

GRADE 6

**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 | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|--|---|
| Week 1 Day 1 | Week 1 Day 2 | Week 1 Day 3 | Week 1 Day 4 | 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 | Tuesday | Wednesday | Thursday | Friday |
| Week 2 Day 1 | Week 2 Day 2 | Week 2 Day 3 | Week 2 Day 4 | Week 2 Day 5 |
| W&P Planning | L&S / LSC Oral Activities | W&P Teach LSC Drafting | L&S / LSC Oral Activities | W&P Edit, Publish & Present |
| R&V Group Guided Reading / Independent or Paired Reading & Comprehension | R&V Group Guided Reading / Independent or Paired Reading & Comprehension | R&V Group Guided Reading / Independent or Paired Reading & Comprehension | R&V Group Guided Reading / Independent or Paired Reading & Comprehension | R&V Group Guided Reading / Independent or Paired Reading & Comprehension Theme conclusion: <ul style="list-style-type: none"> • <i>Build and monitor knowledge</i> • <i>Summarise theme learning (no formal time allocation)</i> |

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

GRADE 4-6 EFAL CLASSROOM CULTURE

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

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

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

Purpose:

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

Using a Name Jar

1. It is very important to direct questions to all learners in the class, rather than asking learners to raise their hands to answer.
2. Buy or collect ice-cream sticks, or throat depressors. These can be bought from most stationers and are not expensive.
3. Write each learner's name on a stick, and put all the sticks into a jar, labelled: **Grade 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:

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

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

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

Nomsa: I think most accidents happen in the morning.

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

Buhle: I think most accidents happen on Saturdays.

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

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

Purpose

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

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

Rhyme / Song

Instructions:

1. The specific rhyme or song which you are to do with the learners is listed in the lesson plan.
2. Over time, the learners will get to know these rhymes and songs, and they will sing them automatically.
3. However, when they are first introduced, you need to teach learners the words, action and tune (if there is one).

4. The first time you do this with learners, teach them the rhyme or song line-by-line as follows:
 - a. Sing or say the rhyme or song, and then explain the meaning of it to learners, using code-switching if necessary.
 - b. Sing or say the first line, and then let learners repeat after you.
 - c. Sing or say the second line, and then let learners repeat after you.
 - d. Sing or say the first two lines together, and then let learners repeat after you.
 - e. Continue on in this manner until you have taught learners the whole rhyme or song.

5. For the rest of the cycle, repeat the rhyme or song with the learners.
6. Always include appropriate actions with the rhyme or song. These actions help kinesthetic learners to remember the rhyme or song, and they build meaning.
7. Allow learners to request to sing their favourite rhymes or songs if you have any free time – this is a fun way of reinforcing the new language that they have learnt.

Purpose:

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

LANGUAGE STRUCTURE & CONVENTIONS

Introduce the LSC in context

Instructions:

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

Purpose:

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

Teach and practise using the LSC

Instructions:

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

Purpose

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

LISTENING & SPEAKING

Listening Lesson

Instructions:

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

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

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

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:

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

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

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

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

Purpose:

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

Shared Reading: First Read**Instructions:**

1. Tell learners to turn to the correct text in the DBE Workbook.
2. Learners will also need their personal dictionaries for this lesson.

3. Tell learners to follow in their DBE Workbook, listen carefully and think as you read the text.
 - Read each paragraph or section fluently and clearly.
 - As you read, use gestures, actions and facial expressions. Change tone of voice (expression) to enhance meaning.
 - Where necessary, stop and explain a word or phrase to learners.
 - If you need to code switch, you may do so. This helps to give learners a basic understanding of the text.

4. At the same time, during the First Read, model 'thinking about the text' for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see 'thinking aloud' prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading, and when you are 'thinking aloud'.
 - You will notice that the 'thinking aloud' focusses on one or two main comprehension strategies. This is to lead learners to a deeper understanding of the text by showing them how to use these comprehension strategies.

5. Finally, give learners the opportunity to answer questions.
 - The first two questions are recall questions to gauge a straightforward understanding of the text.
 - Ask different learners to answer these questions.
 - Thereafter, there are 1-2 questions that demand more critical thinking.
 - Allow learners the chance to turn and talk and discuss their answers with a partner.
 - Then call on a few learners to share their answers.
 - Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.

Purpose:

The first read is important for many reasons, including:

- Modelling fluent, expressive reading for learners
- Ensuring that learners gain a basic understanding of the text
- Helping learners to build enjoyment of and appreciation for texts
- Modelling 'thinking aloud' about the text, to show learners that good readers always think about what they are reading
- Modelling the use of specific comprehension strategies, for example: visualising or making connections

Shared Reading: Second Read**Instructions:**

1. Tell learners to turn to the correct text in the DBE Workbook.
2. Learners will also need their personal dictionaries for this lesson.
3. Write the follow up questions on the board before the lesson.
4. Read through and explain these questions to learners.
5. Explain to learners that you are going read the text once again.
6. Tell learners to follow in their DBE Workbooks, listen carefully and think as you read the text once again.
7. If the text includes dialogue, you may want to include some learners in this second 'read aloud', by allocating different characters to different learners.

8. Read each paragraph or section fluently and clearly.
 - As you read, embed meaning by using gestures, actions, facial expressions and vocal expression.
 - Where necessary, stop and explain a word or phrase to learners. For the Second Read, you should no longer code-switch.

9. This repeated reading helps learners to move from a basic understanding of the text, to a deeper level of understanding and meaning making.

