which was called Himandal, was a lovely place. It was in the forest and was the home of many families. All that you see now was trees and green fields.”</p>	<p>I can <b>infer</b> that something bad happened during Ambi’s life, because when she was young, the hills were green and filled with trees, but now they are bare!</p>
<p>Wilén looked around, shocked. Millions of trees must once have covered these sad yellow hills. How many monkeys and elephants, birds and deer had lived here? A forest was like a whole world. Until this moment, Wilén hadn’t understood that a whole world could disappear so entirely. “Will our village also look like this one day?” He shivered to think of it.</p>	<p>I can <b>infer</b> that something similar must be happening in Wilén’s village, because he is worried the same thing could happen!</p>
<p>Denngu, his uncle, stood between the tree’s great roots, his face pinched and pale and stared at the hills as bare as stone, as if it hurt him to look. Ambi went on, “The forest gave us wood to build, medicines to heal and food to eat. It brought rain to fill our rivers and to water our crops. But little by little, we cut it down to grow more crops, to mine for coal, to make money.”</p>	<p>I can <b>infer</b> that the people of Himandal didn’t realise how important the forest was until it was gone!</p>
<p>Ambi touched Denngu’s arm and looked into his sad, miserable face. “Your father, Jenak,” she told him, “he warned us. The coal will run out, he said. The soil will lose its goodness and no rain will come. He warned us and warned us. But he was only young and no one listened. And one day, all the forest was gone. The coal <i>did</i> run out, the soil <i>did</i> die, the rains <i>did</i> fail. Just as he said. People had to leave or starve. And now there is nothing. Nothing and nobody. Just me and the old tree, as old as these hills, waiting to die.”</p>	<p>I can <b>infer</b> that Wilén’s grandfather must have had to leave this village, so that his family wouldn’t starve!</p>



Ambi stood away from the tree. "That's all I have to say. Now go home."	I can <b>infer</b> that Ambi is upset when she thinks about how her village has been destroyed!
The bus drove on through the night. Wilen knew now that he must try to win the fight that his grandpa had lost so long ago.	I can <b>infer</b> that Wilen admires his grandpa. I can <b>infer</b> in the future, he will tell the people in his village to take care of the forest, just like his grandpa did.
As they got off the bus the next morning, Wilen pulled out the paper money that had been burning in his pocket since Denngu had given it to him.  "I love you, but we can't do this to the land. Keep your money. I can't and won't take it!"	I can <b>infer</b> that the same thing must be happening in Wilen's village as his grandpa's village, because he wants to fight the same fight as his grandpa.
<b>Follow up questions</b>	<b>Responses</b>
What did Jenak try to fight for?	<ul style="list-style-type: none"> <li>• He tried to fight for people to save the forest.</li> <li>• He fought for conservation.</li> </ul>
Why didn't anyone listen to Jenak?	Because he was young.
<b>Why question</b>	<b>Possible response</b>
How can we <b>infer</b> that something bad is happening in Wilen's village?	<ul style="list-style-type: none"> <li>• Because Wilen asks: "Will our village also look like this one day?"</li> <li>• Because Wilen decides he must finish the fight that his grandpa started.</li> <li>• Because Wilen gives the money back to his uncle.</li> <li>• Because Wilen says: "I love you, but we can't do this to the land."</li> </ul>
<p><b>Ask learners to formulate a question about the text.</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to independently think of a question that they can ask about the text.</li> <li>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.</li> <li>3. Tell learners to turn and talk, and share their questions with each other.</li> <li>4. Then, ask a few learners to share their questions with the class.</li> <li>5. Give other learners the opportunity to answer these questions.</li> </ol>	

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

<p><b>Modelling (I DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that this week, we have been working on <b>making inferences</b>.</li> <li>2. Explain that we make an inference when we use what is written and what we already know to figure something out.</li> <li>3. Hand out the DBE workbooks to learners.</li> <li>4. Instruct learners to open to: <b>page 36</b></li> <li>5. Read out loud while learners follow along: <i>Until this moment, Wilen hadn't understood that a whole world could disappear so entirely.</i></li> <li>6. Remind learners that this is the part of the story Wilen looks around at the bare hills, and learns that there once was a village and a big forest!</li> <li>7. Explain we can make inferences that:             <ol style="list-style-type: none"> <li>a. Wilen is seeing this place for the first time!</li> <li>b. Wilen is speaking with Ambi for the first time.</li> <li>c. Wilen has never seen a place that has been destroyed like Himandal.</li> <li>d. Wilen feels shocked and surprised by the destruction that he sees.</li> </ol> </li> </ol>
<p><b>Work with learners (WE DO)</b></p>	<ol style="list-style-type: none"> <li>1. Read out loud while learners follow along: <i>Wilen knew now that he must try to win the fight that his grandpa had lost so long ago.</i></li> <li>2. Ask learners: What inferences can you make after you read these sentences?</li> <li>3. <i>If needed, you can help prompt learners by asking:</i> <ol style="list-style-type: none"> <li>a. <i>What do you think the characters might be thinking?</i></li> <li>b. <i>What do you think the characters might be feeling?</i></li> </ol> </li> <li>4. Listen to learners ideas, like:             <ol style="list-style-type: none"> <li>a. Wilen admires his grandpa.</li> <li>b. Wilen thinks what his grandpa said was right!</li> <li>c. Wilen hopes he can do better than his grandpa did.</li> <li>d. Wilen sees that even though his grandpa lost, he was fighting an important fight.</li> </ol> </li> </ol>

<p><b>Pair work (YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that now, learners will work with a partner to make an inference.</li> <li>2. Remind learners that at the end of the story, Wilen gives some money back to his uncle. Then Wilen says: <i>“I love you, but we can’t do this to the land.”</i></li> <li>3. Ask learners: What inferences can you make about Denngu?</li> <li>4. Instruct learners to discuss this with their partners.</li> <li>5. After 3-5 minutes, call learners back together.</li> <li>6. Call on 2-3 learners to share their answer to the question, like: <ol style="list-style-type: none"> <li>a. Denngu is doing something that harms the land.</li> <li>b. Denngu has paid Wilen to help him do something to harm the land.</li> <li>c. I think Denngu has paid Wilen to help him mine for coal.</li> <li>d. Wilen has decided he wants to fight to conserve the land, just like his grandfather.</li> </ol> </li> </ol>
<p><b>NOTES</b></p>	<ol style="list-style-type: none"> <li>1. <b>Look at the notes below. If your learners have not copied these into their exercise books, they should do so now.</b></li> </ol> <p><b><u>Making Inferences</u></b></p> <p>To make an inference, we take:</p> <p>what is written</p> <p>+</p> <p>what we already know</p> <p>and we make a good guess about the text.</p> <ol style="list-style-type: none"> <li>2. <b>If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).</b></li> </ol>

## WEEK 5: FRIDAY / DAY 5: POST-READING

TITLE	<i>Saving our trees</i>
DBE WORKBOOK 2, PAGE	36
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	<b>Make inferences</b>
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.

## 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 and the answers.
6. In the last five minutes of the lesson, call all the learners back together. Go through the answers with learners, and allow them to correct their own work.

**Saving our trees**

1. How did Wilen feel when he found out that the hills were once green and covered in trees?  
***He felt...***
2. How many trees are left of the forest that once covered the hills around Himandal?
3. What happened to the forest around Himandal?
4. What fight did Janak lose?  
***He lost the fight...***
5. How can we make the inference that Ambi knew Denngu's father / Wilen's grandfather?  
***We can infer that Ambi knew Denngu's father because...***
6. Wilen asks his uncle, 'will our village also look like this one day'. What is an inference you can make from this question?  
***I can infer that...***

**Saving our trees**

1. How did Wilen feel when he found out that the hills were once green and covered in trees?

***He felt shocked / surprised.***

2. How many trees are left of the forest that once covered the hills around Himandal?

***One tree is left.***

3. What happened to the forest around Himandal?

***Little by little, the people cut down the trees. / The people cut down the trees to make room for crops and coal mining. / They cut down the trees to make money.***

4. What fight did Janak lose?

***He lost the fight to save the forest.***

5. How can we make the inference that Ambi knew Denngu's father / Wilen's grandfather?

***We can infer that Ambi knew Denngu's father because he knows his name was Jenak.***

***/***

***We can infer that Ambi knew Denngu's father because Ambi knows that Jenak warned the people of Himandal not to cut down the whole forest.***

6. Wilen asks his uncle, 'Will our village also look like this one day?'. What is an inference you can make from this question?

***I can infer that Wilen is worried about his village. / I can infer that something bad is happening in Wilen's village. / I can infer that the forest is being cut down in Wilen's village, just like it was in Himandal.***

Saving our trees

1. He felt shocked.
2. One tree is left.
3. They cut down all the trees to get money.
4. He lost the fight to save the forest.
5. We can infer that Ambi knew Denngu's father because he knew his name.
6. I can infer that Wilen is scared that his village will be ruined, just like Himandal.

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

<p>READ THE SAMPLE TEXT</p>	<p><i>There was once a little boy named Thabo who loved to play at the park with his friends. They would climb trees and run around all day! One Saturday, Thabo and his friends arrived at the park. Their favorite tree had been cut down! This made Thabo and his friends very sad. They could no longer climb up and down their favourite tree, or relax under its shade to protect them from the hot sun.</i></p> <p><i>Thabo decided that he would plant his own tree in his yard at home. He asked his mother to buy him some seeds and he planted them deep in the ground. A few months later, a little tree popped up. It started to get bigger and bigger. It got so big that eventually Thabo and his friends were able to climb up and down the tree like they used to and relax in the tree's shade on very hot days.</i></p>
<p>DISCUSS</p>	<ol style="list-style-type: none"> <li>1. Who are the characters in this story?</li> <li>2. What is the setting of this story? (When and where does it take place?)</li> <li>3. What is the problem in this story?</li> <li>4. How is the problem in the story solved?</li> </ol>
<p>NOTES</p>	<p><b>Tell learners to open their exercise books, and write down the following heading and notes:</b></p> <p><b><u>Story (narrative essay)</u></b></p> <ol style="list-style-type: none"> <li>1. <b><u>Beginning</u></b>: Tells about character and setting.</li> <li>2. <b><u>Middle</u></b>: A problem!</li> <li>3. <b><u>Ending</u></b>: How the problem gets solved.</li> <li>4. Entertains people!</li> </ol>



# GRADE 5 - TERM 3

WEEK



**THEME:**  
**CONSERVATION**

"He that plants trees loves others besides himself."  
—Thomas Fuller

## TERM 3: WEEK 6

## OVERVIEW

THEME	<b>Conservation</b>
THEME VOCABULARY	conserve, conservation, wildlife, endangered species, poachers, environment, bare, valuable, destroy, destruction, plastic, single-use, carbon dioxide, chemical, pollution, teach, plant, clean up, rescue, donate, organisation
LSC	REVISE: Direct speech
COMPREHENSION STRATEGY	<b>Make inferences</b>
WRITING GENRE	Story (narrative essay)
WRITING TOPIC	Write a story about a character who cares about conservation! This story must include a conversation (dialogue) between two characters.

WEEK 6: MONDAY / DAY 1: PLANNING			
TOPIC	<b>Write a story about a character who cares about conservation! This story must include a conversation (dialogue) between two characters.</b>		
GENRE	<b>Story (narrative essay)</b>		
PLANNING STRATEGY	<b>Write a list</b>		
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Show learners that you <b>think before you write</b>.</li> <li>3. Orally share some of your ideas about completing the writing topic, like: <p><i>I know that there are lots of different things that we can work to conserve. I am going to write about a character who wants to conserve the environment by helping trees. He is going to give an idea to the principal at his school that learners at the school should plant trees!</i></p> </li> <li>4. Have the writing topic written on one side of the chalkboard.</li> <li>5. Write the planning frame below on the other side of the chalkboard. On the other side of the chalkboard, show learners how you make a list by answering the questions.</li> </ol>		
	<table border="0"> <tr> <td style="vertical-align: top;"> <p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>1. Who is the main character?</li> <li>2. What do we need to know about this character?</li> <li>3. Who are the other characters in the story?</li> <li>4. What is the setting of the story? (Where does the story happen?)</li> <li>5. What is being conserved in the story?</li> <li>6. Why is this being conserved? (What is the problem?)</li> <li>7. How is this being conserved? (How is the problem fixed?)</li> <li>8. What will the characters have a conversation about?</li> </ol> </td> <td style="vertical-align: top;"> <p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>1. Khanyi, age 10</li> <li>2. He loves playing outside. He loves to climb trees!</li> <li>3. His principal, Mrs Faba and his friend, Puleng</li> <li>4. Their school: Tiga Primary School</li> <li>5. Trees.</li> <li>6. Because Khanyi loves trees. He notices that lots of trees in the community get cut down for fire wood.</li> <li>7. The children at school will have a day where they plant new trees at school.</li> <li>8. Khanyi tells his principal about his idea!</li> </ol> </td> </tr> </table>	<p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>1. Who is the main character?</li> <li>2. What do we need to know about this character?</li> <li>3. Who are the other characters in the story?</li> <li>4. What is the setting of the story? (Where does the story happen?)</li> <li>5. What is being conserved in the story?</li> <li>6. Why is this being conserved? (What is the problem?)</li> <li>7. How is this being conserved? (How is the problem fixed?)</li> <li>8. What will the characters have a conversation about?</li> </ol>	<p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>1. Khanyi, age 10</li> <li>2. He loves playing outside. He loves to climb trees!</li> <li>3. His principal, Mrs Faba and his friend, Puleng</li> <li>4. Their school: Tiga Primary School</li> <li>5. Trees.</li> <li>6. Because Khanyi loves trees. He notices that lots of trees in the community get cut down for fire wood.</li> <li>7. The children at school will have a day where they plant new trees at school.</li> <li>8. Khanyi tells his principal about his idea!</li> </ol>
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LEARNERS USE  
THE PLANNING  
STRATEGY  
(YOU DO)

1. Tell learners to close their eyes and **visualise** their characters and the setting of their story. Instruct learners to think about what happens in the story – what will the characters in this story conserve? Why do they care about conserving this? What do they do to help conserve this? Learners should try to **visualise** their story like a movie in their mind!
2. Next, tell learners to **turn and talk** with a partner, to share their idea.
3. **Hand out exercise books.**
4. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their story, just like you did.
5. Tell learners not to copy your plan – they must write their **own** ideas.
6. As learners work, walk around the room and hold mini-conferences.

My story: Planning

1. Zodwa, age 11.
2. She loves nature and animals.
3. Her teacher, Mrs Nkosi and her friend Mavis.
4. Their school, Vutselani Primary School
5. Plants and animals
6. Zodwa see the litta is bad for plants and  
can kill animals
7. The children at the school will pick up litta  
every day.
8. Zodwa tells Mrs Nkosi about her idea.

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

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	<b>Lyrics</b>	<b>Actions</b>
	Let there be forests for years to come	-
	Let trees stand tall	<i>Hold your arms out like trees</i>
	And leaves whisper to all.	<i>whisper</i>
	Let there be forests for years to come	-
	Let the birds and bees	<i>Pretend to fly</i>
	Thrive in the trees.	<i>Hold your arms out like trees</i>
THEME VOCABULARY	plastic, single-use, carbon dioxide, chemical, pollution	
<b>QUESTION OF THE DAY</b>		
Question	Which kind of pollution you think is worse for the environment?	
Graph	2 COLUMN GRAPH	
Options	single-use plastic / carbon dioxide	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think single-use plastic is worse for the environment?</b>	
Answer	__ learners think single-use plastic is worse for the environment?	
<b>Question</b>	<b>How many learners think carbon dioxide is worse for the environment?</b>	
Answer	__ learners think carbon dioxide is worse fro the environment.	
<b>Question</b>	<b>Which kind of pollution do more learners think is worse for the environment?</b>	
Answer	More learners think __ is worse for the environment.	
<b>Question</b>	<b>Which kind of pollution do fewer learners think is worse for the environment?</b>	
Answer	Fewer learners think __ is worse for the environment.	
<b>Question</b>	<b>Which kind of pollution you think is worse for the environment?</b>	
Answer	I think single-use plastic is worse.	