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.

| Strategy 1: Predict | |
|---|--|
| 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"> 1. Ask learners to look over the whole text. 2. Ask learners: <i>What kind of text do you think this is? How is it laid out?</i> (Are there paragraphs, stanzas, sections, a greeting, headings, columns, etc?) 3. Ask learners: <i>What do you think we might read about?</i> 4. If learners cannot answer, ask further prompting questions, or provide the answers. |
| Steps <i>(For predicting by scanning the text)</i> | <ol style="list-style-type: none"> 1. Ask learners to scan the text and identify two lists of words: <ol style="list-style-type: none"> a. words they do not understand b. words that they think are important 2. Go through the list of words that learners do not understand, and explain them in context. 3. Then, go through the list of important words, and show learners how to connect these words to make meaning and predictions about the text. |
| Strategy 2: Visualise | |
| Explanation | <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"> 1. Read the text on the page. 2. Tell learners what you visualised. (Model the skill.) 3. Instruct learners to close their eyes. Explain that learners must listen to the text and try to picture it, or make a movie in their minds. 4. Read the text again. 5. Ask learners: What did you visualise? (What happened in your movie?) 6. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the text. |
| Strategy 3: Search the text | |
| Explanation | Search the text questions ask learners to recall information or events from the text. Learners need to understand what kind of information they are being asked to recall. They must then think about where in the text they would find that information. |
| Purpose | <p>These questions help learners to check that they have a basic understanding of the text. Teaching learners how to answer these questions shows them:</p> <ul style="list-style-type: none"> • How to identify the kind of information the question is asking for • How to locate the information in the text |
| Steps | <ol style="list-style-type: none"> 1. Read the text. 2. Ask learners a question about the text, like: <i>What did person x do?</i> 3. Ask learners: What kind of information is this question asking for? (<i>an action – we need to identify what person x did</i>) 4. Ask learners: <i>When did we read about person x's actions? Was it at the beginning, the middle or the end of the text?</i> 5. Ask learners to locate the part of the text where the action took place. 6. Ask learners to read that part of the text, and to try and identify what person x did. |
| Strategy 4: Summarise | |
| Explanation | When learners summarise, they think about the most important points of a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing. |
| Purpose | Summarising shows that the learner has understood the main points of the text. Asking learners to summarise the main points of a text is the best way to check their understanding. |

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

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

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

Shared Reading: Post-Read

Instructions:

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

Instructions for a written comprehension:

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

Instructions for the oral recount or written summary:

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

Instructions for a visualisation activity:

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

Purpose:

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

GROUP GUIDED READING

Assigning Group Guided Reading groups and text selection:

1. In the first two weeks of school, listen to every learner read individually.
2. Assign learners to same-ability groups.
3. Use the rubric below to sort learners according to their abilities.
4. Ideally, try to have 5 groups, with no more than 12 learners per group.
5. However, if you have a very large class, you may have to have more groups and manage your time differently.
6. This rubric divides learners based on their technical reading skills.
7. If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.
8. **In a Grade 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"> • This learner knows no or very few sight words. • This learner does not seem to recognise many letter-sound relationships, and struggles to decode most phonetically regular words, even common words. | <ul style="list-style-type: none"> • This learner knows just a few common sight words. • This learner does not recognise some letter-sound relationships, and struggles to decode many previously unseen words. | <ul style="list-style-type: none"> • This learner knows many common sight words. • This learner needs help to decode some previously unseen words. | <ul style="list-style-type: none"> • This learner knows many common sight words and can decode most previously unseen words. • This learner occasionally needs help to decode more challenging words. • This learner reads with some fluency. | <ul style="list-style-type: none"> • This learner knows many common words. • This learner can decode previously unseen words. • This learner reads with fluency and expression. • This is one of the best readers in the class. |

What to do with each group during Group Guided Reading:

1. Call a group to read to you.
 - a. Make sure they all bring their reading worksheet or learner book.
 - b. Seat the group in a circle.
2. Revise the week's phonic words and sight words.
3. When working with struggling readers, spend as much time as required on the decodable texts.
4. If the group does not need this, then allow learners to quickly read through the decodable texts, and then move on quickly to the Group Guided Reading Text.
5. Talk about the title of the text. Explain what it means.
6. Next, give learners a few minutes to skim the text in silence.
7. Then, ask each learner to read part of the text aloud, on his or her own.
8. Listen carefully as each learner reads.
 - If the learner is stuck on a word, give him or her some time to try and figure it out.
 - Then, help the learner to sound out the word.
 - If the word is irregular, 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 6 - TERM 3

WEEK 1

THEME:
FINDING OUT MORE ABOUT NOVELS

'If you don't like to read, you haven't found the right book.'

J.K.Rowling

| TERM 3: WEEK 1 | |
|------------------------|--|
| OVERVIEW | |
| THEME | Finding out more about novels |
| THEME VOCABULARY | character, setting, genre, conflict, fiction, action, rising, falling, climax, resolution |
| LSC | Synonyms |
| COMPREHENSION STRATEGY | I wonder... Make connections |
| WRITING GENRE | Report Summary |
| WRITING TOPIC | Write a report on the literature genre of novels Write a summary of a novel / story that you enjoyed |
| CLASSROOM PREPARATION | <ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous term. 2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 3. Try to find some reading material for your theme table, for example: a selection of novels of different genres. 4. Make a poster showing the diagram of a narrative structure. 5. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners. |

| WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES | | |
|---|--|---|
| INTRODUCE THE THEME | | |
| PICTURE | <ul style="list-style-type: none"> Tell learners to turn to page 2 of the DBE Workbook. Instruct learners to look at the title, headings and pictures in the text. | |
| INTRODUCE THE THEME | <ul style="list-style-type: none"> Tell learners the title of the theme: Finding out more about novels. Explain that for this theme, you will read an excerpt (or part) of a novel. Explain that you will also research more about novels. Ask learners if they know what a novel is? (a fiction book) | |
| SONG / RHYME | Lyrics | Actions |
| | In chapter one we meet the character | <i>Pretend to open a book</i> |
| | Whose story we will read | <i>Pretend to read</i> |
| | Who knows what will happen? | <i>Shrug your shoulders as if asking a question</i> |
| | Interesting indeed! | <i>Nod your head and hold your thumbs up</i> |
| | Then there is a problem | <i>Wring your hands and look worried</i> |
| | That grows and grows | <i>Move your hands from low to high – to show something growing</i> |
| | That leads us to the climax | <i>Make an explosion action with your hands</i> |
| | Between family, friends or foes! | <i>Hold one hand up and then the other</i> |
| THEME VOCABULARY | character, setting, genre, conflict, fiction | |
| QUESTION OF THE DAY | | |
| Question | How do you like to choose a book to read? | |
| Graph | 3 COLUMN GRAPH | |
| Options | by the character / by the setting / by the genre | |
| Follow-up questions | | |
| Question | How many learners like to choose a book by the character? | |