Answer	I think carbon dioxide is worse.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

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

**GROUP GUIDED READING**

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: LSC AND DRAFTING

LSC	REVISE: Direct speech
LSC MODELLING (I DO)	<p><b>Part 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that in our stories this week, we will need to include a conversation (dialogue). Explain that when we write a conversation in a story, we use direct speech! This shows exactly what the characters say to each other when they are talking.</li> <li>2. Remind learners that when we want to write the words exactly as someone says them, we use <b>direct speech</b>.</li> <li>3. Call a volunteer up to the front of room. Ask this learner: What is one thing you like about school?</li> <li>4. Write down what the learner says as a quotation on the board, like: "I like reading poetry," Zodwa said. Zodwa stated, "I like reading poetry."</li> <li>5. Point out that: <ol style="list-style-type: none"> <li>a. The <b>quotation marks</b> go around what the person says.</li> <li>b. A <b>tag</b> (like Zodwa said) can go before or after the quotation marks.</li> <li>c. The <b>comma</b> goes outside the quotation marks if the tag is before.</li> <li>d. The <b>comma</b> goes inside the quotation marks if the tag is after.</li> </ol> </li> </ol> <p><b>Part 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that today, we will have time to think about the conversation (dialogue) in our story before we draft.</li> <li>2. Explain that you will need to think about what the characters say to each other. You will need to think about how each character speaks!</li> <li>3. Point to <b>point 8</b> on your plan. Remind learners that in your story, a learner shares his idea about planting trees with his principal.</li> <li>4. Use modelling to write a short dialogue that could fit into your story, like: 'Mrs Faba, I wanted to talk to you about conserving trees,' Khanyi said. 'Sure,' Mrs Faba said, 'I have time now!' 'I noticed that lots of trees around our school are getting cut down. I was thinking maybe we could get some seeds and plant new trees around school?' Khanyi said. 'Wow! What a great idea!' Mrs Faba replied!</li> </ol>



<p>LSC Ask learners for help <b>(WE DO)</b></p>	<ol style="list-style-type: none"> <li>1. <b>Ask learners:</b> What else do you think Mrs Faba might say at the end of the conversation?</li> <li>2. Call on learners to give you ideas.</li> <li>3. Write down one idea on the board, like: You are so creative!</li> <li>4. Call on a different learner to come to the front of the room and add the proper punctuation and a tag to the words, like:</li> <li>5. ‘You are so creative!’ Mrs Faba said.</li> <li>6. Help the learner to use the proper punctuation if needed.</li> </ol> <p><b>Brainstorm words to use in the tag!</b></p> <ol style="list-style-type: none"> <li>1. Explain that we can use the word ‘said’ in the tag.</li> <li>2. However, there are lots of other, more interesting words we can use.</li> <li>3. Ask learners if they know some alternative words to use instead of ‘said’.</li> <li>4. Write down some ideas on the board, like: <b>replied, asked, shouted, whispered, answered, cried, yelled, etc.</b></li> </ol>
<p>LSC Pair work <b>(YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Hand out exercise books.</li> <li>2. Instruct learners to find their lists from Monday. Explain that today, learners will write their dialogue that they began to plan in <b>point 8</b> of their plan!</li> <li>3. Give learners a few minutes to reread their plans and write their conversations for their stories.</li> <li>4. Instruct learners to <b>turn and talk</b> and read their conversation (dialogue) to a partner. They should show their partner their written conversation and help each other with the proper punctuation.</li> <li>5. After learners have shared with a partner, call the class back together.</li> <li>6. Ask the whole class: Why do you think we might want to include a conversation (dialogue) in a story?</li> <li>7. Explain that a conversation helps us know more about the characters. It helps us understand what a character sounds like. It helps us feel like we are more involved in the story, because we know exactly what characters in the story are saying to each other (like we are there!).</li> </ol>

<p><b>TOPIC</b></p>	<p>Write a story about a character who cares about conservation! This story must include a conversation (dialogue) between two characters.</p>			
<p>PLANS</p>	<p>Before class begins, rewrite the planning frames on the board:</p> <table border="1" data-bbox="514 315 1494 1154"> <tr> <td data-bbox="514 315 1031 1154"> <p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>Who is the main character?</li> <li>What do we need to know about this character?</li> <li>Who are the other characters in the story?</li> <li>What is the setting of the story? (Where does the story happen?)</li> <li>What is being conserved in the story?</li> <li>Why is this being conserved? (What is the problem?)</li> <li>How is this being conserved? (How is the problem fixed?)</li> <li>What will the characters have a conversation about?</li> </ol> </td> <td data-bbox="1031 315 1494 1154"> <p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>Khanyi, age 10</li> <li>He loves playing outside. He loves to climb trees!</li> <li>His principal, Mrs Faba and his friend, Puleng</li> <li>Their school: Tiga Primary School</li> <li>Trees.</li> <li>Because Khanyi loves trees. He notices that lots of trees in the community get cut down for fire wood.</li> <li>The children at school will have a day where they plant new trees at school.</li> <li>Khanyi tells his principal about his idea!</li> </ol> </td> </tr> </table>		<p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>Who is the main character?</li> <li>What do we need to know about this character?</li> <li>Who are the other characters in the story?</li> <li>What is the setting of the story? (Where does the story happen?)</li> <li>What is being conserved in the story?</li> <li>Why is this being conserved? (What is the problem?)</li> <li>How is this being conserved? (How is the problem fixed?)</li> <li>What will the characters have a conversation about?</li> </ol>	<p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>Khanyi, age 10</li> <li>He loves playing outside. He loves to climb trees!</li> <li>His principal, Mrs Faba and his friend, Puleng</li> <li>Their school: Tiga Primary School</li> <li>Trees.</li> <li>Because Khanyi loves trees. He notices that lots of trees in the community get cut down for fire wood.</li> <li>The children at school will have a day where they plant new trees at school.</li> <li>Khanyi tells his principal about his idea!</li> </ol>
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<p>WRITING FRAME</p>	<ol style="list-style-type: none"> <li>Next, tell learners that they must turn each point in their plan into a sentence.</li> <li>They must also arrange the sentences into three paragraphs.</li> <li>They can use the sentence starters under each heading for help writing their paragraphs. They will need to add more sentences as well.</li> <li>Explain that learners must decide where their conversation (point 8) best fits into the story.</li> <li>Write the following frame on the chalkboard, and explain it to learners:             <p style="margin-left: 40px;"><b>Paragraph One: Beginning</b> Points 1-4 ...lived in... <i>He / she loved to...</i></p> <p style="margin-left: 40px;"><b>Paragraph Two: Middle (and dialogue)</b> Points 5-6 ...cared about conserving... <i>He / she wanted to conserve...because</i> <i>He / she decided to talk to...</i></p> </li> </ol>			

	<p><b>Paragraph Three: Ending</b>  Point 7  <i>He / she decided...</i>  <i>After that...</i>  <i>In the end...</i></p> <p><i>REMEMBER: Your story must include a conversation. When we write a conversation in a story, we use direct speech, like:</i>  <i>'I want to save trees!' Khanyi said.</i>  <i>'I want to help you,' Mrs Faba replied.</i></p>
DRAFT	<ol style="list-style-type: none"> <li>1. Hand out learners' exercise books.</li> <li>2. Settle learners so you have their attention.</li> <li>3. Remind learners that they will write story using the frame.</li> <li>4. Instruct learners to write the date and heading: <b>Story: Draft</b></li> <li>5. Instruct learners to find their plan from Monday and think about their ideas.</li> <li>6. Instruct learners to complete the writing frame using their plans.</li> <li>7. Tell learners that they can add more sentences or details if they have time.</li> <li>8. Remind learners of the strategies they can use to help them.</li> <li>9. As learners write, walk around the classroom and help learners who are struggling.</li> </ol>
HOMEWORK	Learners must complete the draft.

My story: Draft

Zodwa was ten yeers old. She lived in mpumalanga and went to Vutselani primary school. She loved animals and nature.

Zodwa cared about conserving plants and animals. She wanted to clean her school because she cud see that litta was bad for plants and cud kill animals. She decided to talk to Mrs Nkosi. 'I need youre help to get our school clean, will you get all the children to pick up litta for 5 minits every day?' 'Yes I will Zodwa, what a good idea'! said Mrs nkosi.

After that all the children picked up litta around the school everyday. After that the plants started to grow and the school was clean.

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

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	<b>Lyrics</b>	<b>Actions</b>
	Let there be forests for years to come	-
	Let trees stand tall	<i>Hold your arms out like trees</i>
	And leaves whisper to all.	<i>whisper</i>
	Let there be forests for years to come	-
	Let the birds and bees	<i>Pretend to fly</i>
	Thrive in the trees.	<i>Hold your arms out like trees</i>
THEME VOCABULARY	teach, plant, clean up, rescue, donate, organisation	
<b>QUESTION OF THE DAY</b>		
Question	What do you think is the best way to help with conservation?	
Graph	4 COLUMN GRAPH	
Options	teach others / plant trees / clean up rubbish / donate money	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think teaching others is the best way to help?</b>	
Answer	__ learners think teaching others is the best way to help.	
<b>Question</b>	<b>How many learners think planting trees is the best way to help?</b>	
Answer	__ learners think planting trees is the best way to help.	
<b>Question</b>	<b>How many learners think cleaning up rubbish is the best way to help?</b>	
Answer	__ learners think cleaning up rubbish is the best way to help.	
<b>Question</b>	<b>How many learners think donating money is the best way to help?</b>	
Answer	__ learners think donating money is the best way to help.	
<b>Question</b>	<b>What do most learners think is the best way to help?</b>	
Answer	Most learners think __ is the best way to help.	
<b>Question</b>	<b>What do fewest learners think is the best way to help?</b>	
Answer	Fewest learners think __ is the best way to help.	

<b>Question</b>	<b>What do you think is the best way to help with conservation?</b>
Answer	I think teaching others is the best way to help.
Answer	I think planting trees is the best way to help.
Answer	I think cleaning up rubbish is the best way to help.
Answer	I think donating money is the best way to help.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

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

**GROUP GUIDED READING**

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><b>EDITING CHECKLIST</b></p>	<ol style="list-style-type: none"> <li>1. Does my story have 3 paragraphs?</li> <li>2. Does my story describe the character and setting?</li> <li>3. Does my story include a character who cares about conservation?</li> <li>4. Does my story include a conversation (dialogue) between two characters?</li> <li>5. Does my dialogue use proper punctuation (quotation marks)?</li> <li>6. Did I spell all words correctly?</li> <li>7. Does each sentence begin with a capital letter?</li> <li>8. Does each sentence end with proper punctuation?</li> </ol>
<p><b>EDIT</b></p>	<ol style="list-style-type: none"> <li>1. Instruct learners to open their exercise books to the completed draft.</li> <li>2. Write the editing checklist on the board.</li> <li>3. Instruct learners to read their own writing.</li> <li>4. Instruct learners to make sure the answer to each of these questions is yes.</li> <li>5. Instruct learners to fix any mistakes they find.</li> <li>6. Instruct learners to change words if it will help their story sound more interesting.</li> <li>7. Explain that learners may begin to publish when they are finished editing.</li> </ol>
<p><b>PUBLISH</b></p>	<ol style="list-style-type: none"> <li>1. Explain that in the final draft, learners must give their stories a title.</li> <li>2. Instruct learners to rewrite their story, correcting any mistakes.</li> <li>3. Instruct learners to rewrite the story correctly, under their chosen title.</li> <li>4. Tell learners that they may illustrate their story by drawing a picture with a caption, but it is not a requirement.</li> <li>5. Collect all the learners' published stories.</li> </ol>
<p><b>SHARE</b></p>	<p>Try to find some time for a few learners to read their stories to the class.</p>

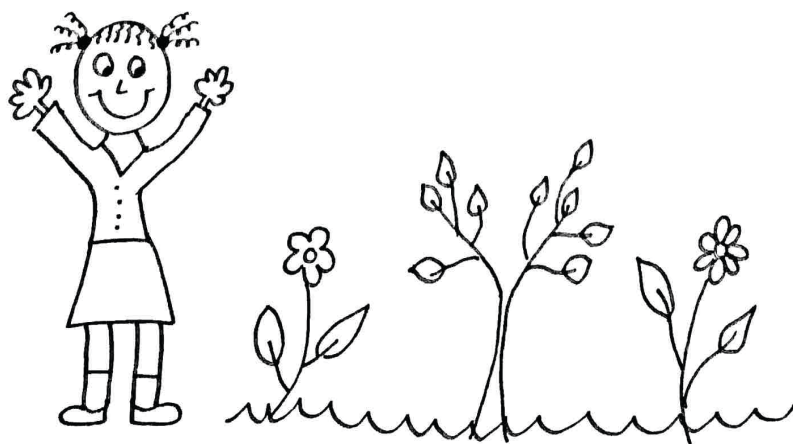


## Zodwa saves the day

Zodwa was 11 years old. She lived in Mpumalanga and went to Vutselani Primary school. She loved animals and nature.

Zodwa cared about conserving plants and animals. She wanted to clean her school because she could see that litter was bad for plants and could kill animals. She decided to talk to Mrs Nkosi. 'I need your help Mrs Nkosi, we need to get our school clean. Will you get all the children to pick up litter for 5 minutes every day?' Zodwa asked. 'Yes I will Zodwa, what a good idea!' said Mrs Nkosi.

After that all the children picked up litter every day for 5 minutes. They even started to pick up litter in the village. After that the plants started to grow and the school and village was always clean.



WEEK 6: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
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"> <li>• Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme.</li> <li>• They should also add any new questions about what they still want to learn.</li> </ul>
SUMMARISE	<ul style="list-style-type: none"> <li>• Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme.</li> <li>• Remember to include:               <ul style="list-style-type: none"> <li>o Theme vocabulary</li> <li>o LSC</li> <li>o The different texts that were read</li> <li>o The small group discussion</li> <li>o The comprehension strategy</li> <li>o The writing genre and task</li> <li>o All content from the theme</li> </ul> </li> </ul>
SHARE WITH FAMILIES	<ul style="list-style-type: none"> <li>• Ask learners to think about two things they learnt this week that they will share with their families.</li> <li>• Tell learners to turn and talk and share with a partner.</li> <li>• Ask a few learners to share their points with the class.</li> </ul>
ACKNOWLEDGE AND CELEBRATE	<ul style="list-style-type: none"> <li>• Acknowledge the improvements and achievements of a few learners each week.</li> <li>• These improvements and achievements can be related to:               <ul style="list-style-type: none"> <li>o EFAL skills like reading or writing</li> <li>o Theme content</li> <li>o Tasks or activities</li> <li>o Behaviour in the class</li> <li>o Relationships with other learners</li> <li>o Attitude to EFAL</li> <li>o Or any other aspect of classroom life</li> </ul> </li> <li>• Do something small to celebrate any remarkable achievements or improvements that you have noticed.</li> </ul>

**GRADE 5 - TERM 3**

**WEEK**  
**7**

**THEME:**  
**HEALTHY EATING**

"The first wealth is health."  
-Ralph Waldo Emerson

TERM 3: WEEK 7	
OVERVIEW	
THEME	<b>Healthy Eating</b>
THEME VOCABULARY	habit, overweight, exhausted, diet, fit, whoa, slow, banned, once-in-a-while, anytime
LSC	Active and passive voice
COMPREHENSION STRATEGY	<b>Make evaluations</b>
WRITING GENRE	Line graph
WRITING TOPIC	Make a graph to show how much protein your classmates eat.
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>4. Try to find some reading material for your theme table, for example: magazine articles about healthy eating.</li> <li>5. Try to find some pictures of different healthy foods.</li> <li>6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.</li> </ol>

WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
INTRODUCE THE THEME		
PICTURE	<ol style="list-style-type: none"> <li>1. Tell learners to turn to DBE Workbook 1 page 64</li> <li>2. Instruct learners to look at the title, headings and pictures in the text</li> </ol>	
INTRODUCE THE THEME	<ol style="list-style-type: none"> <li>1. Tell learners the title of the theme.</li> <li>2. Activate learners' background knowledge about the theme.</li> <li>3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.</li> <li>4. Fill in the first part of the K-W-L chart.</li> </ol>	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Eat healthy foods often	<i>Make a heart with your hands</i>
	Think of them as GO	<i>Jump up with arms up in the air</i>
	Eat chips once in a while	<i>Hold your hand up and twist your wrist</i>
	Think of them as SLOW	<i>Take one slow step to the side</i>
	But please avoid sugar	<i>Shake your head and fold your arms</i>
	Think of this as WHOA!	<i>Hold both hands up to say stop</i>
THEME VOCABULARY	habit, overweight, exhausted, diet, fit	
QUESTION OF THE DAY		
Question	How do you feel about healthy eating habits?	
Graph	3 COLUMN GRAPH	
Options	it is easy to have healthy eating habits. / it takes hard work to have healthy eating habits. / I don't know that much about healthy eating habits.	
Follow-up questions		
Question	<b>How many learners feel that it is easy to have healthy eating habits?</b>	
Answer	__ learners feel that it is easy to have healthy eating habits.	
Question	<b>How many learners feel that it takes hard work to have healthy eating habits?</b>	

Answer	__ learners feel that it takes hard work to have healthy eating habits.
<b>Question</b>	<b>How many learners feel that they don't know that much about healthy eating habits?</b>
Answer	__ learners feel that they don't know that much about healthy eating habits.
<b>Question</b>	<b>How do most learners feel about healthy eating habits?</b>
Answer	Most learners feel that __.
<b>Question</b>	<b>How do fewest learners feel about healthy eating habits?</b>
Answer	Fewest learners feel that __.
<b>Question</b>	<b>How do you feel about healthy eating habits?</b>
Answer	I feel that it is easy to have healthy eating habits.
Answer	I feel that it takes hard work to have healthy eating habits.
Answer	I feel that I don't know that much about healthy eating habits.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

## WEEK 7: MONDAY / DAY 1: LISTENING

## LISTEN TO...

1. Remind learners of the theme for the cycle.
2. Explain that now you are going to read a text to the learners.
3. Explain that this text is linked to the theme: Healthy Eating!
4. This week, learners will listen to **a story: Marang Gets Healthy**
5. **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.
6. **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.
7. **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
Marang had a friendly and fun personality. Everybody in Grade 5 loved Marang. He had many friends in his class, which made him feel very happy. His teachers loved how hard-working he was, which made him feel proud.	I make the <b>evaluation</b> that Marang is popular, because his friends and teachers like him.	<ol style="list-style-type: none"> <li>1. Who is the main character in this story? (<i>Marang.</i>)</li> <li>2. What grade is Marang in? (<i>He is in Grade 5.</i>)</li> <li>3. Make an evaluation. What kind of person do you think Marang is? (<i>I think he is...popular / hard-working / etc.</i>)</li> </ol>
Marang's only problem was that he was very overweight. Because of this, he struggled to play with his friends at break. Marang's friends loved to play cricket at break, but he could not join in because he struggled to run, and he got tired very quickly. He usually spent his breaks standing on the side of the cricket field, watching his friends play. This made Marang feel bad about his body and bad about himself. He wanted to be able to play with his friends without getting exhausted.	I don't think Marang knows how to solve this problem on his own! I make the <b>evaluation</b> that he needs help!	<ol style="list-style-type: none"> <li>1. Why couldn't Marang join his friends at break? (<i>Because he struggled to run and he got tired very quickly.</i>)</li> <li>2. How did Marang feel when he watched his friends play? (<i>He felt bad about his body and about himself.</i>)</li> <li>3. What did Marang want? (<i>He wanted to be able to play with his friends without getting exhausted.</i>)</li> </ol>

<p>Marang decided to speak to the cricket coach. He wanted to get fit and healthy so that he could play cricket with his friends. The cricket coach asked Marang what he ate every day.</p>	<p>I make the <b>evaluation</b> that Marang is determined. I say this because he tries to find help!</p>	<ol style="list-style-type: none"> <li>4. Who did Marang go to for help? <i>(He went to the cricket coach for help.)</i></li> <li>5. Why did Marang decide to speak to the cricket coach? <i>(Because he wanted to get fit and healthy. / Because he wanted to be able to play with his friends every day.)</i></li> </ol>
<p>‘Hmmm,’ said Marang. ‘I wake up late so I don’t eat breakfast. My mom gives me tuckshop money for school. I buy crisps, a chocolate and a cooldrink. Then, when I get home I have bread and jam with tea. For supper, we have meat or chicken and pap. Sometimes, we have take-aways,’ explained Marang.</p>	<p>When I <b>evaluate</b> what Marang eats, I think that he doesn’t eat the healthiest food. I think he needs help understanding how to make healthier choices.</p>	<ol style="list-style-type: none"> <li>1. How often does Marang eat crisps, chocolate and a cooldrink? <i>(Every school day.)</i></li> <li>2. What evaluation can you make about Marang’s diet? <i>(Do you think he is a healthy eater? Why or why not?) (I make the evaluation that Marang...because...)</i></li> </ol>
<p>‘Thank you Marang,’ said Mr Botes, the cricket coach. ‘You have been very honest. I can help you to become fit and healthy by changing your diet and habits.’</p> <p>Mr Botes went on, ‘First, I want you to wake up earlier and eat breakfast. You can have fruit, or an egg, or porridge. Then, at school, buy a sandwich from the tuckshop and drink water. Ask your mom if she can cook vegetables for supper, instead of pap. Try not to eat too many take-aways – just eat them once in a while. Then, try to do some exercise. Start by going for walks until you get fitter.’</p>	<p>I make the <b>evaluation</b> that Mr Botes is a helpful person, because he helps Marang make a plan.</p>	<ol style="list-style-type: none"> <li>1. What does Mr Botes tell Marang he must do? <i>(He must change his diet and habits.)</i></li> <li>2. Why do you think Marang was very honest with Mr Botes? <i>(Because he trusted Mr Botes. / Because he really wanted Mr Botes to help him.)</i></li> </ol>



<p>One month later, Marang felt so much better. He had a lot more energy, he was able to run around and he did not get exhausted. Marang had lost some weight, and he felt better about his health and his body. Best of all, Marang was able to play cricket with his friends during break time! Marang was very grateful for Mr Botes's help.</p>	<p>I have evidence that Marang listened to the cricket coach's advice, because he feels better and is able to join his friends cricket game!</p>	<ol style="list-style-type: none"><li>1. How long did it take for Marang to feel better? <i>(He felt better after a month.)</i></li><li>2. Why was Marang grateful? <i>(He was grateful for Mr Botes's help.)</i></li></ol>
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WEEK 7: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss a story: **Marang Gets Healthy**
2. Before class begins, write the following conversation frame on the board:
  - a. In this story...
  - a. Then...
  - b. In the end....
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

Sounds	/wh/ /u-e/ /oo/												
Activity	<ol style="list-style-type: none"> <li>1. Write the following sounds on the chalkboard: <b>wh, /u-e/ (long U) and oo</b></li> <li>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</li> <li>3. Explain that with this sound (<b>u-e</b>) the two letters are not written together in the word, but that they make one sound (long U).</li> <li>4. Explain that the /oo/ sound can be said two ways.                     <ul style="list-style-type: none"> <li>• It has a short sound, as in book.</li> <li>• It has a long sound, as in pool.</li> </ul> </li> <li>5. Write the following words on the chalkboard and sound each word out as follows:                     <ol style="list-style-type: none"> <li>a. /wh/ - /i/ - /m/ = whim</li> <li>b. /c/ - /u-e/ - /b/ = cube</li> <li>c. /l/ - /oo/ - /k/ = look (short sound)</li> <li>d. /c/ - /oo/ - /l/ = cool (long sound)</li> </ol> </li> <li>6. Ask learners to sound out and read each word after you.</li> </ol>												
Word find	<p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>wh</td> <td>u - e</td> <td>c</td> </tr> <tr> <td>e</td> <td>p</td> <td>l</td> </tr> <tr> <td>t</td> <td>oo</td> <td>a</td> </tr> <tr> <td>i - e</td> <td>k</td> <td>n</td> </tr> </table> <p><b>MODEL</b></p> <ol style="list-style-type: none"> <li>1. Review all of the sounds on the chalkboard.</li> <li>2. Tell learners to copy the table into their books.</li> </ol>	wh	u - e	c	e	p	l	t	oo	a	i - e	k	n
wh	u - e	c											
e	p	l											
t	oo	a											
i - e	k	n											

	<ol style="list-style-type: none"> <li>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.</li> <li>4. Show learners how to build one or two words, like: <b>what</b> or <b>cute</b></li> <li>5. Possible words (this is not a complete list): <b>when, what, while, pool, tool, noon, look, took, cute, tune, puke, pet, pan, etc.</b></li> </ol>
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WEEK 7: TUESDAY / DAY 2: PRE-READING	
TITLE	<i>Eat well</i>
DBE WORKBOOK 2, PAGE	64
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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"> <li>1. Remind learners of the theme for this cycle.</li> <li>2. Remind them of the text that they listened to and discussed in the previous lessons.</li> <li>3. Explain that you are now going to move on to another text, but it is still related to the theme.</li> <li>4. Ask a learner to read the title: <b><i>Eat well</i></b></li> <li>5. Ask learners to brainstorm time words. Write these words on the board, like: <i>time, day, week, while, sometimes, etc.</i></li> <li>6. Instruct the learners to scan the text for the time words. Instruct them to underline any words related to time.</li> <li>7. Give learners 1 minute to scan the text.</li> <li>8. Ask learners: What kind of time words did you find in the text? What do these words help us understand about the text?</li> <li>9. Explain that these words help us understand that we must eat different foods more and less often.</li> <li>10. Instruct learners to think about the pictures, title and the underlined words in the text.</li> <li>11. Ask learners predictive questions: <ol style="list-style-type: none"> <li>a. What do you think this will teach you about? Why? (What evidence do you have?)</li> <li>b. Who do you think this text might have been written for?</li> <li>c. Do you think you will enjoy reading this text? Why or why not?</li> </ol> </li> <li>12. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.</li> </ol>	

WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Eat healthy foods often	<i>Make a heart with your hands</i>
	Think of them as GO	<i>Jump up with arms up in the air</i>
	Eat chips once in a while	<i>Hold your hand up and twist your wrist</i>
	Think of them as SLOW	<i>Take one slow step to the side</i>
	But please avoid sugar	<i>Shake your head and fold your arms</i>
	Think of this as WHOA!	<i>Hold both hands up to say stop</i>
THEME VOCABULARY	whoa, slow, banned, once in a while, anytime	
<b>QUESTION OF THE DAY</b>		
Question	What kind of foods do you think are the tastiest?	
Graph	3 COLUMN GRAPH	
Options	Go foods / Slow foods / Whoa foods	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think that Go foods are the tastiest?</b>	
Answer	__ learners think that Go foods are the tastiest.	
<b>Question</b>	<b>How many learners think that Slow foods are the tastiest?</b>	
Answer	__ learners think that Slow foods are the tastiest.	
<b>Question</b>	<b>How many learners think that Whoa foods are the tastiest?</b>	
Answer	__ learners think that Whoa foods are the tastiest.	
<b>Question</b>	<b>What kind of foods do most learners think are the tastiest?</b>	
Answer	Most learners think that __ foods are the tastiest.	
<b>Question</b>	<b>What kinds of foods do fewest learners think are the tastiest?</b>	
Answer	Fewest learners think that __ foods are the tastiest.	
<b>Question</b>	<b>What kind of foods do you think are the tastiest?</b>	
Answer	I think Go foods are the tastiest.	
Answer	I think Slow foods are the tastiest.	
Answer	I think Whoa foods are the tastiest.	

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

## WEEK 7: WEDNESDAY / DAY 3: FIRST READ

TITLE	<i>Eat well</i>
DBE WORKBOOK 2, PAGE	64
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Make evaluations</b>
PURPOSE	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"> <li>1. Hand out the DBE workbooks.</li> <li>2. Instruct learners to turn to the text on <b>page 64</b>.</li> <li>3. Allow learners a few minutes to try and read the text on their own, in silence.</li> <li>4. Explain that you will read the text to learners. They must <b>follow along</b> as you read.</li> <li>5. Read the text with fluency and expression to learners.</li> <li>6. Read the <b>Text</b> first, and then say the comment in the <b>First Read</b> column.</li> </ol>	
<b>Text</b>	<b>Think Aloud: First Read</b>
Lots of children want to know which foods to eat to be healthy, so let's learn the difference between <b>Go, Slow</b> and <b>Whoa</b> foods. Foods can be classified into three groups: Go, Slow, and Whoa.	I make the <b>evaluation</b> that this article was written to help us learn about how we can eat more healthily!

<p><b>Go foods</b> These are foods like fruit, vegetables, meat, chicken and fish that are good to eat almost anytime. They are the healthier foods.</p>	<p>I remember we learned all about facts and opinions. This is a text that includes lots of facts about what is healthy to eat and not. I don't see any opinions about what tastes good – only facts about which foods are healthy.</p>
<p><b>Slow foods</b> These are “sometimes foods” such as waffles and pancake. They aren't banned, but they shouldn't be eaten every day. At most, eat them once or twice a week.</p>	<p>I make the <b>evaluation</b> that this article could give us more evidence about why some foods are 'go food', 'slow foods' and 'whoa foods'. The text gives some examples, but it doesn't give facts about why!</p>
<p><b>Whoa foods</b> These foods should make you say exactly that- Whoa! Should I eat that? Whoa foods are the least healthy and the most likely to cause weight and health problems, especially if a person eats them all the time. That's why whoa foods, such as chips, are “once-in-a-while” foods.</p>	<p>I make the <b>evaluation</b> that this text could be more convincing if it gave more facts to tell why we should eat some foods and not others!</p>
<p>Look at the chart that shows you Go, Slow and Whoa foods. Perhaps you would like to share it with your family so that you can all eat healthily and everyone in the family can learn when to say “Go” and when to say “Whoa”!</p>	<p>I make the <b>evaluation</b> that the chart is included to make healthy eating easier!</p>
<p><b>[CHART]</b> <b>NOTE:</b> <i>You must then instruct learners to look at the table below.</i></p>	<p>This table has many more examples of which foods we should eat, but doesn't tell us about why. I <b>evaluate</b> that the table is helpful if we need to decide what to eat, but not that helpful if we need to understand why!</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>What three groups can foods be classified into?</p>	<p>Foods can be classified into three groups: Go, Slow, and Whoa.</p>
<p>What group are pancakes and waffles classified into?</p>	<p>Slow foods.</p>
<p><b>Questions about the chart</b></p>	<p><b>Responses</b></p>
<p>Which food group doesn't have any 'Go foods'?</p>	<p>Sweets and snacks.</p>

Which food groups don't have any 'Whoa foods'?	<ul style="list-style-type: none"> <li>• Milk and milk products</li> <li>• Proteins</li> </ul>
<b>Why question</b>	<b>Possible response</b>
Make an evaluation. What is one thing that is helpful about this text?	One thing that is helpful about this text is...
<b>Introduce the LSC in context</b>	
<ol style="list-style-type: none"> <li>1. Explain to learners that this cycle, they will be learning about: <b>Active and passive voice</b></li> <li>2. Point out the following example of this: <p><i>'Many children like to eat healthy food.'</i> (active voice)  <i>'Healthy food is eaten by many children.'</i> (passive voice)</p> </li> <li>3. Introduce this LSC as follows: <i>When we write, we normally write in the active voice. That means that we know exactly who is doing the action. When we know who the subject is, that is the active voice. The passive voice focuses on the action rather than the person doing it. This can happen when the action is more important than the person doing it.</i></li> </ol>	

WEEK 7: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Eat well</i>
DBE WORKBOOK 2, PAGE	64
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Make evaluations</b>
PURPOSE	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"> <li>Before the lesson begins, write the <b>follow-up questions</b> on the board:               <ol style="list-style-type: none"> <li><i>Which food groups have foods listed in all three groups: Go, Slow, and Whoa?</i></li> <li><i>Look at all the foods in the table. Which foods do you eat a lot of? Which foods do you not eat? Make an evaluation about how healthy the food you eat is.</i></li> <li><i>Make an evaluation. What is one thing that could be better about this text? Why do you say that?</i></li> </ol> </li> <li>Read the <b>follow-up questions</b> out loud to learners.</li> <li>Hand out the DBE workbooks.</li> <li>Instruct learners to turn to the text on <b>page 64</b>.</li> <li>Explain that you will read the text to learners. They must <b>follow along</b> with the text as you read.</li> <li>Read the text with fluency and expression to learners.</li> <li>Read the <b>Text</b> first, and then say the comment in the <b>Second Read</b> column.</li> <li>Next, instruct learners to <b>turn and talk</b> with a partner.</li> <li>Instruct learners to take turns <b>reading the text</b> to each other.</li> <li>Tell learners to <b>orally</b> discuss the <b>follow-up questions</b> together.</li> </ol>	
Text	Think Aloud: Second Read
<p>Lots of children want to know which foods to eat to be healthy, so let’s learn the difference between <b>Go, Slow</b> and <b>Whoa</b> foods.</p> <p>Foods can be classified into three groups: Go, Slow, and Whoa.</p>	<p>I make the <b>evaluation</b> that when we read this text, we are meant to think about (and <b>evaluate</b>) our own eating habits.</p>
<p><b>Go foods</b></p> <p>These are foods like fruit, vegetables, meat, chicken and fish that are good to eat almost anytime. They are the healthier foods.</p>	<p>I make the <b>evaluation</b> that I could eat more of these ‘go foods’. I like to eat fruit, but I think I could eat more vegetables.</p>



<p><b>Slow foods</b></p> <p>These are “sometimes foods” such as waffles and pancake. They aren’t banned, but they shouldn’t be eaten every day. At most, eat them once or twice a week.</p>	<p>I love pancakes but I don’t eat them every day. I usually eat them only on the weekends. So, I make the <b>evaluation</b> that I do a good job with ‘slow foods’.</p>
<p><b>Whoa foods</b></p> <p>These foods should make you say exactly that- Whoa! Should I eat that? Whoa foods are the least healthy and the most likely to cause weight and health problems, especially if a person eats them all the time. That’s why whoa foods, such as chips, are “once-in-a-while” foods.</p>	<p>I make the <b>evaluation</b> that I should be more careful about the ‘whoa foods’ I eat – I love sweets. I judge from this text that I eat them too often!</p>
<p>Look at the chart that show you Go, Slow and Whoa foods. Perhaps you would like to share it with your family so that you can all eat healthily and everyone in the family can learn when to say “Go” and when to say “Whoa”!</p>	<p>I think I am going to bring this table with the shop – so I know specific foods to buy and eat.</p>
<p><b>[CHART]</b></p> <p><b>NOTE:</b> <i>You must then instruct learners to look at the table below.</i></p>	
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>Which foods are the healthiest foods?</p>	<p>Go foods are the healthiest foods.</p>
<p>Why do you think the writer of this text chose to call the groups: Go, Slow, and Whoa?</p>	<ul style="list-style-type: none"> <li>• Because the words rhyme.</li> <li>• Because the rhyming words help us remember them easily.</li> <li>• Because the words remind us how often we can eat these foods.</li> </ul>
<p><b>Questions about the chart</b></p>	<p><b>Responses</b></p>
<p>Which food groups have foods listed in all three groups: Go, Slow, and Whoa?</p>	<ul style="list-style-type: none"> <li>• Fruits and vegetables</li> <li>• Breads and cereals.</li> </ul>
<p>Look at all the foods in the table. Which foods do you eat a lot of? Which foods do you not eat? Make an <b>evaluation</b> about how healthy the food you eat is.</p>	<ul style="list-style-type: none"> <li>• I make the evaluation that I could eat more...</li> <li>• I make the evaluation that I could eat less...</li> <li>• I make the evaluation that I am a healthy / unhealthy eater.</li> </ul>