| | |
|-----------------------|---|
| Answer | __ learners like to choose a book by the character. |
| Question | How many learners like to choose a book by the setting? |
| Answer | __ learners like to choose a book by the setting. |
| Question | How many learners like to choose a book by the genre? |
| Answer | __ learners like to choose a book by the genre. |
| Question | How do most learners like to choose a book to read? |
| Answer | Most learners like to choose a book by the _____. |
| Question | How do fewest learners like to choose a book to read? |
| Answer | Fewest learners like to choose a book by the _____. |
| Question | How do you like to choose a book to read? |
| Answer | I like to choose a book by the character. |
| Answer | I like to choose a book by the setting. |
| Answer | I like to choose a book 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"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 1: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. 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 novels**
4. This week, learners will listen to **an information text**: Learning about novels
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>Learning about novels Novels are fiction books. Novels are longer, more complex stories that allow us to really get to know the characters, and to experience different events.</p> | | <p>1. What are novels?</p> <ul style="list-style-type: none"> • <i>Fiction books</i> • <i>Longer, more complex stories</i> |
| <p>Most novels follow the narrative structure. This is a story structure made up of five parts.</p> | <p>This is interesting! I wonder if all fiction books are made up of the same five parts?</p> | <p>2. What is the structure of a novel called? <i>The narrative structure</i></p> <p>3. How many parts are there in the narrative structure? <i>Five parts</i></p> |
| <p>The first part is the introduction. In the introduction, we meet the main character. We also find out where and when the story is set.</p> | <p>Oh, I can make a connection to this! In the book I am reading, it starts by telling us who the main character is, and where she lives.</p> | <p>4. What is the first part of the narrative structure? <i>The introduction</i></p> <p>5. What happens in the introduction? <i>We meet the main character and we find out where and when the story is set.</i></p> |

| | | |
|--|--|---|
| <p>The second part is called the rising action. Here, a problem or conflict is introduced. The problems grows and grows, until something has to happen.</p> | <p>This is just like my book! Just after the introduction, the trouble starts. In my book, a woman is murdered, and the main character has to find out who did it!</p> | <p>6. What is the second part of the narrative structure? <i>The rising action</i></p> <p>7. What happens in the rising action? <i>In the rising action, a problem or conflict is introduced. It grows and grows until something has to happen.</i></p> |
| <p>The third part is called the climax. This is the turning point in the story. This is where the most important or biggest thing in the story happens.</p> | <p>I can make a connection! In my book, the main character catches the murderer, after he tries to kill her!</p> | <p>8. What is the third part of the narrative structure? <i>The climax</i></p> <p>9. What happens in the climax? <i>This is the turning point, where the most important or biggest thing in the story happens.</i></p> |
| <p>The fourth part is called the falling action. This is where things calm down, and the different parts of the story begin to work out.</p> | <p>This is just like my book. The murderer is found guilty, and the main character’s life goes back to normal</p> | <p>10. What is the fourth part of the narrative structure? <i>The falling action</i></p> <p>11. What happens in the falling action? <i>In the falling action, things calm down and the different parts of the story begin to work out.</i></p> |
| <p>The fifth and last part of the story structure is called the resolution. This is where the story ends – we see what finally happens, and what lessons people learn.</p> | <p>I can connect this to my book – in my book, the murderer goes to prison, and the main character is given an award. She learns that she must trust her instincts and never give up.</p> | <p>12. What is the fifth part of the narrative structure called? <i>The resolution</i></p> <p>13. What happens in the resolution? <i>In the resolution we see what finally happens and what people learn. This is where the story ends.</i></p> |

WEEK 1: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week learners will discuss **the information text**: *Learning about novels*.
2. Before class begins, write the conversation frame on the board:

Conversation frame

- a. This text was about...
- b. I learnt that the main parts of the narrative structure are...
- c. I think the text was written to...

Break learners into their small discussion groups.

3. 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"> Write the following sounds on the chalkboard: fl, a-e (long A), -ing Say the sounds and instruct learners to repeat the sounds. Do this three times. Explain that with this sound (a-e) the two letters are not written together in the word, but that they make one sound (long A). Explain that when -ing is added to a word that ends in 'e', the 'e' is dropped. For example: flake – flaking poke – poking Write the following words on the chalkboard and sound each word out as follows: <ol style="list-style-type: none"> /fl/ - /i/ - /ck/ = flick /b/ - /a-e/ - /k/ = bake /m/ - /a-e/ - /k/ - /ing/ = making (drop the e) Ask learners to sound out and read each word after you. | | | | | | | | | | | | |
| Word find | <p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="582 1119 1040 1394"> <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>MODEL</p> <ol style="list-style-type: none"> Review all of the sounds on the chalkboard. Tell learners to copy the table into their books. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. Show learners how to build one or two words, like: flake or mop Possible words (this is not a complete list): flake, flop, flip, fling, flame, bake, make, ping, mop, king, pong, flaking, baking, making, etc. | fl | a-e | b | k | i | o | ng | m | p | ing | | |
| fl | a-e | b | | | | | | | | | | | |
| k | i | o | | | | | | | | | | | |
| ng | m | p | | | | | | | | | | | |
| ing | | | | | | | | | | | | | |