Why question	Possible response
Make an evaluation. What is one thing that could be better about this text? Why do you say that?	One thing that could be better about this text is... I say that because...
<p><b>Ask learners to formulate a question about the text.</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to independently think of a question that they can ask about the text.</li> <li>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.</li> <li>3. Tell learners to turn and talk, and share their questions with each other.</li> <li>4. Then, ask a few learners to share their questions with the class.</li> <li>5. Give other learners the opportunity to answer these questions.</li> </ol>	

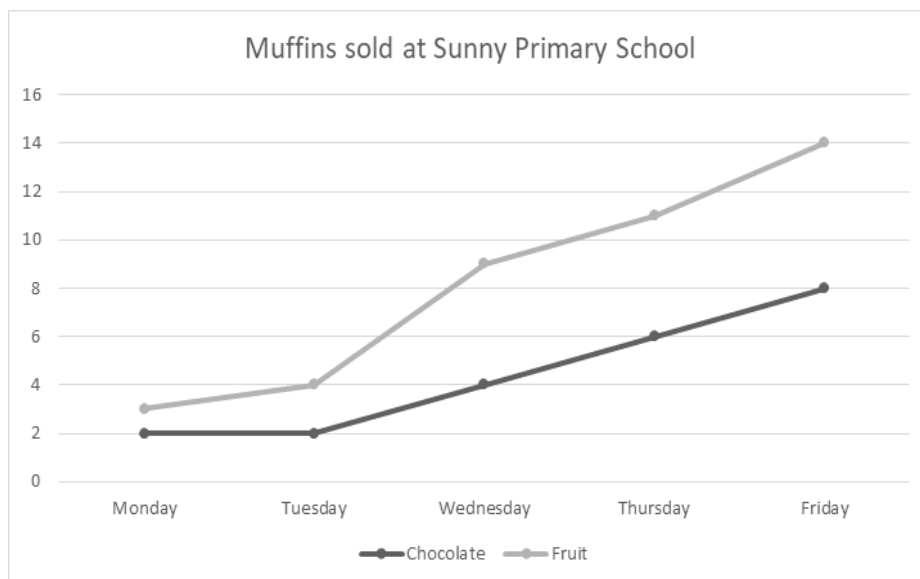
WEEK 7: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY	
<p><b>Modelling (I DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that this week, we have been working on <b>making evaluations</b>.</li> <li>2. Explain that when we make an <b>evaluation</b>, we make a judgement about the text.</li> <li>3. Hand out the DBE workbooks to learners.</li> <li>4. Instruct learners to open to: <b>page 64</b></li> <li>5. Explain that today, we will use the text to <b>evaluate</b> our own diets.</li> <li>6. Read out loud while learners follow along: <b>Go foods</b> <i>These are foods like fruit, vegetables, meat, chicken and fish that are good to eat almost anytime. They are the healthier foods.</i></li> <li>7. Explain that you will make an <b>evaluation</b> by thinking about this part of the text and about your own eating habits.</li> <li>8. Model how to make an evaluation about your own eating, like:               <ol style="list-style-type: none"> <li>a. I eat a lot of fruits.</li> <li>b. I eat meats.</li> <li>c. I can make the <b>evaluation</b> that I eat some 'Go foods' but I should add more vegetables.</li> <li>d. I make the <b>evaluation</b> that I don't eat as much healthy food as I should.</li> </ol> </li> </ol>
<p><b>Work with learners (WE DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that now, we will make an evaluation together to practice. We will think about the 'Slow foods' together.</li> <li>2. Read out loud while learners follow along: <b>Slow foods</b> <i>These are "sometimes foods" such as waffles and pancake. They aren't banned, but they shouldn't be eaten every day. At most, eat them once or twice a week.</i></li> <li>3. <b>Ask learners:</b> What evaluation can you make about your own eating when you read about these 'Slow foods'?</li> <li>4. Ask a few learners to share their ideas with the class. This will help you understand whether learners know what to do.</li> </ol>

<p><b>Pair work (YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that now, learners will make their own evaluation about the text.</li> <li>2. Read out loud while learners follow along: <b>Whoa foods</b> <i>These foods should make you say exactly that- Whoa! Should I eat that? Whoa foods are the least healthy and the most likely to cause weight and health problems, especially if a person eats them all the time. That's why whoa foods, such as chips, are "once-in-a-while" foods.</i></li> <li>3. <b>Ask learners:</b> What evaluation can you make about your own eating when you read about these 'Whoa foods'?</li> <li>4. <b>Ask learners:</b> What evaluation can you make about your own eating when you think about the text as a whole: Go, slow, AND whoa foods all together?</li> <li>5. Instruct learners to <b>turn and talk</b> and discuss this with a partners.</li> <li>6. After 3-5 minutes, call learners back together.</li> <li>7. Call on a few learners to share their evaluations. Discuss the evaluations that learners make about themselves, like: <ol style="list-style-type: none"> <li>a. I think I eat too many 'Whoa foods'.</li> <li>b. I think I am a healthy eater because I mostly eat fruits and vegetables!</li> <li>c. I eat foods in all three groups. I think I eat too many 'Slow foods', because I eat them almost every day.</li> <li>d. Etc.</li> </ol> </li> </ol>
<p><b>NOTES</b></p>	<ol style="list-style-type: none"> <li>1. <b>Look at the notes below. If your learners have not copied these into their exercise books, they should do so now.</b>  <b><u>Make evaluations</u></b> Form opinions based on what is happening in the text. I must: <ul style="list-style-type: none"> <li>- Think about the facts in the text.</li> <li>- Think about the opinions in the text.</li> <li>- Decide what I think about the facts. Decide if I agree or disagree with the opinions in the text.</li> <li>- Support my opinions with evidence from the text.</li> </ul> </li> <li>2. <b>If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).</b></li> </ol>

WEEK 7: FRIDAY / DAY 5: POST-READING	
TITLE	<i>Eat well</i>
DBE WORKBOOK 1, PAGE	64
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	<b>Summarise</b> <b>Make evaluations</b>
PURPOSE	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
POST-READING	
<ol style="list-style-type: none"> <li>1. Explain that today we will be <b>summarising the main point/s</b> of the text. <i>This means that we will think about the most important parts of the text.</i></li> <li>2. Explain that we will also be <b>making an evaluation about</b> the text. <i>This means we will be making a judgement about the text.</i></li> <li>3. Ask learners: How can you tell a friend about the text in <b>3-5 sentences</b>? <i>Explain that this is their summary!</i></li> <li>4. Instruct learners to use the frame to answer the question: <b>This text is about...</b> <b>I think I am / am not a healthy eater because...</b> <b>I think this text was written to...</b></li> <li>5. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.</li> <li>6. Give learners time to think about the most important parts of the text. Explain that learners may <b>skim</b> or <b>scan</b> the text if they need help remembering what the text was about.</li> <li>7. Instruct learners to <b>turn and talk</b> with a partner. Partners will take turns presenting and listening.</li> <li>8. Call the class back together. Call a few learners up to the front of the classroom to present to the class.</li> <li>9. Come up with a class summary, like: <b><i>This text is about</i></b> <i>healthy eating. This text is about which foods we can eat all the time, and which foods we should be more carefully about eating. <b>I think I am not a healthy eater</b> because I know I eat too many sweets. <b>I think this text was written to</b> help us make better eating choices.</i></li> </ol>	

WEEK 5: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
LINE GRAPH	To record and display information for the purposes of analysis.	<ul style="list-style-type: none"> <li>• Include a title that tells about the data on display</li> <li>• Include numbers on the X axis</li> <li>• Include units of time on the Y axis</li> <li>• Include some simple analysis points</li> </ul>	<ul style="list-style-type: none"> <li>• Visual text</li> <li>• Important for graph to be accurate and neat, easy to read</li> <li>• Important for units to be accurately spaced</li> <li>• Plot data with dots, and join them with straight lines</li> </ul>
INTRODUCE THE GENRE	<p>1. Explain that in this cycle, learners will create a <b>line graph</b>.</p> <p><b>Explain a line graph</b></p> <ol style="list-style-type: none"> <li>1. A line graph shows how something changes over time.</li> <li>2. Before drawing the line graph, you must collect data for a period of time, like a week.</li> <li>3. The data collected is usually in the form of numbers.</li> <li>4. The data must be recorded for every unit of time, like every day.</li> </ol> <ol style="list-style-type: none"> <li>1. <b>In terms of the text structure, a line graph must:</b> <ol style="list-style-type: none"> <li>a. Have a title to tell what the data is about</li> <li>b. Have an X and Y axis to plot the graph</li> <li>c. Write the numbers on the X axis</li> <li>d. Write the units of time on the Y axis</li> <li>e. Include some simple analysis</li> </ol> </li> <li>2. <b>In terms of visuals:</b> <ol style="list-style-type: none"> <li>a. It is important for the graph to be accurate and neat</li> <li>b. It is important for the units to be evenly spaced</li> <li>c. The data must be plotted using dots which are then joined by straight lines</li> </ol> </li> <li>3. Show learners an example of a line graph. Write the following example on the board:</li> </ol>		

READ THE SAMPLE TEXT



DISCUSS

**Line Graph**

1. What does this graph show us? (*The number of muffins sold at Sunny Primary School from Monday to Friday*)
2. What do the numbers on the X axis mean? (*This shows the number of muffins sold*)
3. Why are the days of the week written on the Y axis? (*This shows the days that the muffins were sold*)
4. What kind of muffins were sold? (*chocolate and fruit*)
5. How many chocolate muffins were sold on Monday? (*2*)
6. How many fruit muffins were sold on Tuesday? (*4*)
7. How many muffins were sold altogether on Monday? (*5*)
8. How many muffins were sold altogether on Friday? (*22*)
9. Why do you think the muffin sales went up across the week? (*Maybe because the people who bought them told other people to buy them / maybe because more people have money later in the week*)
10. If the school is going to have another muffin sale, how could they improve sales? (*Maybe only sell chocolate and not fruit? Or try a different flavor instead of fruit.*)

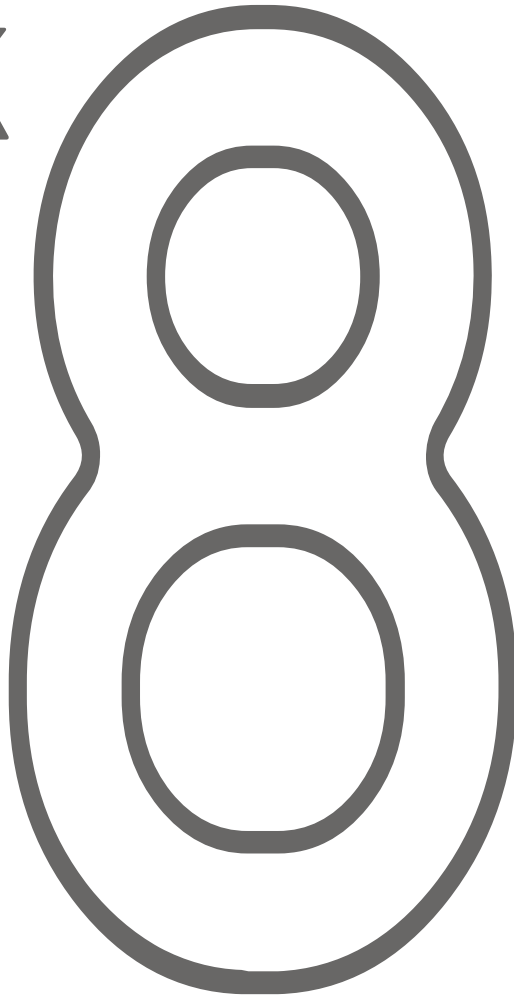
NOTES	<p><b>Tell learners to open their exercise books, and to write down the following heading and notes:</b></p> <p><b><u>Line Graph</u></b></p> <ol style="list-style-type: none"><li>1. A line graph shows how something changes over time.</li><li>2. Before drawing the line graph, you must collect data for a period of time, like a week.</li><li>3. <b>In terms of the text structure, a line graph must:</b></li><li>4. Have a title to tell what the data is about</li><li>5. Have an X and Y axis to plot the graph</li><li>6. Write the numbers on the X axis</li><li>7. Write the units of time on the Y axis</li><li>8. Include some simple analysis</li><li>9. <b>In terms of visuals, a line graph must:</b><ol style="list-style-type: none"><li>a. be accurate and neat</li><li>b. be evenly spaced</li><li>c. be plotted using dots which are then joined by straight lines</li></ol></li></ol>
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# GRADE 5 - TERM 3

**WEEK**



**THEME:**  
**HEALTHY EATING**

"Every time you eat is an opportunity to nourish yourself."

-Unknown

## TERM 3: WEEK 8

## OVERVIEW

THEME	<b>Healthy Eating</b>
THEME VOCABULARY	habit, overweight, exhausted, diet, fit, whoa, slow, banned, once-in-a-while, anytime, flush, waste, energy, raw, concentrate, active, passive, obesity, prevent, disease
LSC	Active and passive voice
COMPREHENSION STRATEGY	<b>Make evaluations</b>
WRITING GENRE	Line Graph
WRITING TOPIC	Make a graph to show how much protein your classmates eat.

WEEK 8: MONDAY / DAY 1: PLANNING	
TOPIC	<b>Make a graph to show how much protein your classmates eat</b>
GENRE	Line graph
PLANNING STRATEGY	Questionnaire
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic. <i>Explain to learners that this week, they will prepare for their writing by asking classmates to complete a questionnaire.</i></li> <li>2. Have the questionnaire written on the chalkboard.</li> <li>3. Tell learners to copy down the list of <b>protein foods</b> and the <b>table</b> into their exercise books.</li> <li>4. Then, explain the questionnaire to them.</li> </ol>
	<b>Planning: Questionnaire</b>
	<p><b>Questionnaire: How much protein do you eat?</b></p> <p><b>List of Protein Foods</b> meat, fish, chicken, tinned fish, tinned meat, eggs, beans, lentils, advocado pear, milk, yoghurt, cheese, nuts, peanuts, peanut butter</p> <ul style="list-style-type: none"> <li>• Every time you eat a portion of protein, count it as 1.</li> <li>• For example: On Monday, I ate porridge for breakfast, <u>peanuts</u> and <u>advocado</u> for lunch, and <u>chicken</u> and vegetables for supper.</li> <li>• I had 3 portions of protein.</li> </ul> <p><b>Task:</b></p> <ol style="list-style-type: none"> <li>1. Ask 3 girls in your class how many proteins they ate on each day last week. (Their answer may also be 0)</li> <li>2. Ask 3 boys in your class how many proteins they ate on each day last week. (Their answer may also be 0)</li> </ol>

	<p>3. Fill in the results in a <b>table</b> like this:</p> <table border="1"> <thead> <tr> <th></th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> </tr> </thead> <tbody> <tr> <td>Girl 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Girl 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Girl 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Totals</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th></th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> </tr> <tr> <td>Boy 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Boy 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Boy 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Totals</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Mon	Tues	Wed	Thurs	Fri	Girl 1						Girl 2						Girl 3						Totals							Mon	Tues	Wed	Thurs	Fri	Boy 1						Boy 2						Boy 3						Totals					
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LEARNERS USE THE PLANNING STRATEGY (YOU DO)	<ol style="list-style-type: none"> <li>1. Make sure that all learners have copied down the table in their exercise books.</li> <li>2. Then, tell learners that before they can draw a graph, they must collect data to fill in on the graph.</li> <li>3. Allow learners to walk around and ask 3 boys and 3 girls for their results.</li> <li>4. They must fill in the results on the table.</li> </ol>																																																												
HOMEWORK	Learners complete the plan for homework.																																																												

Planning: How much protein do my classmates eat?

	Mon	Tues	Wed	Thurs	Fri
Girl 1: Cassie	2	3	2	1	3
Girl 2: Jane	3	3	3	2	3
Girl 3: Nomsa	2	1	0	0	2
Totals	7	7	5	3	8
	Mon	Tues	Wed	Thurs	Fri
Boy 1: Dean	2	3	3	2	4
Boy 2: David	3	3	2	1	3
Boy 3: Joshua	2	0	1	2	3
Totals	7	6	6	5	10

### WEEK 8: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING

#### GROUP GUIDED READING

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	<b>Lyrics</b>	<b>Actions</b>
	Eat healthy foods often	<i>Make a heart with your hands</i>
	Think of them as GO	<i>Jump up with arms up in the air</i>
	Eat chips once in a while	<i>Hold your hand up and twist your wrist</i>
	Think of them as SLOW	<i>Take one slow step to the side</i>
	But please avoid sugar	<i>Shake your head and fold your arms</i>
	Think of this as WHOA!	<i>Hold both hands up to say stop</i>
THEME VOCABULARY	flush, waste, energy, raw, concentrate	
<b>QUESTION OF THE DAY</b>		
Question	Why do you think it is important to eat raw vegetables?	
Graph	3 COLUMN GRAPH	
Options	They are a source of water / They have more vitamins than cooked vegetables / They give you more energy	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think it's important to eat raw vegetables because they are a source of water?</b>	
Answer	__ learners think it's important to eat raw vegetables because they are a source of water.	
<b>Question</b>	<b>How many learners think it's important to eat raw vegetables because they have more vitamins than cooked vegetables?</b>	
Answer	__ learners think it's important to eat raw vegetables because they have more vitamins than cooked vegetables.	
<b>Question</b>	<b>How many learners think it's important to eat raw vegetables because they give you more energy?</b>	
Answer	__ learners think it's important to eat raw vegetables because they give you more energy.	
<b>Question</b>	<b>Why do most learners think it's important to eat raw vegetables?</b>	
Answer	Most learners think it's important to eat raw vegetables because __.	

<b>Question</b>	<b>Why do fewest learners think it's important to eat raw vegetables?</b>
Answer	Fewest learners think it's important to eat raw vegetables because ___.
<b>Question</b>	<b>Why do you think it is important to eat raw vegetables?</b>
Answer	I think it's important to eat raw vegetables because they are a source of water.
Answer	I think it's important to eat raw vegetables because they have more vitamins than cooked vegetables.
Answer	I think it's important to eat raw vegetables because they give you more energy.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

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

**GROUP GUIDED READING**

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: LSC AND DRAFTING

LSC	Active and passive voice
LSC MODELLING (I DO)	<ol style="list-style-type: none"> <li>1. Explain that normally, we write in the <b>active voice</b>. This means there is someone or something who is doing the action in our sentence, like:             <ol style="list-style-type: none"> <li>a. Tumi fixed the car.</li> <li>b. Thingo reads the book.</li> <li>c. Waiters serve coffee at Wimpy.</li> <li>d. Someone made a mistake.</li> </ol> </li> <li>2. In these sentences, someone is doing the action! We know exactly who the subject is. This is active voice.</li> <li>3. Sometimes, we also can use <b>passive voice</b>. The passive voice focuses on the action rather than the person doing it! There are a few reasons why we use the passive voice:             <ol style="list-style-type: none"> <li>a. The action is more important than the person who is doing it.</li> <li>b. We don't know who did it.</li> <li>c. Lots of people do it.</li> <li>d. We don't want to say who did it.</li> </ol> </li> <li>4. When we use the passive voice, we use the verb <b>to be</b> (in the present or past tense) and a <b>participle</b> (the verb + -ed or sometimes -en for verbs that are irregular in the past tense, like steal and drive).</li> <li>5. Today we will practice using the passive voice in the simple past and simple present tenses, like:             <ol style="list-style-type: none"> <li>a. The car <b>was</b> fixed by Tumi.</li> <li>b. The book <b>is</b> read by Thingo.</li> <li>c. Coffee <b>is</b> served at Wimpy.</li> <li>d. A mistake <b>was</b> made.</li> </ol> </li> <li>6. Explain that in the simple present and simple past tenses, the only thing that changes is the tense of the verb <i>to be</i>.</li> <li>7. In newspaper articles, passive voice is often used – especially if something is still unknown. If the newspaper article is talking about a crime, for example, the passive voice will be used often!</li> </ol>



<p>LSC Ask learners for help <b>(WE DO)</b></p>	<ol style="list-style-type: none"> <li>1. Write some sentences that are in the active voice on the board, like:             <ol style="list-style-type: none"> <li>a. Peter cleans the house.</li> <li>b. People drive cars.</li> <li>c. Sisonke Msimanga wrote a wonderful book.</li> <li>d. She finished her work at 5:00.</li> </ol> </li> <li>2. Ask learners to try to change these sentences into the passive voice. Work together, and write the correct answers on the board, like:             <ol style="list-style-type: none"> <li>a. The house was cleaned by Peter.</li> <li>b. Cars are driven by people. (<i>This ends with -en because drive is irregular in the past tense – it is driven, not driven</i>)</li> <li>c. The wonderful book was written by Sisonke Msimanga. (<i>Write is also irregular in the past tense.</i>)</li> <li>d. Her work was finished at 5:00.</li> </ol> </li> </ol>
<p>LSC Pair work <b>(YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. <b>Hand out learners' exercise books.</b></li> <li>2. Instruct learners to read through their plans from Monday. Instruct learners to think about one <b>passive</b> sentence that they can include in their newspaper articles.</li> <li>3. Remind learners that they must try to pick a sentence where:             <ol style="list-style-type: none"> <li>a. <i>The action is more important than the person who is doing it.</i></li> <li>b. <i>We don't know who did it.</i></li> <li>c. <i>Lots of people do it.</i></li> <li>d. <i>We don't want to say who did it.</i></li> </ol> </li> <li>4. Go back to point 2 in your planning list from Monday.</li> <li>5. Give learners time to read their plans, choose, and write a sentence.</li> <li>6. Instruct learners to <b>turn and talk</b> and read their sentence to a partner.</li> <li>7. As learners talk and write, walk around the room and complete <b>mini conferences</b>.</li> <li>8. Ask learners to <b>read their writing</b> to you.</li> <li>9. Instruct learners who finish quickly to write more sentences in the passive voice!</li> <li>10. Encourage learners!</li> </ol>
	<p><b>Sharing</b></p> <ol style="list-style-type: none"> <li>1. Hand out pieces of chalk to as many learners as possible.</li> <li>2. Instruct the learners to write their sentence on the board.</li> <li>3. Call learners back together. Read the sentences that have been written on the board.</li> <li>4. Help learners to correct any mistakes in the sentences.</li> </ol>

TOPIC	Make a graph to show how much protein your classmates eat																																																												
PLANS	<table border="1"> <thead> <tr> <th></th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> </tr> </thead> <tbody> <tr> <td>Girl 1</td> <td>2</td> <td>3</td> <td>2</td> <td>1</td> <td>3</td> </tr> <tr> <td>Girl 2</td> <td>3</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> </tr> <tr> <td>Girl 3</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>Totals</td> <td>7</td> <td>7</td> <td>5</td> <td>3</td> <td>8</td> </tr> <tr> <th></th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> </tr> <tr> <td>Boy 1</td> <td>2</td> <td>3</td> <td>3</td> <td>2</td> <td>4</td> </tr> <tr> <td>Boy 2</td> <td>3</td> <td>3</td> <td>2</td> <td>1</td> <td>3</td> </tr> <tr> <td>Boy 3</td> <td>2</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Totals</td> <td>7</td> <td>6</td> <td>6</td> <td>5</td> <td>10</td> </tr> </tbody> </table>		Mon	Tues	Wed	Thurs	Fri	Girl 1	2	3	2	1	3	Girl 2	3	3	3	2	3	Girl 3	2	1	0	0	2	Totals	7	7	5	3	8		Mon	Tues	Wed	Thurs	Fri	Boy 1	2	3	3	2	4	Boy 2	3	3	2	1	3	Boy 3	2	0	1	2	3	Totals	7	6	6	5	10
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WRITING FRAME	<p><b><u>Line Graph</u></b></p> <ol style="list-style-type: none"> <li>Tell learners to start creating their line graph with the heading: <b>How much protein my classmates eat.</b></li> <li>Next, explain that they have to draw a grid to plot their results.</li> <li>They must work out how big the grid must be as follows:</li> <li>X axis:             <ol style="list-style-type: none"> <li>On the x axis (on the left of the grid, the vertical axis), they must plot the number of proteins eaten in a day.</li> <li>To work out how many units they need, they must see what the <b>biggest total is.</b> (In the example, it is 10 – the Friday total for boys)</li> <li>They have to have at least that many units on the x axis, i.e.: 10</li> </ol> </li> <li>Y axis:             <ol style="list-style-type: none"> <li>On the y axis (at the bottom of the grid, the horizontal axis), they must show the units of time.</li> <li>In this case, it is the days in one school week – Mon, Tues, Wed, Thurs, Fri, so they must have 5 units.</li> </ol> </li> <li>The example grid must have 10 units on the x axis, and 5 units on the y axis.</li> <li>Show learners how you draw this and fill in the units on the grid.</li> </ol>																																																												

### How much protein my classmates eat

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
0					
	Mon	Tues	Wed	Thurs	Fri

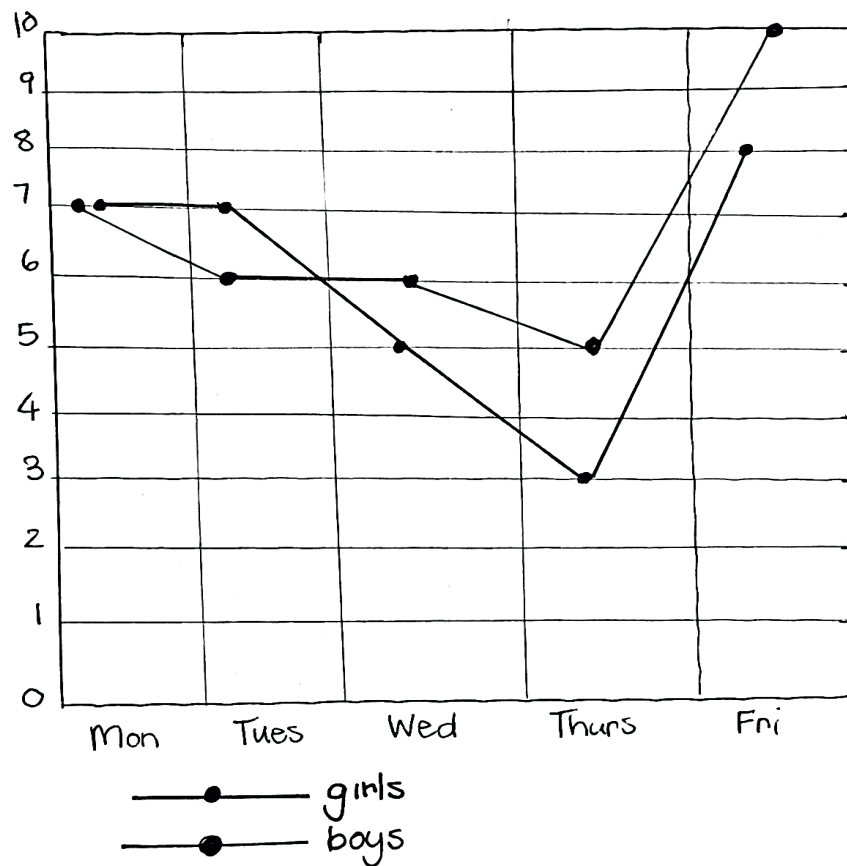
8. Next, explain that they will plot the girls' results by making dots in one colour.
  - a. They must make dot to show the total protein eaten by the girls on every day.
  - b. Once they have done this, they must join the dots using straight lines drawn in the same colour.
  - c. They must make a key under the graph to show what colour is used for the girls' results.
9. They must repeat this for the boys, using a different colour.
10. Finally, they must answer the following questions about their graph. (Write these questions on the chalkboard, and explain them to learners.)

#### Analysis of Line Graph

1. What is the total number of proteins eaten by the girls for the week?  
*The total number of proteins eaten by the girls for the week is...*
2. What is the total number of proteins eaten by the boys for the week?  
*The total number of proteins eaten by the boys for the week is...*
3. Is there a difference between the boys and girls?  
*Yes / No*
4. If so, why do you think this is?  
*I think there is a difference because...*

DRAFT	<p>1. Remind learners that they must now:</p> <ul style="list-style-type: none"> <li>• Write a heading for their graph</li> <li>• Draw a grid for their graph</li> <li>• Fill in the units on the x axis and y axis</li> <li>• Plot the data in coloured dots, and join the dots using straight lines</li> <li>• Make a key to show the colour used for boys and girls</li> <li>• Answer the analysis questions</li> </ul> <p>2. As learners write, walk around the classroom and help learners who are struggling.</p>
HOMEWORK	Learners must complete the draft.

How much protein my classmates eat: Draft



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

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	<b>Lyrics</b>	<b>Actions</b>
	Eat healthy foods often	<i>Make a heart with your hands</i>
	Think of them as GO	<i>Jump up with arms up in the air</i>
	Eat chips once in a while	<i>Hold your hand up and twist your wrist</i>
	Think of them as SLOW	<i>Take one slow step to the side</i>
	But please avoid sugar	<i>Shake your head and fold your arms</i>
	Think of this as WHOA!	<i>Hold both hands up to say stop</i>
THEME VOCABULARY	active, passive, obesity, prevent, disease	
<b>QUESTION OF THE DAY</b>		
Question	Which sentence do you think sounds better? Active: People eat vegetables and fruits to prevent obesity. Passive: Fruits and vegetables are eaten to help prevent obesity.	
Graph	2 COLUMN GRAPH	
Options	active voice / passive voice	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think the active voice sounds better?</b>	
Answer	__ learners think the active voice sounds better.	
<b>Question</b>	<b>How many learners think the passive voice sounds better?</b>	
Answer	__ learners think the passive voice sounds better.	
<b>Question</b>	<b>Which sentence do more learners think sounds better?</b>	
Answer	More learners think __ sounds better.	
<b>Question</b>	<b>Which sentence do fewer learners think sounds better?</b>	
Answer	Fewer learners think __ sounds better.	
<b>Question</b>	<b>Which sentence do you think sounds better?</b>	
Answer	I think the active voice sounds better.	

Answer	I think the passive voice sounds better.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

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

**GROUP GUIDED READING**

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

**INDEPENDENT OR PAIRED READING**

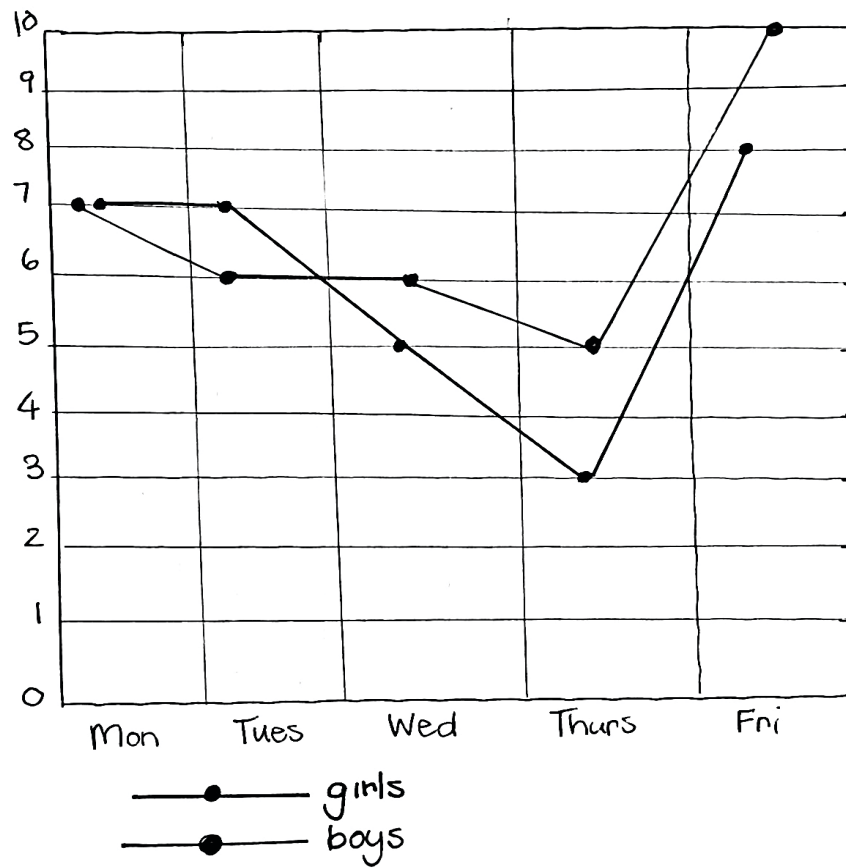
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

## WEEK 8: FRIDAY / DAY 5: EDITING AND PUBLISHING

<p>EDITING CHECKLIST <i>(Write this on the board <b>before</b> class begins)</i></p>	<p><b>Line Graph</b></p> <ol style="list-style-type: none"> <li>1. Is there a heading?</li> <li>2. Are the units for the x axis filled in?</li> <li>3. Are the units for the y axis filled in?</li> <li>4. Has the girls' data been plotted on the graph?</li> <li>5. Has the boys' data been plotted on the graph?</li> <li>6. Is there a key to show the colours used for boys and girls?</li> <li>7. Have the analysis questions been answered?</li> <li>8. Is all the spelling and punctuation correct?</li> <li>9. Is the graph neatly and clearly presented?</li> </ol>
<p>EDIT</p>	<ol style="list-style-type: none"> <li>1. Instruct learners to open their books to the completed drafts.</li> <li>2. Go through the editing checklist on the chalkboard with learners.</li> <li>3. Instruct learners to read their own writing.</li> <li>4. Instruct learners to make sure that the answer to each question is yes.</li> <li>5. Instruct learners to fix any mistakes they find.</li> <li>6. Explain that learners may begin to publish when they are finished editing.</li> </ol>
<p>PUBLISH</p>	<ol style="list-style-type: none"> <li>1. Instruct learners to read through their corrections.</li> <li>2. Instruct learners to redraft their diary entries in their exercise books.</li> </ol>
<p>SHARE</p>	<ol style="list-style-type: none"> <li>1. Instruct learners to <b>turn and talk</b> with a partner.</li> <li>2. Instruct learners to read their <b>graph analysis</b> aloud to their partners.</li> <li>3. Instruct learners to tell their partners 1-2 things they liked about their writing.</li> </ol>



How much protein my classmates eat



## Analysis of line graph

1. The total number of proteins eaten by the girls for the week is  $7+7+5+3+8 = 30$ .
2. The total number of proteins eaten by the boys for the week is  $7+6+6+5+10 = 36$ .
3. Yes.
4. I think there is a difference because boys are always hungry and want to eat more.
5. Girls eat the most proteins on Friday.
6. Boys eat the most protein on Friday.
7. Girls eat fewest on Thursday.
8. Boys eat fewest on Thursday.
9. Yes, the pattern is the fewest proteins are eaten on Thursday and the most are eaten on Friday.
10. I can infer that money is short on Thursday, and that people get paid on Friday and buy protein.
11. Yes I think graphs help us to understand because we can see patterns and think about them.