| WEEK 1: TUESDAY / DAY 2: PRE-READING | | | | | | | |
|---|---|---|--|---|--|--|--|
| TITLE | Quarrelling, playing and discussing | | | | | | |
| DBE WORKBOOK 2, PAGE | 2-4 | | | | | | |
| ACTIVITY | PRE-READING | | | | | | |
| COMPREHENSION STRATEGY | Predict | | | | | | |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story. | | | | | | |
| PRE-READING ACTIVITY | | | | | | | |
| <ol style="list-style-type: none"> Remind learners of the theme for this cycle. Remind them of the text that they listened to and discussed in the previous lessons. Explain that you are now going to move on to another text, this time, you are going to read an excerpt from a novel. Explain that the novel is called 'The Adventures of Tom Sawyer' and that it was written by a famous American novelist named Mark Twain. Give the learners some background about the novel as follows: <ul style="list-style-type: none"> The main character is a 12 year old boy named Tom Sawyer. Tom is quite naughty, but he has a good heart. He does not like school and prefers to be outside, having adventures with his friends. The story is set in a small town in the South of America, on the banks of the Mississippi River – a very big river. The story is set in the 1840's – about 180 years ago! At this time, slavery was still legal in the southern part of America. Draw the following table on the chalkboard: <table border="1" data-bbox="304 1604 1410 2083"> <tbody> <tr> <td> <p>Introduction</p> <p><i>Who is the main character?</i></p> <p><i>What is the setting of the story?</i></p> </td> <td></td> </tr> <tr> <td> <p>Rising Action</p> <p><i>What does the main character want?</i></p> <p><i>What is the problem or conflict?</i></p> </td> <td></td> </tr> <tr> <td> <p>Climax</p> <p><i>What is the turning point of the story?</i></p> </td> <td></td> </tr> </tbody> </table> | | <p>Introduction</p> <p><i>Who is the main character?</i></p> <p><i>What is the setting of the story?</i></p> | | <p>Rising Action</p> <p><i>What does the main character want?</i></p> <p><i>What is the problem or conflict?</i></p> | | <p>Climax</p> <p><i>What is the turning point of the story?</i></p> | |
| <p>Introduction</p> <p><i>Who is the main character?</i></p> <p><i>What is the setting of the story?</i></p> | | | | | | | |
| <p>Rising Action</p> <p><i>What does the main character want?</i></p> <p><i>What is the problem or conflict?</i></p> | | | | | | | |
| <p>Climax</p> <p><i>What is the turning point of the story?</i></p> | | | | | | | |

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| <p>Falling action <i>How do things calm down?</i> <i>How are parts of the story sorted out?</i></p> | |
| <p>Resolution <i>How does the story end?</i> <i>What finally happens?</i> <i>What do the characters learn?</i></p> | |

8. Remind learners that on Monday and Tuesday, they listened to and discussed a text about the **narrative structure**.
9. Tell learners that this table shows the basic narrative structure of most stories.
10. 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.
11. Tell learners to copy this table down into their exercise books.
12. Next, ask a learner to read the title: ***Quarrels, playing and discussing***.
13. 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.
14. 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 4.*
15. Explain that learners should **circle** any new words in the text that they don't know.
16. 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.
17. Ask learners: Which words did you underline? Why?
18. As learners list the words, make a list on the board. Ask learners to explain why they have chosen to underline certain words.
19. Ask learners: Which words did you circle?
20. As learners list the words, make a list on the board. Help learners to define these words in context.
21. Instruct learners to think about the title, the pictures, and the words they underlined.
22. Ask learners predictive questions:
 - a. What do you think this text is about?
23. 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 | Lyrics | Actions |
| | In chapter one we meet the character | <i>Pretend to open a book</i> |
| | Whose story we will read | <i>Pretend to read</i> |
| | Who knows what will happen? | <i>Shrug your shoulders as if asking a question</i> |
| | Interesting indeed! | <i>Nod your head and hold your thumbs up</i> |
| | Then there is a problem | <i>Wring your hands and look worried</i> |
| | That grows and grows | <i>Move your hands from low to high – to show something growing</i> |
| | That leads us to the climax | <i>Make an explosion action with your hands</i> |
| | Between family, friends or foes! | <i>Hold one hand up and then the other</i> |
| THEME VOCABULARY | action, rising, falling, climax, resolution | |
| QUESTION OF THE DAY | | |
| Question | Which part of a novel do you enjoy the most? | |
| Graph | 5 COLUMN GRAPH | |
| Options | introduction / rising action / climax / falling action / resolution | |
| Follow-up questions | | |
| Question | How many learners enjoy the introduction the most? | |
| Answer | __ learners enjoy the introduction the most. | |
| Question | How many learners enjoy the rising action the most? | |
| Answer | __ learners enjoy the rising action the most. | |
| Question | How many learners enjoy the climax the most? | |
| Answer | __ learners enjoy the climax the most. | |
| Question | How many learners enjoy the falling action the most? | |
| Answer | __ learners enjoy the falling action the most. | |

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| Question | How many learners enjoy the resolution the most? |
| Answer | __ learners enjoy the resolution the most. |
| Question | Which part of the novel do most learners enjoy the most? |
| Answer | Most learners enjoy the _____ the most. |
| Question | Which part of the novel do fewest learners enjoy the most? |
| Answer | Fewest learners enjoy the _____ the most. |
| Question | Which part of a novel do you enjoy the most? |
| Answer | I enjoy the introduction the most. |
| Answer | I enjoy the rising action the most. |
| Answer | I enjoy the climax the most. |
| Answer | I enjoy the falling action the most. |
| Answer | I enjoy the resolution the most. |
| <i>Explain</i> | <p><i>Explain to learners that every part of a novel can be enjoyable.</i></p> <ul style="list-style-type: none"> • <i>In the introduction</i>, we get to know the main character, and we learn where and when the story is set. This can be very interesting. • <i>In the rising action</i>, we learn what the problem is, and the tension of the story begin to grow or rise. This is usually a very interesting part of the story, and we always want to know more. • <i>In the climax</i>, a big or important event happens, that is the turning point of the story. This is usually what the story is really about. It can be very exciting or surprising. • <i>In the falling action</i>, we see how things begin to work out, and we understand what happens in different parts of the story. • <i>In the resolution</i>, we see how the story ends, and what the characters learn from the experience. |
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| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