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

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



# GRADE 5 - TERM 3

# WEEK 9

## THEME: SURPRISES

"Surprise is the greatest gift which life can grant us."

-Boris Pasternak

## TERM 3: WEEK 9

## OVERVIEW

THEME	<b>Surprises</b>
THEME VOCABULARY	surprised, shocked, promotion, eventually, accepted, suspicion, suspicious, slight, chatter, catch on
LSC	Indirect speech (reported speech)
COMPREHENSION STRATEGY	<b>Make inferences</b>
WRITING GENRE	Dialogue
WRITING TOPIC	Write a dialogue that includes a surprise. In your dialogue, one character could feel surprised about something. Or, the characters in your dialogue could be planning a surprise.
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>4. Try to find some reading material for your theme table, for example: a story about someone that gets thrown a surprise party.</li> <li>5. Try to find some pictures of a surprise party, bring some party decorations like streamers or balloons, a picture of an invitation, etc.</li> <li>6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.</li> </ol>

WEEK 9: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
<b>INTRODUCE THE THEME</b>		
PICTURE	<ol style="list-style-type: none"> <li>1. Tell learners to turn to DBE Workbook 1 page 44</li> <li>2. Instruct learners to look at the title, headings and pictures in the text</li> </ol>	
INTRODUCE THE THEME	<ol style="list-style-type: none"> <li>1. Tell learners the title of the theme.</li> <li>2. Activate learners' background knowledge about the theme.</li> <li>3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.</li> <li>4. Fill in the first part of the K-W-L chart.</li> </ol>	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	We're throwing a party	<i>Pretend to dance or sing</i>
	Who should we invite?	<i>Shrug your shoulders</i>
	We have food, cakes and drinks	<i>Pretend to eat</i>
	Everything is just right!	<i>Hold your thumbs up</i>
	We're throwing a party	<i>Pretend to dance or sing</i>
	We are going to shout 'boo'!	<i>Shout 'boo'!</i>
	When the main guest walks in	<i>Pretend to walk in</i>
	And guess what? It's YOU!	<i>Point at someone and shout 'you'!</i>
THEME VOCABULARY	surprised, shocked, promotion, eventually, accepted	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Explain that sometimes we can feel surprised in a good way, and sometimes we can feel surprised in a negative way. We usually use the word shock to talk about a surprise that is not so good.</i></p> <p><b>Ask learners:</b> How would you feel if your parents decided to have another baby?</p>	
Graph	2 COLUMN GRAPH	
Options	surprised / shocked	
<b>Follow-up questions</b>		
Question	<b>How many learners would feel surprised?</b>	
Answer	___ learners would feel surprised.	

<b>Question</b>	<b>How many learners would feel shocked?</b>
Answer	__ learners would feel shocked.
<b>Question</b>	<b>How would more learners feel if their parents decided to have another baby?</b>
Answer	More learners would feel __.
<b>Question</b>	<b>How would fewer learners feel if their parents decided to have another baby?</b>
Answer	Fewer learners would feel __.
<b>Question</b>	<b>How would you feel if your parents decided to have another baby?</b>
Answer	I would feel surprised.
Answer	I would feel shocked.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>



## WEEK 9: MONDAY / DAY 1: LISTENING

## LISTEN TO...

1. Remind learners of the theme for the cycle.
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **Surprises**
4. This week, learners will listen to **a story: Akhona's Surprise!**
5. **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.
6. **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.
7. **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
Akhona always dreamed of having a little baby brother or sister. Every day, Akhona wished for her mom to have a baby. Akhona often saw her friends playing with their brothers and sisters, and it made her feel a bit jealous. She also wanted to be able to play with a little brother or sister. Akhona believed that her baby sibling would become her very best friend.	I can <b>infer</b> that Akhona doesn't have any brothers or sisters. I <b>infer</b> that she is an only child.	<ol style="list-style-type: none"> <li>1. What does Akhona wish for every day? (<i>She wishes for her mom to have a baby.</i>)</li> <li>2. What made Akhona feel jealous? (<i>Seeing her friends playing with their brothers and sisters.</i>)</li> </ol>
Eventually, Akhona stopped wishing for a baby sibling. Akhona's parents told her that they didn't have enough money to have another baby. They said that having a baby was very expensive and a lot of responsibility. They explained that they would have to pay for another child's food,	Akhona must think that her parents will never have another baby, so it is useless to keep wishing for one!	<ol style="list-style-type: none"> <li>1. Why didn't Akhona's parents want to have another baby? (<i>Because it is very expensive and a lot of responsibility. / Because they didn't have enough money for another baby.</i>)</li> </ol>
clothing, medical expenses and education.		

<p>Akhona was very disappointed by this news, however, she accepted her parents' decision.</p>		
<p>It was a cold Sunday morning, and Akhona was feeling a little bit lonely. The grey skies were making her feel sad. Just then, her parents came into her bedroom and sat on the edge of her bed. Akhona's mother squeezed her hand, 'Akhona, we have a big surprise for you.' Akhona sat up, 'What is it?'</p>	<p>The whole story has been about how Akhona wants a sibling. I can <b>infer</b> that the big surprise might be that her parents have changed their minds about having another child.</p>	<ol style="list-style-type: none"> <li>1. On what day does this part of the story take place? (<i>Sunday</i>)</li> <li>2. How was Akhona feeling when her parents came into her room? (<i>She was feeling lonely.</i>)</li> </ol>
<p>Akhona's father smiled, 'Well, a while ago your mother got a promotion at work. That means that she has been earning a little bit more money,' he explained. 'That's cool,' said Akhona. However, she did not know why they were telling her this. Akhona's mom smiled, 'So, we decided that we finally have enough money to have another baby! You are going to have a little brother or a sister!' Akhona jumped up and started dancing! 'This is the best surprise ever!' shouted Akhona. Her parents laughed happily as Akhona danced.</p>	<p>I <b>infer</b> that Akhona's parents have changed their minds because they now feel like they have enough money to take care of another child!</p>	<ol style="list-style-type: none"> <li>1. What is the surprise? (<i>Akhona's parents have decided that they finally have enough money to have another baby.</i>)</li> <li>2. How can we <b>infer</b> that Akhona feels excited about the news? (<i>Because she dances around her room and she shouts, 'This is the best surprise ever!'</i>)</li> </ol>

A few days later, Akhona went with her mother and father to the doctor. When the doctor had finished examining Akhona's mother, he asked if they wanted to know the sex of the baby. 'Please don't tell us,' said Akhona's father, 'we want it to be a surprise!'

I can **infer** that Akhona and her parents will be excited no matter if the baby is a boy or a girl!

1. Where did Akhona go with her parents? (*To the doctor.*)
2. Will Akhona have a brother or a sister? (*We don't know because they decide it should be a surprise!*)

WEEK 9: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss a story: **Akhona’s Surprise!**
2. Before class begins, write the following conversation frame on the board:
  - a. In this story...
  - b. When Akhona feels lonely, I can infer that...
  - c. I think this story was written for...because...
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

WEEK 9: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/sl/ /ee/												
Activity	<ol style="list-style-type: none"> <li>1. Write the following sounds on the chalkboard: <b>sl</b> and <b>ee</b></li> <li>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</li> <li>3. Write the following words on the chalkboard and sound each word out as follows:                      /sl/ - /a/ - /p/ = <b>slap</b>                      /tr/ - /ee/ = <b>tree</b></li> <li>4. Ask learners to sound out and read each word after you.</li> </ol>												
Word find	<p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>sl</td> <td>ee</td> <td>a</td> </tr> <tr> <td>p</td> <td>i</td> <td>s</td> </tr> <tr> <td>tr</td> <td>sh</td> <td>o</td> </tr> <tr> <td>i - e</td> <td>n</td> <td>gr</td> </tr> </table> <p><b>MODEL</b></p> <ol style="list-style-type: none"> <li>1. Review all of the sounds on the chalkboard.</li> <li>2. Tell learners to copy the table into their books.</li> <li>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.</li> <li>4. Show learners how to build one or two words, like: <b>sleep</b> or <b>pan</b></li> <li>5. Possible words (this is not a complete list): <b>tree, green, peel, sheen, tripe, slap, slaps, sleep, sleeps, sleet, slot, posh, shop, sheep, etc.</b></li> </ol>	sl	ee	a	p	i	s	tr	sh	o	i - e	n	gr
sl	ee	a											
p	i	s											
tr	sh	o											
i - e	n	gr											

WEEK 9: TUESDAY / DAY 2: PRE-READING	
TITLE	<i>Having a party</i>
DBE WORKBOOK 2, PAGE	44
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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"> <li>1. Remind learners of the theme for this cycle.</li> <li>2. Remind them of the text that they listened to and discussed in the previous lessons.</li> <li>3. Explain that you are now going to move on to another text, but it is still related to the theme.</li> <li>4. Ask a learner to read the title: <b><i>Having a party</i></b></li> <li>5. Explain the meaning of the title, e.g. <i>someone must be having some kind of party!</i></li> <li>6. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.</li> <li>7. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about. <i>Explain that learners might need to look for words that could relate to the word: <b>message!</b></i></li> <li>8. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.</li> <li>9. Ask learners: Which words did you underline? Why?</li> <li>10. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.</li> <li>11. Instruct learners to think about the title, the pictures, and the words they underlined.</li> <li>12. Ask learners predictive questions: <ol style="list-style-type: none"> <li>a. What do you think will happen in this story?</li> <li>b. What do you think might happen at the end of this story?</li> <li>c. Who are the characters in the story? What do you think you know about them?</li> <li>d. Who talks in this story? How do you know?</li> <li>e. Do you think this story will be fiction or nonfiction? Why?</li> </ol> </li> <li>13. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.</li> </ol>	

WEEK 9: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	We're throwing a party	<i>Pretend to dance or sing</i>
	Who should we invite?	<i>Shrug your shoulders</i>
	We have food, cakes and drinks	<i>Pretend to eat</i>
	Everything is just right!	<i>Hold your thumbs up</i>
	We're throwing a party	<i>Pretend to dance or sing</i>
	We are going to shout 'boo'!	<i>Shout 'boo'!</i>
	When the main guest walks in	<i>Pretend to walk in</i>
	And guess what? It's YOU!	<i>Point at someone and shout 'you'!</i>
THEME VOCABULARY	suspicion, suspicious, slight, chatter, catch on	
<b>QUESTION OF THE DAY</b>		
Question	What would make you feel suspicious that your friends were throwing you a surprise party?	
Graph	3 COLUMN GRAPH	
Options	My friends whispering / my friends pretending to forget my birthday / my friends hiding	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think that their friends whispering would make them feel suspicious?</b>	
Answer	__ learners think that their friends whispering would make them feel suspicious.	
<b>Question</b>	<b>How many learners think that pretending to forget their birthday would make them feel suspicious?</b>	
Answer	__ learners think that their friends pretending to forget their birthday would make them feel suspicious.	
<b>Question</b>	<b>How many learners think that their friends hiding would make them feel suspicious?</b>	
Answer	__ learners think that their friends hiding would make them feel suspicious.	

Question	What would make most learners feel suspicious that their friends were throwing a surprise party?
Answer	__ would make most learners feel suspicious.
Question	What would make fewest learners feel suspicious that their friends were throwing a surprise party?
Answer	__ would make fewest learners feel suspicious.
Question	What would make you feel suspicious that your friends were throwing you a surprise party?
Answer	My friends whispering would make me feel suspicious.
Answer	My friends pretending to forget my birthday would make me feel suspicious.
Answer	My friends hiding would make me feel suspicious.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

WEEK 9: WEDNESDAY / DAY 3: FIRST READ	
TITLE	<i>Having a party</i>
DBE WORKBOOK 2, PAGE	44
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Make inferences</b>
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.
<ol style="list-style-type: none"> <li>1. Hand out the DBE workbooks.</li> <li>2. Instruct learners to turn to the story on <b>page 44</b>.</li> <li>3. Allow learners a few minutes to try and read the story on their own, in silence.</li> <li>4. Explain that you will read the story to learners. They must <b>follow along</b> as you read.</li> <li>5. Read the story with fluency and expression to learners.</li> <li>6. Read the <b>Text</b> first, and then say the comment in the <b>First Read</b> column.</li> </ol>	
Text	Think Aloud: First Read
<b>ANNOUNCER:</b> <i>[Jovial]</i> Here it is! Five- forty on Orphan Annie’s birthday, and so far, Annie hasn’t the <b>slightest suspicion</b> of her big surprise party. Joe is keeping Annie away from the farm so she won’t <b>catch on</b> , and all Annie’s school friends have arrived for the party already.	I can <b>infer</b> that this play will be about Annie’s surprise party, because is her birthday and because her friends are trying to make sure she doesn’t catch on!
<i>[Children chatter noisily and run about.]</i>	These are stage directions. I can <b>infer</b> that everyone is getting everything ready for the party!
<b>ANNOUNCER:</b> You can hear the noise they’re making in the Silo kitchen, running and around Mr and Mrs Silo, and, listen, there’s Potato Face talking now.	I <b>infer</b> that the party is happening at the Silo’s house. I can infer that this is where Orphan Annie lives.



<p><b>POTATO FACE:</b> Hey Squinty! Look at my new scarf!</p> <p><b>SQUINTY:</b> I saw it in school today. It looks like a chessboard!</p> <p><b>MRS SILO:</b> Goodness gracious me! Not so much noise! Not so much noise!</p>	<p>I <b>infer</b> that Potato Face and Squinty must be Annie's friends from school.</p>
<p><b>MRS SILO:</b> If Annie's anywhere within a kilometre of the house, she can hear the lot of you, most likely.</p> <p><b>CINDY:</b> When's she coming, Mrs. Silo?</p> <p><b>NOGA:</b> Yes, Mrs. Silo, when will she be here?</p> <p><b>MRS SILO:</b> Are all the children here?</p>	<p>I <b>infer</b> that Mr and Mrs Silo have organised the surprise party for Annie, because they want it to be quiet and because they are checking that all the children are there!</p>
<p><b>CINDY:</b> Yes, Ma'am, everybody from school! The only one that wouldn't come was Mike Gool.</p> <p><b>MRS SILO:</b> He didn't come?</p> <p><b>JIMMY:</b> Oh, he's just a <b>sore head</b>.</p> <p><b>POTATO FACE:</b> Joe Corncast and I had to give him a <b>good talking to</b> today so he wouldn't <b>give the secret away</b> to Annie.</p>	<p>I <b>infer</b> that Mike Gool is a troublemaker, because the other characters were worried he might ruin the surprise.</p>
<p><b>NOGA:</b> When's Annie coming, Mrs Silo?</p> <p><b>MRS SILO:</b> Well, Joe promised to have her here by twenty minutes to four.</p> <p><b>CINDY:</b> Ooooh! It's almost twenty minutes to four now!</p> <p><b>MRS SILO:</b> Indeed, I <i>know</i> it is!</p>	<p>--</p>

<p><b>POTATO</b></p> <p><b>FACE:</b> Hey, Jimmy take a look out of the window! See if you can see Joe and Annie coming!</p> <p><b>JIMMY:</b> Okay!</p> <p><b>MRS. SILO:</b> Now you children can all hide in the lounge, and when Annie and Joe come inside, you can come running out and shout, “Surprise!”</p> <p><b>NOGA:</b> All right, Mrs. Silo.</p> <p><b>JIMMY:</b> Hey, get ready everybody! Here they come.</p>	<p>I can <b>infer</b> that Jimmy looked out the window and saw Annie and Joe coming!</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>Whose birthday is it?</p>	<p>It is Orphan Annie’s birthday.</p>
<p>What is the <b>setting</b> of this play? (When and where)</p>	<p>It is at the Silo’s house, at 5:40 on Orphan Annie’s birthday.</p>
<p><b>Why question</b></p>	<p><b>Possible response</b></p>
<p>Why does Jimmy look out the window?</p>	<ul style="list-style-type: none"> <li>• To see if Annie and Joe are coming.</li> <li>• Because it is 5:40 and that is the time they are supposed to arrive.</li> <li>• Because everyone is excited for Annie to arrive.</li> <li>• Because everyone is waiting for Annie to arrive.</li> <li>• Because they want to know if Annie is coming so that they can hide!</li> </ul>
<p><b>Introduce the LSC in context</b></p>	
<ol style="list-style-type: none"> <li>1. Explain to learners that this cycle, they will be learning about: <b>Indirect speech (reported speech)</b></li> <li>2. Point out the following example of this in the text:  “Now you children can all hide in the lounge,” said Mrs Silo. (direct speech)  Mrs Silo said that the children could all hide in the lounge. (indirect speech)</li> <li>3. Introduce this LSC as follows: <i>We use indirect speech when we want to write about or report on what someone said, but we don’t remember their exact words or how they said it. Indirect speech is also called reported speech.</i></li> </ol>	

WEEK 9: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Having a party</i>
DBE WORKBOOK 2, PAGE	44
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Make inferences</b>
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.
<ol style="list-style-type: none"> <li>Before the lesson begins, write the <b>follow-up questions</b> on the board: <ol style="list-style-type: none"> <li><i>Who is the only person from school who is not at the party?</i></li> <li><i>What do you predict might happen next if we kept reading this play?</i></li> <li><i>How can we infer that the characters are excited for the surprise party?</i></li> </ol> </li> <li>Read the <b>follow-up questions</b> out loud to learners.</li> <li>Hand out the DBE workbooks.</li> <li>Instruct learners to turn to the story on <b>page 44</b>.</li> <li>Explain that you will read the story to learners. They must <b>follow along</b> with the text as you read.</li> <li>Read the story with fluency and expression to learners.</li> <li>Read the <b>Text</b> first, and then say the comment in the <b>Second Read</b> column.</li> <li>Next, instruct learners to <b>turn and talk</b> with a partner.</li> <li>Instruct learners to take turns <b>reading the story</b> to each other.</li> <li>Tell learners to <b>orally</b> discuss the <b>follow-up questions</b> together.</li> </ol>	
Text	Think Aloud: Second Read
<b>ANNOUNCER:</b> <i>[Jovial]</i> Here it is! Five- forty on Orphan Annie’s birthday, and so far, Annie hasn’t the <b>slightest suspicion</b> of her big surprise party. Joe is keeping Annie away from the farm so she won’t <b>catch on</b> , and all Annie’s school friends have arrived for the party already.	I <b>infer</b> that Annie’s friends and family have done a good job planning her surprise party, because Annie isn’t suspicious – she has no idea that people might be planning a party for her!

<p><i>[Children chatter noisily and run about.]</i></p>	<p>I can <b>infer</b> that all of the children are meant to act excited about the party! People often talk a lot when they feel excited.</p>
<p><b>ANNOUNCER:</b> You can hear the noise they're making in the Silo kitchen, running and around Mr and Mrs Silo, and, listen, there's Potato Face talking now.</p>	<p>--</p>
<p><b>POTATO FACE:</b> Hey Squinty! Look at my new scarf!</p> <p><b>SQUINTY:</b> I saw it in school today. It looks like a chessboard!</p> <p><b>MRS SILO:</b> Goodness gracious me! Not so much noise! Not so much noise!</p>	<p>I can <b>infer</b> that everyone is excited to be together outside of school, for Annie's party!</p>
<p><b>MRS SILO:</b> <i>[Laughs]</i> If Annie's anywhere within a kilometre of the house, she can hear the lot of you, most likely.</p> <p><b>CINDY:</b> When's she coming, Mrs Silo?</p> <p><b>NOGA:</b> Yes, Mrs. Silo, when will she be here?</p> <p><b>MRS SILO:</b> Are all the children here?</p>	<p>I <b>infer</b> that the children are making noise because they are all so excited about the surprise party! It is hard to be quiet when we feel very excited.</p>
<p><b>CINDY:</b> Yes, Ma'am, everybody from school! The only one that wouldn't come was Mike Gool.</p> <p><b>MRS SILO:</b> He didn't come?</p> <p><b>JIMMY:</b> Oh, he's just a <b>sore head</b>.</p> <p><b>POTATO FACE:</b> Joe Corncast and I had to give him a <b>good talking to</b> today so he wouldn't <b>give the secret away</b> to Annie.</p>	<p>I can <b>infer</b> that all of Annie's friends took her surprise party very seriously! They didn't want anyone to spoil the special surprise party for Annie.</p>

<p><b>NOGA:</b> When's Annie coming, Mrs Silo?</p> <p><b>MRS SILO:</b> Well, Joe promised to have her here by twenty minutes to four.</p> <p><b>CINDY:</b> Ooooh! It's almost twenty minutes to four now!</p> <p><b>MRS SILO:</b> Indeed, I <i>know</i> it is!</p>	<p>Cindy says 'Oooh!' – that word shows how excited she is that it is almost time for the surprise to happen!</p>
<p><b>POTATO FACE:</b> Hey, Jimmy take a look out of the window! See if you can see Joe and Annie coming!</p> <p><b>JIMMY:</b> Okay!</p> <p><b>MRS SILO:</b> Now you children can all hide in the lounge, and when Annie and Joe come inside, you can come running out and shout, "Surprise!"</p> <p><b>NOGA:</b> All right, Mrs Silo.</p> <p><b>JIMMY:</b> Hey, get ready everybody! Here they come.</p>	<p>I can <b>infer</b> that next, Annie and Joe will walk through the door, and everyone will jump out and shout 'Surprise!'</p>
<b>Follow up questions</b>	<b>Responses</b>
Who is the only person from school who is not at the party?	Joe Corncast.
What do you <b>predict</b> might happen next if we kept reading this play?	I can <b>predict</b> that...
<b>Why question</b>	<b>Possible response</b>
How can we <b>infer</b> that the characters are excited for the surprise party?	<ul style="list-style-type: none"> <li>• The children chatter because they are excited.</li> <li>• The children are running around because they are excited.</li> <li>• The children worked hard to keep the party a surprise for Annie.</li> <li>• They are looking out the window and waiting for Annie to come home!</li> <li>• Cindy says 'Ooooooh!' which shows that she is excited.</li> </ul>

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

<p><b>Modelling (I DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that this week, we have been working on <b>making inferences</b>.</li> <li>2. Explain that we make an inference when we use what is written and what we already know to figure something out.</li> <li>3. Hand out the DBE workbooks to learners.</li> <li>4. Instruct learners to open to: <b>page 44</b></li> <li>5. Read out loud while learners follow along:  <b>CINDY:</b>           <i>When's she coming, Mrs Silo?</i>  <b>NOGA:</b>            <i>Yes, Mrs Silo, when will she be here?</i></li> <li>6. Remind learners that this is the part of the play when they are waiting for Annie to come home!</li> <li>7. Explain we can make inferences that: <ol style="list-style-type: none"> <li>a. Cindy and Noga are excited for Annie to come home.</li> <li>b. Cindy and Noga don't know what time Annie is meant to arrive.</li> <li>c. Cindy and Noga can't wait to shout 'Surprise!'</li> </ol> </li> </ol>
<p><b>Work with learners (WE DO)</b></p>	<ol style="list-style-type: none"> <li>1. Read out loud while learners follow along:  <b>MRS SILO:</b>    <i>Well, Joe promised to have her here by twenty minutes to four.</i>  <b>CINDY:</b>        <i>Ooooh! It's almost twenty minutes to four now!</i></li> <li>2. Ask learners: What inferences can you make about the characters in the play after you read these sentences?</li> <li>3. Listen to learners ideas, like: <ol style="list-style-type: none"> <li>a. Joe knows about the surprise party!</li> <li>b. Joe is pretending he doesn't know about the surprise party.</li> <li>c. Joe is late!</li> <li>d. Everyone is waiting and waiting because Joe is late.</li> <li>e. Cindy is very excited because she says 'Ooooooh!'</li> </ol> </li> </ol>

<p><b>Pair work (YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that now, learners will work with a partner to make an inference.</li> <li>2. Read out loud while learners follow along: <ul style="list-style-type: none"> <li><b>JIMMY:</b>       <i>Okay!</i></li> <li><b>MRS SILO:</b>   <i>Now you children can all hide in the lounge, and when Annie and Joe come inside, you can come running out and shout, "Surprise!"</i></li> <li><b>NOGA:</b>         <i>All right, Mrs Silo.</i></li> <li><b>JIMMY:</b>       <i>Hey, get ready everybody! Here they come.</i></li> </ul> </li> <li>3. Ask learners: What inferences can you make about what Jimmy saw? Why?</li> <li>4. Instruct learners to discuss this with their partners.</li> <li>5. After 3-5 minutes, call learners back together.</li> <li>6. Call on 2-3 learners to share their answer to the question, like: <ol style="list-style-type: none"> <li>a. <i>Jimmy must have seen Joa and Annie driving up to the house, because he tells everyone they are coming!</i></li> <li>b. <i>Jimmy must have seen them walking from the car to the house, because he tells everyone to get ready!</i></li> </ol> </li> </ol>
<p><b>NOTES</b></p>	<ol style="list-style-type: none"> <li>1. <b>Look at the notes below. If your learners have not copied these into their exercise books, they should do so now.</b> <p><b><u>Making Inferences</u></b> To make an inference, we take: what is written + what we already know and we make a good guess about the text.</p> </li> <li>2. <b>If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).</b></li> </ol>

## WEEK 9: FRIDAY / DAY 5: POST-READING

TITLE	<i>Having a party</i>
DBE WORKBOOK 1, PAGE	44
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	<b>Summarise</b> <b>Make inferences</b>
PURPOSE	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 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.

## POST-READING

1. Explain that today we will be **summarising the main point/s** of the text. *This means that we will think about the most important parts of the text.*
2. 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.*
3. Ask learners: How can you tell a friend about the story in **3-5 sentences**?
4. Instruct learners to use the frame to answer the question:  
**This play is about...**  
**I predict that the next thing that will happen in this play is...**  
**I liked / didn't like reading this play because...**
5. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
6. 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.
7. 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 play is about** *a surprise party for Annie. In this part of the play, all the characters are getting ready for Annie to come home so the party can begin! I predict that the next thing that will happen in this play is that Annie will come home and feel very surprised when everyone jumps out! I didn't like reading this play because I didn't like that it ended before we could find out what happened!*



WEEK 9: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
<b>DIALOGUE</b>	It is 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"> <li>• write the names of the characters on the left side of the page;</li> <li>• use a colon after the name of the character who is speaking;</li> <li>• use a new line to indicate each new speaker;</li> <li>• advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken;</li> <li>• sketch a scenario before you start writing.</li> </ul>	<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.</p> <p>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>
<b>INTRODUCE THE GENRE</b>	<ol style="list-style-type: none"> <li>1. Explain that this cycle, learners will write a <b>dialogue</b>.</li> <li>2. Explain that our dialogue is like a play, just like <i>Having a party</i> that we have read this week.</li> <li>3. Explain that a dialogue is a <b>conversation</b> between two or more people. When we write a dialogue, we write exactly what the people in the conversation say to each other.</li> <li>4. Explain that when we write a dialogue, we can think of characters acting on a stage as we write. We must think of where they are, what they are doing, how they are feeling, and how they must say the lines (sentences) we write.</li> </ol>		

READ THE  
SAMPLE TEXT

*For a dialogue, learners need to see how the dialogue looks. Model the following steps:*

**I DO (TEACHER MODELS)**

1. Name two learners from the class. Explain that we will write a dialogue for them to act out today.
2. Write an example of scene setting on the board. For example: (Lebo and Lerato are in their classroom. They are sitting at their desk. They are about to go out to the playground for lunch.)
3. Next, write the first character's name on the board. Remind learners they must write the name, following by a colon, like:  
Lebo:
4. Explain that before we write what she will say, we need to think about how she is feeling, or what she is doing.
5. Write an example of stage directions, like:

Lebo:                   (Looking excited.)

6. Write an example of the line, like:

Lerato:               (Looking frustrated. She is sulking) Nobody remembered my birthday. Even our teacher forgot!

**WE DO (TEACHER AND LEARNERS DO TOGETHER)**

1. Explain that next, we will write about Lebo. Remind learners that we must write her name, following by a colon. Explain that we must make sure her name is lined up with Lerato's name, like:

Lerato:            Nobody remembered my birthday. Even our teacher forgot!

Lebo

2. Explain that Lerato has just told Lebo that nobody remembered her birthday.
3. Ask learners: How do you think Lebo is feeling? What is she doing?
4. Add in stage directions for Lebo. Explain that the beginning of the stage directions must line up with the lines above, like:

Lerato:            (Looking frustrated. She is sulking) Nobody remembered my birthday. Even our teacher forgot!

Lebo:              (Looking excited).

5. Ask learners: How do you think Lebo responds to her friend Lerato? What will Lebo decide to do?
6. Write an example of the line, like:

Lerato:            (Looking frustrated. She is sulking) Nobody remembered my birthday. Even our teacher forgot!

Lebo:              (Looking excited). It doesn't matter, Lerato. I am your best friend and I remembered your birthday! Let's go out and play.

DISCUSS	<ol style="list-style-type: none"> <li>1. What is the setting? (When and where did this take place?)</li> <li>2. Who are the characters?</li> <li>3. What decision does Lebo make in the story?</li> <li>4. Who is talking in this story?</li> <li>5. How can we know that this is a dialogue / play?</li> </ol> <p><b>YOU DO (LEARNERS DO INDEPENDENTLY)</b></p> <ol style="list-style-type: none"> <li>1. Read the lines and the stage directions silently. <b>Visualise</b> the characters saying them on a stage. How do they sound? What are they doing?</li> <li>2. <b>Turn and talk</b> with a partner. Act out the lines as you read them together!</li> </ol>
NOTES	<p><b>Tell learners to open their exercise books, and write down the following heading and notes:</b></p> <p><b><u>Dialogue / play:</u></b></p> <ol style="list-style-type: none"> <li>1. Set the scene in brackets at the top of the page. In a couple of sentences, explain where the characters are and what they are doing.</li> <li>2. Write the characters' names on the left side of the page.</li> <li>3. Use a colon after the name of the character who is speaking.</li> <li>4. Use a new line to indicate each new speaker.</li> <li>5. Use stage directions to show how characters should speak and act. Stage directions should be in brackets before whatever the character must say.</li> </ol>

# GRADE 5 - TERM 3

# WEEK 10

## THEME: SURPRISES

"In moments of surprise we catch at least a glimpse of the joy to which gratefulness opens the door."

-David Steindl-Rast

## TERM 3: WEEK 10

## OVERVIEW

THEME	<b>Surprises</b>
THEME VOCABULARY	surprised, shocked, promotion, eventually, accepted, suspicion, suspicious, slight, chatter, catch on, prepare, preparation, decorate, decoration, guest, invite, invitation, suspect, disappointing, throw (like throw a party)
LSC	Indirect speech (reported speech)
COMPREHENSION STRATEGY	<b>Make inferences</b>
WRITING GENRE	Dialogue
WRITING TOPIC	Write a dialogue that includes a surprise. In your dialogue, one character could feel surprised about something. Or, the characters in your dialogue could be planning a surprise.

WEEK 10: MONDAY / DAY 1: PLANNING					
TOPIC	Write a dialogue that includes a surprise. In your dialogue, one character could feel surprised about something. Or, the characters in your dialogue could be planning a surprise.				
GENRE	<b>Dialogue</b>				
PLANNING STRATEGY	<b>Write a list</b>				
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Show learners that you <b>think before you write</b>.</li> <li>3. Orally, explain some ideas you have for the writing topic, like: <p style="text-align: center;"><i>In my story there will be two characters: Peter and Tafadzwa. They are brothers. They are planning a surprise for their mother for Mother's Day. They are planning to bring her flowers and make her breakfast.</i></p> </li> <li>4. Have the planning frame written on one side of the chalkboard.</li> <li>5. Show learners how you make a list by answering the questions.</li> <li>6. Complete the plan on the other side of the chalkboard.</li> </ol>				
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LEARNERS USE  
THE PLANNING  
STRATEGY  
(YOU DO)

1. Tell learners to close their eyes and think of which characters will talking in their dialogue. What is the surprise you will include in your dialogue?
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 dialogue, just like you did.
4. **Hand out exercise books.**
5. Tell learners they must write their own ideas – they must **not** to copy your plan.
6. As learners work, walk around the room and hold mini-conferences.

A surprise ... : Planning

1. Zodwa and mavis
2. About how to surprise there teacher that is haveing a baby.
3. Thursday afternoon
4. At school
5. They want to say goodbye to there teacher when she gos to hav her baby.
6. Excited but sad to say goodbye.