| WEEK 1: WEDNESDAY / DAY 3: FIRST READ | |
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| TITLE | <i>Quarrelling, playing, and discussing</i> |
| DBE WORKBOOK 2, PAGE | 2-4 |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | I wonder... Make connections |
| PURPOSE | By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves. Making connections helps learners think critically about the feelings and experiences of characters in the text. 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"> 1. Hand out the DBE workbooks. 2. Instruct learners to turn to the story on page 2. 3. Explain that today, we will make text-to-self connections. This means we will think about how the story is related to things from our own lives and experiences that we have had! 4. Allow learners a few minutes to try and read the story on their own, in silence. 5. Explain that you will read the story to learners. They must follow along as you read. 6. Read the story with fluency and expression to learners. 7. Read the Text first, and then say the comment in the First Read column. | |
| Text | Think Aloud: First Read |
| Tom noticed a stranger standing in front of him – a boy slightly larger than himself. A newcomer of any age, boy or girl, was an impressive sight in the poor little shabby village of St. Petersburg. | Sometimes it is hard when there is someone new around, because new people often get special attention. That reminds me of how my daughter reacted when we had a new baby. She felt jealous of all the attention the new baby got. Of course, she was still important. But, she felt bad because at first everyone came around to see the new baby! |
| This boy was well dressed, too well dressed on a weekday. His cap was small, his blue cloth shirt was buttoned up, and was new and neat, and so were his trousers. | This reminds me of the time my sister came home from University in the city with new, beautiful clothes. I felt so jealous when I saw her dressed up in them. |

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| <p>He was wearing shoes – and it was only Friday. He even wore a tie round his neck, a bright bit of ribbon. He had a citified air about him which Tom didn’t like. The more Tom stared at the new boy, the more he found fault with his fine clothes. At the same time, his own clothes felt more and more shabby. Neither boy spoke. If one moved, the other moved – but only sidewise, in a circle. They kept face to face and eye to eye all the time.</p> | <p>I told her she looked bad in them because I felt so jealous!</p> |
| <p>Finally, Tom said: “I can beat you!” “I’d like to see you try.” “Well, I can.” “No you can’t.” “Yes I can.” “No you can’t.” “I can.” “You can’t.” “Can!” “Can’t!” There was an uncomfortable pause. Then Tom said: “What’s your name?” “It’s none of your business!” “Well I’ll MAKE it my business.” “Well don’t you?”</p> | <p>I can make a connection. I think Tom said, ‘I can beat you,’ because he was feeling jealous of the new boy. That is just like how I told my sister she looked bad in her beautiful new clothes. Sometimes when we feel jealous of other people, we say unkind things.</p> |
| <p>“If you say much more, I will.” “Much – much – MUCH..” “Oh, you think you’re clever, DON’T you?” “I could beat you with one hand tied behind me, if I wanted to.” “Well why don’t you DO it? You SAY you can do it.” “Well I WILL, if you fool with me.” “You’re a liar!” “So are you!” “Oh go jump in the lake!” “Hey- if you give me much more of your cheek I’ll bounce a rock off your head.” “Oh, of COURSE you will.” “Well I WILL.”</p> | |

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| <p>“Well why don’t you DO it then? Why do you keep SAYING you will? Why don’t you DO it? It’s because you’re afraid.”</p> <p>“I’m NOT afraid.”</p> <p>“You are.”</p> <p>“I’m not.”</p> <p>“You are.”</p> <p>There was another pause and more eyeing and siding around each other.</p> | |
| <p>Soon, the two boys were shoulder to shoulder.</p> <p>Tom said:</p> <p>“Get away from here!”</p> <p>“Go away yourself!”</p> <p>“I won’t.”</p> <p>“I won’t either.”</p> | <p>I think that Tom tells the new boy to get away because the new boy is making Tom feel bad about himself. He must be thinking if he wins a fight against him, he will feel better!</p> |
| <p>So they stood each with a foot placed at an angle to give them support, and both shoving with all their might and main, and glowering at each other with hate. But neither could get an advantage. After struggling till they were both hot and flushed, each relaxed slowly and watchfully. Tom said:</p> <p>“You’re a coward! I’ll tell my big brother on you, he can trash you with his little finger, and I’ll make him do it, too.”</p> <p>“I’ve got a brother that’s bigger than he is – and what’s more, he can throw your brother over that fence, too” [Both brothers were imaginary.]</p> <p>“That’s a lie.”</p> <p>“YOUR saying so don’t make it so.”</p> <p>Tom drew a line in the dust with his big toe, and said: “I dare you to step over that, and I’ll beat you till you can’t stand up. Anybody that’ll take a challenge will take a big risk.”</p> <p>The new boy stepped over promptly, and said: “You said you’d do it, now let’s see you do it.”</p> | <p>--</p> |
| <p>In an instant both boys were rolling and tumbling in the dirt, gripped together like cats.</p> | <p>When words don’t hurt someone enough, we sometimes want to hurt them by hitting or kicking or punching.</p> |

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| <p>They tugged and tore at each other’s hair and clothes, punched and scratched each other’s noses, and covered themselves with dust. Soon, through the dust, Tom appeared, seated astride the new boy, pounding him and shouting: “Say enough!”</p> | <p>I can make a connection! When I feel really angry, sometimes I want to throw something or kick the wall.</p> |
| <p>At last the stranger said “Enough!” and Tom let him go. The new boy went off, brushing the dust from his clothes, sobbing, sniffing and occasionally looking back and shaking his fist at Tom. Tom responded with jeers, and went off very pleased with himself. As soon as his back was turned the new boy snatched up a stone, threw it and hit Tom between the shoulders. He then turned tail and ran like an antelope. Tom chased the boy home, and thus found out where he lived. At last the enemy’s mother appeared, and called Tom a bad, vicious, vulgar boy.</p> | <p>When the new boy throws the rock, he is getting revenge on Tom. That reminds me of how my sister reacted when I told her she looked bad in her new clothing. She yelled, ‘Well you always look ugly!’ She didn’t really mean it. But, when someone is mean to us, we sometimes want to get back at them. We want to do or say something to hurt their feelings!</p> |
| <p>Follow up questions</p> | <p>Responses</p> |
| <p>Who are the characters in this story?</p> | <p>The characters are Tom and the new boy.</p> |
| <p>Can you make a connection? When was a time you felt jealous, like Tom?</p> | <p>I felt jealous like Tom when...</p> |
| <p>Why question</p> | <p>Possible responses</p> |
| <p>Have you ever been in an argument like this one? How does it feel to be in an argument? What can you understand about this story because of the fight you were in? Why do people sometimes try hurt others with their words or physically?</p> | <p>It feels...to be in an argument. When I think about the argument I was in, I can understand... Sometimes people try hurt others because...</p> |
| <p>Introduce the LSC in context</p> | |
| <ol style="list-style-type: none"> 1. Explain to learners that this cycle, they will be learning about: Synonyms 2. Point out the following example of this in the text: <i>Tom noticed a stranger standing in front of him.</i> <i>Tom saw a stranger standing in front of him.</i> <i>Tom went off very pleased with himself.</i> <i>Tom went off very happy with himself.</i> 3. Introduce this LSC as follows: <i>Synonyms are words that have the same or very similar meanings. In our examples, noticed means the same as saw, and pleased means the same as happy. We say that those words are synonyms.</i> | |