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

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

**INDEPENDENT OR PAIRED READING**

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

WEEK 10: TUESDAY / DAY 2: ORAL ACTIVITIES		
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	We're throwing a party	<i>Pretend to dance or sing</i>
	Who should we invite?	<i>Shrug your shoulders</i>
	We have food, cakes and drinks	<i>Pretend to eat</i>
	Everything is just right!	<i>Hold your thumbs up</i>
	We're throwing a party	<i>Pretend to dance or sing</i>
	We are going to shout 'boo'!	<i>Shout 'boo'!</i>
	When the main guest walks in	<i>Pretend to walk in</i>
	And guess what? It's YOU!	<i>Point at someone and shout 'you'!</i>
THEME VOCABULARY	prepare, preparation, decorate, decoration, guest	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Think about preparing a surprise party for someone. There are lots of things you must do to prepare!</i></p> <p><b>Ask learners:</b> What is the most important thing you must do to prepare for a surprise party?</p>	
Graph	3 COLUMN GRAPH	
Options	prepare the decorations / make sure the guests know they must keep the party a secret / prepare the food and drinks	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners think that the most important thing is to prepare the decorations?</b>	
Answer	__ learners think that the most important thing is to prepare the decorations.	
<b>Question</b>	<b>How many learners think that the most important thing is to make sure the guests know they must keep the party a secret?</b>	
Answer	__ learners think the that the most important thing is to make sure that the guests know they must keep the party a secret.	

<b>Question</b>	<b>How many learners think that the most important thing is to prepare the food and drinks?</b>
Answer	__ learners think that the most important thing is to prepare the food and drinks.
<b>Question</b>	<b>What do most learners think is the most important thing that they must do to prepare for a surprise party?</b>
Answer	Most learners think that the most important thing that they must do is __.
<b>Question</b>	<b>What do fewest learners think is the most important thing that they must do to prepare for a surprise party?</b>
Answer	Fewest learners think that the most important thing that they must do is __
<b>Question</b>	<b>What is the most important thing you must do to prepare for a surprise party?</b>
Answer	I think the most important thing to do is to prepare the decorations.
Answer	I think the most important thing to do is to make sure the guests know they must keep the party a secret.
Answer	I think the most important thing to do is to prepare the food and drinks.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

**WEEK 10: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING**

**GROUP GUIDED READING**

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

**INDEPENDENT OR PAIRED READING**

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

WEEK 10: WEDNESDAY / DAY 3: LSC AND DRAFTING	
LSC	Indirect speech (reported speech)
LSC MODELLING (I DO)	<ol style="list-style-type: none"> <li>1. Explain that in the past, we have learned about direct speech.</li> <li>2. Remind learners that direct speech is where we write the words exactly as someone says them.</li> <li>3. Remind learners that we use quotations when we are writing direct speech, like: My teacher said, 'Have a nice day!'</li> <li>4. Explain that indirect speech is when we write <b>about</b> what someone said.</li> <li>5. For example, we would write: My teacher told me to have a nice day.</li> <li>6. In this example, I get the <i>idea</i> of what my teacher said, but I don't know exactly how she said it.</li> <li>7. Explain that usually in a dialogue (when people are talking to each other) they use indirect speech. If I am talking to my friend, for example, I will usually tell her about what someone said instead of saying it word for word!</li> <li>8. Indirect speech will be useful for us in our dialogues this week.</li> </ol>
LSC Ask learners for help (WE DO)	<p><b>Part 1:</b></p> <ol style="list-style-type: none"> <li>1. Call a volunteer up to the front of the room. Ask the volunteer: What is your favourite food?</li> <li>2. Instruct the volunteer to answer, like: 'I like chicken.'</li> <li>3. Write the example of <b>direct speech</b> on the board, like: She said, 'I like chicken.' Remind learners that this is direct speech – it tells us exactly what she said.</li> <li>4. Then explain to the class: She said that she likes chicken.</li> <li>5. Explain that you have used <b>indirect speech</b> to tell everyone what she has said.</li> <li>6. Write the example of indirect speech on the board, like: She said that she likes chicken. Explain that this sentence doesn't use quotation marks. It gives us the idea of what she said, but it doesn't tell us exactly what she said.</li> </ol> <p><b>Part 2:</b></p> <ol style="list-style-type: none"> <li>1. Call a different volunteer up to the front of the room. Ask the volunteer: What do you like about school?</li> <li>2. Instruct the volunteer to answer, like: 'I like reading with my friends.'</li> <li>3. Call on a learner to use indirect speech to tell the rest of the class what the volunteer has said, like: He said that he likes to read with his friends.</li> <li>4. Make sure learners understand that they must change the pronouns!</li> </ol>

<p>LSC Pair work <b>(YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Instruct learners to split into small groups of 3-4 learners.</li> <li>2. Instruct all the learners in the group to answer the question: What do you like about school?</li> <li>3. Explain that one learner must say their answer out loud.</li> <li>4. Explain that the learner to their LEFT must then tell the rest of the group about what he / she has said, using indirect speech.</li> <li>5. They must go around in a circle so that each learner in the group has a chance to answer the question AND to practice using indirect speech.</li> <li>6. If time permits, repeat with other questions, like: <ul style="list-style-type: none"> <li>o What is your favourite colour?</li> <li>o What do you like to do at break?</li> <li>o Who do you live with?</li> </ul> </li> </ol>					
<p><b>TOPIC</b></p>	<p>Write a dialogue that includes a surprise. In your dialogue, one character could feel surprised about something. Or, the characters in your dialogue could be planning a surprise.</p>					
<p><b>PLANS</b></p>	<p>Before class begins, rewrite the planning frames on the board:</p> <table border="1" data-bbox="505 973 1479 1679"> <thead> <tr> <th data-bbox="505 973 1026 1067"><u><b>A surprise...</b></u></th> <th data-bbox="1026 973 1479 1067"><u><b>A surprise...</b></u></th> </tr> </thead> <tbody> <tr> <td data-bbox="505 1067 1026 1679"> <ol style="list-style-type: none"> <li>1. <b>Who</b> are the characters in your dialogue? (There should be two!)</li> <li>2. <b>What</b> are the characters in your dialogue talking about? What is happening?</li> <li>3. <b>When</b> does this dialogue take place?</li> <li>4. <b>Where</b> does your dialogue take place?</li> <li>5. <b>Why</b> are the characters having this dialogue?</li> <li>6. <b>How</b> are these character feeling?</li> </ol> </td> <td data-bbox="1026 1067 1479 1679"> <ol style="list-style-type: none"> <li>1. Peter and Tafadzwa.</li> <li>2. About how to surprise their mother for Mother's Day!</li> <li>3. It is Wednesday night.</li> <li>4. They are speaking over the phone.</li> <li>5. Because they want their mother to feel happy and surprised!</li> <li>6. Peter feels excited. / Tafadzwa feels excited, but nervous about planning everything perfectly.</li> </ol> </td> </tr> </tbody> </table>		<u><b>A surprise...</b></u>	<u><b>A surprise...</b></u>	<ol style="list-style-type: none"> <li>1. <b>Who</b> are the characters in your dialogue? (There should be two!)</li> <li>2. <b>What</b> are the characters in your dialogue talking about? What is happening?</li> <li>3. <b>When</b> does this dialogue take place?</li> <li>4. <b>Where</b> does your dialogue take place?</li> <li>5. <b>Why</b> are the characters having this dialogue?</li> <li>6. <b>How</b> are these character feeling?</li> </ol>	<ol style="list-style-type: none"> <li>1. Peter and Tafadzwa.</li> <li>2. About how to surprise their mother for Mother's Day!</li> <li>3. It is Wednesday night.</li> <li>4. They are speaking over the phone.</li> <li>5. Because they want their mother to feel happy and surprised!</li> <li>6. Peter feels excited. / Tafadzwa feels excited, but nervous about planning everything perfectly.</li> </ol>
<u><b>A surprise...</b></u>	<u><b>A surprise...</b></u>					
<ol style="list-style-type: none"> <li>1. <b>Who</b> are the characters in your dialogue? (There should be two!)</li> <li>2. <b>What</b> are the characters in your dialogue talking about? What is happening?</li> <li>3. <b>When</b> does this dialogue take place?</li> <li>4. <b>Where</b> does your dialogue take place?</li> <li>5. <b>Why</b> are the characters having this dialogue?</li> <li>6. <b>How</b> are these character feeling?</li> </ol>	<ol style="list-style-type: none"> <li>1. Peter and Tafadzwa.</li> <li>2. About how to surprise their mother for Mother's Day!</li> <li>3. It is Wednesday night.</li> <li>4. They are speaking over the phone.</li> <li>5. Because they want their mother to feel happy and surprised!</li> <li>6. Peter feels excited. / Tafadzwa feels excited, but nervous about planning everything perfectly.</li> </ol>					

<p>WRITING FRAME</p>	<ol style="list-style-type: none"> <li>1. Explain that they must use the information in their frame to help them decide what will happen in the dialogue.</li> <li>2. Next, tell learners that they must think about what the characters really think and say. They must write the words like people are talking to each other!</li> <li>3. Write the following frame on the chalkboard, and explain it to learners:</li> </ol> <p><b><u>A surprise...</u></b></p> <p>(Set the scene: Where are the character? What is happening?)</p> <p>Character 1: (Stage directions: What is the character feeling or doing?) What does the character say?</p> <p>Character 2: Stage directions: What is the character feeling or doing?) What does the character say?  <b><i>(REPEAT. Each character should speak 4 times!)</i></b></p>
<p>DRAFT</p>	<ol style="list-style-type: none"> <li>1. Hand out learners’ exercise books.</li> <li>2. Settle learners so you have their attention.</li> <li>3. Remind learners that they will write a dialogue using the frame.</li> <li>4. Instruct learners to write the date and heading: <b>Dialogue: Draft</b></li> <li>5. Instruct learners to find their plan from Monday and think about their ideas.</li> <li>6. Instruct learners to complete the writing frame using their plans.</li> <li>7. Tell learners that they can add more sentences or details if they have time.</li> <li>8. Remind learners of the strategies they can use to help them.</li> <li>9. As learners write, walk around the classroom and help learners who are struggling.</li> </ol>
<p>HOMEWORK</p>	<p>Learners must complete the draft.</p>

<u>A surprise ... : Draft</u>	
Zodwa	(sitting at school looking sad) I can't believe Mrs Nkosi is leaving soon to have her baby. I will miss her.
Mavis	(sitting with Zodwa also looking sad) I know. Mrs Nkosi is the best teacher. I wish we could do something to show her how much we love her.
Zodwa	(Jumping up with a smile) I know, let's have a surprise party for Mrs Nkosi before she goes! We can ask all the children in the class to bring something.
Mavis	(Getting up and looking excited) What a good idea Zodwa! We can have sweets and chips and juice.
Zodwa	(Whispering to Mavis) We have to be quite. We don't want Mrs Nkosi to find out about the surprise!
Mavis	(smiling and whispering to Zodwa) Mrs Nkosi will be so surprised and she will know how much we love her. I can't wait to tell all the other children about our surprise party!
Zodwa	(taking out a pen and paper) Let's start planning now!
Mavis	(sitting next to Zodwa) Good idea Zodwa, we have to make sure everything is perfect!

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

**GROUP GUIDED READING**

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

**INDEPENDENT OR PAIRED READING**

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



WEEK 10: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	We're throwing a party	<i>Pretend to dance or sing</i>
	Who should we invite?	<i>Shrug your shoulders</i>
	We have food, cakes and drinks	<i>Pretend to eat</i>
	Everything is just right!	<i>Hold your thumbs up</i>
	We're throwing a party	<i>Pretend to dance or sing</i>
	We are going to shout 'boo'!	<i>Shout 'boo'!</i>
	When the main guest walks in	<i>Pretend to walk in</i>
	And guess what? It's YOU!	<i>Point at someone and shout 'you'!</i>
THEME VOCABULARY	<p>invite, invitation, suspect, disappointing, throw (<i>like throw a party</i>)</p> <p><i>*Point out the words:</i>  <i>Prepare – preparation</i>  <i>Decorate – decoration</i>  <i>Invite – invitation</i></p> <p><i>Explain that the words on the left (prepare, decorate, invite) are all <b>verbs</b>. We use these words to explain an action. The words on the right (preparation, decoration, invitation) are all <b>nouns</b>. They are all words to describe a thing. Point out that they end with 'ation' and that sometimes we add this to the end of a verb to turn it into a noun!</i></p>	
<b>QUESTION OF THE DAY</b>		
Question	Which surprise would you find most <b>disappointing</b> ?	
Graph	3 COLUMN GRAPH	
Options	a new sibling / a new puppy / a surprise birthday party	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners would find a new sibling most disappointing?</b>	
Answer	__ learners would find a new sibling most disappointing.	
<b>Question</b>	<b>How many learners would find a new puppy most disappointing?</b>	
Answer	__ learners would find a new puppy most disappointing.	
<b>Question</b>	<b>How many learners would find a surprise birthday party most disappointing?</b>	
Answer	__ learners would find a surprise birthday party most disappointing.	

<b>Question</b>	<b>Which surprise would most learners find most disappointing?</b>
Answer	Most learners would find a __ most disappointing.
<b>Question</b>	<b>Which surprise would fewest learners find most disappointing?</b>
Answer	Fewest learners would find __ most disappointing.
<b>Question</b>	<b>Which surprise would you find most disappointing?</b>
Answer	I would find a new sibling most disappointing.
Answer	I would find a new puppy most disappointing.
Answer	I would find a surprise birthday party most disappointing.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

<b>WEEK 10: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING</b>	
<b>GROUP GUIDED READING</b>	
Call a same-ability reading group to work with you.	
<b>INDEPENDENT OR PAIRED READING</b>	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 10: FRIDAY / DAY 5: EDITING AND PUBLISHING	
<p>EDITING CHECKLIST</p> <p><i>(Write this on the board <b>before</b> class begins)</i></p>	<ol style="list-style-type: none"> <li>1. Do I set the scene in brackets? Do I explain where the dialogue is taking place and what is happening?</li> <li>2. Do I include stage directions in brackets? Do these explain how each line must be read?</li> <li>3. Does each character speak at least 4 times?</li> <li>4. Did I write the characters' names on the left side of the page?</li> <li>5. Did I use a colon after the name of the character who is speaking?</li> <li>6. Do I use a new line to indicate each new speaker?</li> <li>7. Do all of the characters' names line up?</li> <li>8. Do all of the words the characters must say line up?</li> <li>9. Does the dialogue sound like people could really be having a conversation?</li> <li>10. Do I use proper punctuation?</li> </ol>
EDIT	<ol style="list-style-type: none"> <li>1. Instruct learners to open their exercise books to the completed draft.</li> <li>2. Write the editing checklist on the board.</li> <li>3. Instruct learners to read their own writing.</li> <li>4. Instruct learners to make sure the answer to each of these questions is yes.</li> <li>5. Instruct learners to fix any mistakes they find.</li> <li>6. Instruct learners to add any sentences or details that will help their dialogue sound more interesting.</li> <li>7. Explain that learners may begin to publish when they are finished editing.</li> </ol>
PUBLISH	<ol style="list-style-type: none"> <li>1. Instruct learners to read through their corrections.</li> <li>2. Instruct learners to rewrite their dialogue, correcting any mistakes.</li> <li>3. Instruct learners to rewrite the paragraph correctly, under the heading: <b>Dialogue: A surprise!</b></li> <li>4. Tell learners that they may illustrate their writing by drawing a picture, but it is not a requirement.</li> </ol>
SHARE	<ol style="list-style-type: none"> <li>1. Instruct learners to <b>turn and talk</b> to a partner.</li> <li>2. Instruct learners to take turns reading each dialogue together. Each learner should read for one character in the dialogue, like a real conversation! Then, the learners must swop, and read the second dialogue together.</li> <li>3. Instruct learners to each tell each other one thing they liked about their partners' writing.</li> </ol>
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

Dialogue: A surprise!

Zodwa: (sitting at school looking sad)  
I can't believe Mrs Nkosi is leaving soon to have her baby. I will miss her.

Mavis: (sitting with Zodwa also looking sad)  
I know! Mrs Nkosi is the best teacher. I wish we could do something to show her how much we love her.

Zodwa: (Jumping up with a smile)  
I know! We can have a surprise party for Mrs Nkosi before she goes! We can ask all the children in the class to bring something.

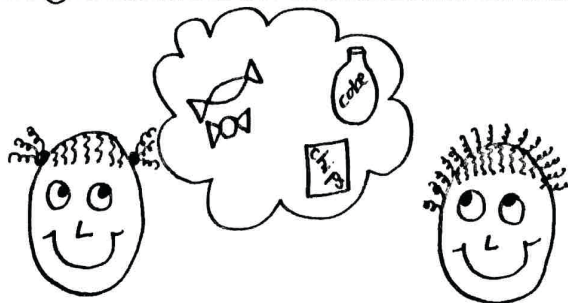
Mavis: (Getting up and looking excited)  
What a good idea Zodwa! We can have sweets and chips and juice.

Zodwa: (whispering to Mavis)  
We have to be quiet. We don't want Mrs Nkosi to find out about the surprise!

Mavis: (smiling and whispering to Zodwa)  
Mrs Nkosi will be so surprised and she will know how much we love her. I can't wait to tell all the other children about the surprise party!

Zodwa: (sitting down and taking a pen and paper out of her bag)  
Let's start planning now!

Mavis: (sitting next to Zodwa)  
Good idea Zodwa, we have to make sure everything is perfect!



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

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

**INDEPENDENT OR PAIRED READING**

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

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

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