| WEEK 1: THURSDAY / DAY 4: SECOND READ | |
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| TITLE | <i>Quarrelling, playing, and discussing</i> |
| DBE WORKBOOK 2, PAGE | 2-4 |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | I wonder... Make connections |
| I wonder... Make connections | <p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> <p>Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!</p> |
| <ol style="list-style-type: none"> 1. Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> a. <i>What did both boys make up?</i> b. <i>How do you think the new boy felt when he picked up a rock and threw it at Tom? Why?</i> c. <i>Why do you think Tom picked a fight with the new boy?</i> 2. Read the follow-up questions out loud to learners. 3. Hand out the DBE workbooks. 4. Instruct learners to turn to the story on page 2. 5. Explain that today, we will make text-to-world connections. This means we will think about how the story is related to and reminds us of things we know about the world around us. 6. Explain that you will read the story to learners. They must follow along with the text as you read. 7. Read the story with fluency and expression to learners. 8. Read the Text first, and then say the comment in the Second Read column. 9. Next, instruct learners to turn and talk with a partner. 10. Instruct learners to take turns reading the story to each other. 11. Tell learners to orally discuss the follow-up questions together. | |

| Text | Think Aloud: Second Read |
|--|---|
| <p>Tom noticed a stranger standing in front of him – a boy slightly larger than himself. A newcomer of any age, boy or girl, was an impressive sight in the poor little shabby village of St. Petersburg.</p> | <p>I can make a connection! In the village where I grew up, it was very rare to see someone who you didn't know! Someone new would get a lot of attention!</p> |
| <p>This boy was well dressed, too well dressed on a weekday. His cap was small, his blue cloth shirt was buttoned up, and was new and neat, and so were his trousers. He was wearing shoes – and it was only Friday. He even wore a tie round his neck, a bright bit of ribbon. He had a citified air about him which Tom didn't like. The more Tom stared at the new boy, the more he found fault with his fine clothes. At the same time, his own clothes felt more and more shabby. Neither boy spoke. If one moved, the other moved – but only sidewise, in a circle. They kept face to face and eye to eye all the time.</p> | <p>I wonder why Tom doesn't like the new boy? It must be because he looks different from the other people in the village. I know that sometimes, people react badly to people who are different. I know that this is a big problem in our world!</p> |
| <p>Finally, Tom said: "I can beat you!" "I'd like to see you try." "Well, I can." "No you can't." "Yes I can." "No you can't." "I can." "You can't." "Can!" "Can't!" There was an uncomfortable pause. Then Tom said: "What's your name?" "It's none of your business!" "Well I'll MAKE it my business." "Well don't you?" "If you say much more, I will." "Much – much – MUCH." "Oh, you think you're clever, DON'T you?" "I could beat you with one hand tied behind me, if I wanted to."</p> | <p>I wonder why Tom picks a fight with the new boy. I think it is because he wants to feel better and stronger than the new boy. Sometimes, people are very unkind to new people in their community. This is a problem in our world.</p> |

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| <p>“Well why don’t you DO it? You SAY you can do it.” “Well I WILL, if you fool with me.” “You’re a liar!” “So are you!” “Oh go jump in the lake!” “Hey- if you give me much more of your cheek I’ll bounce a rock off your head.” “Oh, of COURSE you will.” “Well I WILL.” “Well why don’t you DO it then? Why do you keep SAYING you will? Why don’t you DO it? It’s because you’re afraid.” “I’m NOT afraid.” “You are.” “I’m not.” “You are.” There was another pause and more eyeing and siding around each other.</p> | |
| <p>Soon, the two boys were shoulder to shoulder. Tom said: “Get away from here!” “Go away yourself!” “I won’t.” “I won’t either.”</p> | <p>When Tom says ‘Get away from here!’ that tells me that he wants his little village to stay the same – he feels upset by someone new and different being there.</p> |
| <p>So they stood each with a foot placed at an angle to give them support, and both shoving with all their might and main, and glowering at each other with hate. But neither could get an advantage. After struggling till they were both hot and flushed, each relaxed slowly and watchfully. Tom said: “You’re a coward! I’ll tell my big brother on you, he can trash you with his little finger, and I’ll make him do it, too.” “I’ve got a brother that’s bigger than he is – and what’s more, he can throw your brother over that fence, too” [Both brothers were imaginary.]</p> | <p>It says that they looked at each other with hate. But, these two boys don’t even know each other! Sometimes we think we don’t like things that are different from us. But, if we get to know people who are different, we change our minds!</p> |

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| <p>“That’s a lie.” “YOUR saying so don’t make it so.” Tom drew a line in the dust with his big toe, and said: “I dare you to step over that, and I’ll beat you till you can’t stand up. Anybody that’ll take a challenge will take a big risk.” The new boy stepped over promptly, and said: “You said you’d do it, now let’s see you do it.”</p> | |
| <p>In an instant both boys were rolling and tumbling in the dirt, gripped together like cats. They tugged and tore at each other’s hair and clothes, punched and scratched each other’s noses, and covered themselves with dust. Soon, through the dust, Tom appeared, seated astride the new boy, pounding him and shouting: “Say enough!”</p> | <p>--</p> |
| <p>At last the stranger said “Enough!” and Tom let him go. The new boy went off, brushing the dust from his clothes, sobbing, sniffing and occasionally looking back and shaking his fist at Tom. Tom responded with jeers, and went off very pleased with himself. As soon as his back was turned the new boy snatched up a stone, threw it and hit Tom between the shoulders. He then turned tail and ran like an antelope. Tom chased the boy home, and thus found out where he lived. At last the enemy’s mother appeared, and called Tom a bad, vicious, vulgar boy.</p> | <p>I wonder why the new boy threw a rock at Tom? I think he must have been feeling angry that Tom picked on him, and embarrassed that Tom beat him. Fighting leads to more meanness and fighting! Beating people never solves a problem – it just makes our problems worse. But, when someone hurts us we react by wanting to hurt them back! This is a problem in our world.</p> |
| <p>Follow up questions</p> | <p>Responses</p> |
| <p>What did both boys make up?</p> | <p>They both made up imaginary older brothers.</p> |
| <p>How do you think the new boy felt when he picked up a rock and threw it at Tom? Why?</p> | <p>I think he felt...because...</p> |

| Why question | Possible responses |
|--|--|
| Why do you think Tom picked a fight with the new boy? | <ul style="list-style-type: none"> • Because he felt jealous of the new boy. • Because the new boy made him feel bad about himself. • Because Tom thought beating the new boy will make him feel better. • Because sometimes people are unkind to people who are new or different. • Because sometimes we think fighting can solve our problems or hurt feelings! |
| <p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. | |

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

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| <p>Modelling (I DO)</p> | <ol style="list-style-type: none"> 1. Explain that this week, we have been working on making connections. 2. Explain that sometimes when we make connections, we think about how something from the story is like something from our own lives. Other times, we think about how something from the story reminds us of things we know about the world. Finally, sometimes we make connections between different texts we have read. 3. Explain that today, we will practice making text-to-self connections. 4. Hand out the DBE workbooks to learners. 5. Instruct learners to open to: page 2 6. Read out loud while learners follow along: <i>The more Tom stared at the new boy, the more he found fault with his fine clothes. At the same time, his own clothes felt more and more shabby. Neither boy spoke.</i> 7. Explain that in this passage, you know that Tom is judging the new boy because he is wearing fancy clothes. As he looks at the new boy's nice clothes he feels bad about his own clothes. He feels shabby, which means he feels like he looks ugly and dirty. He begins to feel like he is not as good as the new boy! He feels jealous of the new boy, and how nice his fancy clothes look. |
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| | <p>8. Think about a time when you felt bad about the way you looked or felt jealous like Tom:</p> <p>a. I connect to feeling bad about the way I look when I went to my friend’s party. He got a new, special suit for the party. But, I had to borrow a suit from my brother. It was an old suit. Compared to my friend, I felt like I looked shabby – just like Tom felt.</p> <p>b. That reminds me of how I felt jealous of my friend’s suit. It was hard for me to feel happy for him, because all I could think about was how much better he looked than me!</p> |
| <p>Work with learners (WE DO)</p> | <p>1. Read out loud while learners follow along: <i>Tom said:</i> <i>“You’re a coward! I’ll tell my big brother on you, he can trash you with his little finger, and I’ll make him do it, too.”</i> <i>“I’ve got a brother that’s bigger than he is – and what’s more, he can throw your brother over that fence, too” [Both brothers were imaginary.]</i></p> <p>2. Ask learners: How is Tom feeling? How is the new boy feeling? Why?</p> <p>3. Listen to learners’ ideas, like: They are both angry. They both want to look and feel strong. They are both trying to scare the other person. They are both making up things to try to make themselves look stronger!</p> <p>4. Ask learners: Can you make a connection? When is a time in your own life that you made something up to look better or stronger?</p> <p>5. Listen to learners’ ideas, like:</p> <p>a. I can connect to Tom and the new boy making up a pretend big brother because I have done the same thing when I was in a fight.</p> <p>b. That reminds me of the time I was so angry that I told my sister I had stolen her diary. I told her that I knew all her secrets. It wasn’t true, but I wanted to scare her and to win the fight!</p> |

| | |
|--------------------------------------|---|
| <p>Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Write the following questions on the board: <ol style="list-style-type: none"> a. <i>How can you connect to this? (What does this remind you of from your own life?)</i> b. <i>How was your connection similar to your partner?</i> c. <i>How was your connection different from your partner?</i> 2. Explain that now, learners will think about a connection they can make. 3. Read out loud while learners follow along: <i>The new boy went off, brushing the dust from his clothes, sobbing, sniffing and occasionally looking back and shaking his fist at Tom.</i> 4. Explain that Tom beat the new boy, and he walks away feel very upset and embarrassed! 5. Ask learners: Can you think of a time when you felt upset and embarrassed, like the new boy? 6. Give learners a minute to think about their idea. 7. Then instruct learners to turn and talk about the questions written on the board. 8. After 3-5 minutes, call learners back together. 9. Call on 2-3 learners to share their answer to each question. |
| <p>NOTES</p> | <ol style="list-style-type: none"> 1. Look at the notes below. If your learners have not copied these into their exercise books, they should do so now. <p><u>Make connections</u></p> <p>To make a connection, we:</p> <p>Think about what a character does, thinks or feels.</p> <p>Think about how this is like something from our own lives.</p> <p>Say: That reminds me... or That's like when I...</p> <ol style="list-style-type: none"> 2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do). |

| WEEK 1: FRIDAY / DAY 5: POST-READING | |
|---|---|
| TITLE | <i>Quarrelling, playing and discussing</i> |
| DBE WORKBOOK 2, PAGE | 2-4 |
| ACTIVITY | FILLING IN TABLE |
| COMPREHENSION STRATEGY | Summarise |
| 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 | |
| <ol style="list-style-type: none"> 1. Explain that today we will be summarising the main point/s of the text. <i>This means that we will think about the most important parts of the text.</i> 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. <i>Draw the table on the board once again.</i> | |
| <p>Introduction <i>Who is the main character?</i> <i>What is the setting of the story?</i></p> | <p>Tom The shabby little town of St Petersburg</p> |
| <p>Rising Action <i>What does the main character want?</i> <i>What is the problem or conflict?</i></p> | |
| <p>Climax <i>What is the turning point of the story?</i></p> | |
| <p>Falling action <i>How do things calm down?</i> <i>How are parts of the story sorted out?</i></p> | |
| <p>Resolution <i>How does the story end?</i> <i>What finally happens?</i> <i>What do the characters learn?</i></p> | |
| <ol style="list-style-type: none"> 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:

| | |
|--|--|
| <p>Introduction <i>Who is the main character?</i> <i>What is the setting of the story?</i></p> | <p>Tom The shabby little town of St Petersburg</p> |
| <p>Rising Action <i>What does the main character want?</i> <i>What is the problem or conflict?</i></p> | <p>Tom sees a new boy and thinks he looks 'too citified' in his new clothes. He makes Tom feel shabby. The two boys argue.</p> |
| <p>Climax <i>What is the turning point of the story?</i></p> | <p>The two boys have a fist fight. Tom keeps hitting the new boy until he says 'enough'.</p> |
| <p>Falling action <i>How do things calm down?</i> <i>How are parts of the story sorted out?</i></p> | <p>The new boy throws a stone at Tom and hits him on the back. Then, he runs home and Tom follows him.</p> |
| <p>Resolution <i>How does the story end?</i> <i>What finally happens?</i> <i>What do the characters learn?</i></p> | <p>The new boy's mother comes out and calls Tom a bad, vicious, vulgar boy.</p> |

10. Ask learners if they think the story follows the narrative structure or not?
11. Remind them that this is just part of a novel, not the whole novel. Ask them if they think that makes a difference and why? (*Yes, because the story is not started or finished properly. We only know about Tom and the setting from the background information. And the story is obviously not finished – there is no proper resolution. We need to read the whole novel.*)
12. Tell learners that knowing the narrative structure can help them to understand a novel that they are reading or listening to. It can also help them to write a good story, or even a novel of their own!

| WEEK 1: FRIDAY / DAY 5: TEACH THE GENRE | | | |
|---|---|---|---|
| TEXT TYPE | PURPOSE | TEXT STRUCTURE | LANGUAGE FEATURES |
| Report | To inform, educate and enlighten the reader on a topic, situation or event. | <ul style="list-style-type: none"> • Give a succinct title and add clear sub-titles. • Start with an introduction (background, purpose and scope) • Follow with the body (information / facts) • End with a conclusion (evaluations, reason, example) | <ul style="list-style-type: none"> • Write in paragraphs with sub-headings • Use clear and concise language • Use present tense • Use factual descriptions • Use technical words |
| INTRODUCE THE GENRE | <ol style="list-style-type: none"> 1. Explain that this cycle, learners will do their own research and then write a report. 2. Explain that research means to find out more about a topic by reading about it, by speaking to people, and by watching videos on the topic. 3. Tell learners that once they have done their research, they will write the information that they find in the form of a report. 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. | | |

| | |
|-----------------------------|--|
| <p>READ THE SAMPLE TEXT</p> | <p>Report Title: Learning new things on YouTube</p> <p>1. <u>Introduction</u></p> <p>This report is about new things that can be learnt by watching YouTube videos. The report was researched by:</p> <ul style="list-style-type: none"> • Watching different YouTube videos to learn different skills • Reading texts about learning from videos • Speaking to experts about how we learn by watching videos <p>:</p> <p>2. <u>Body</u></p> <p><u>What can be learnt by watching YouTube</u></p> <p>YouTube was searched to see what kinds of skills can be learnt by watching videos. Video lessons and demonstrations were found on many topics, including:</p> <ul style="list-style-type: none"> • How to play musical instruments • How to speak a different language • How to paint pictures of people • How to build a house <p><u>Readings</u></p> <p>The texts state that learning by watching videos can be very effective. It is often easier to learn something by watching, rather than by reading. However, not all lessons and demonstrations on YouTube are complete or of a good quality.</p> <p>3. <u>Conclusion</u></p> <p>I make the evaluation that YouTube can be a very useful learning tool. However, only recommended and highly rated videos must be used.</p> |
| <p>DISCUSS</p> | <ol style="list-style-type: none"> 1. What is the title? 2. What is the first heading? 3. What information is given under the first heading? 4. What is the second heading? 5. There are two sub-headings. What are they? 6. What information is given here? 7. What is the third heading? 8. What information is given here? 9. Do you think the report does its job, and tells the reader about learning new things from YouTube? 10. Does the report give an evaluation about learning from YouTube? 11. What evaluation is made? |

| | |
|-------|---|
| NOTES | <p>Tell learners to open their exercise books, and to write down these notes to remind them of how to write a report:</p> <p><u>Report</u></p> <p>In a report we must write:</p> <ul style="list-style-type: none">• The title• Heading 1: Introduction<ul style="list-style-type: none">a. This must say what the report is aboutb. It must say how the research will be done• Heading 2: Body<ul style="list-style-type: none">a. This must share the information that was found outb. It must be written under different sub-headings• Heading 3: Conclusion<ul style="list-style-type: none">a. This must give an evaluation |
|-------|---|

GRADE 6 - TERM 3



THEME: FINDING OUT MORE ABOUT NOVELS

'The process of writing can be magical...mostly it's a process of putting one word after another.'

Neil Gaiman

TERM 3: WEEK 2

OVERVIEW

| | |
|------------------------|---|
| THEME | Finding out more about novels |
| THEME VOCABULARY | character, setting, genre, conflict, fiction, action, rising, falling, climax, resolution, empathy, creativity, concentration, inference, develop, plot, events, interesting, exciting, clear |
| LSC | Synonyms |
| COMPREHENSION STRATEGY | I wonder... Make connections |
| WRITING GENRE | Report, Summary |
| WRITING TOPIC | Write a report on the literature genre of novels. Write a summary of a novel / story you have enjoyed. |

| WEEK 2: MONDAY / DAY 1: PLANNING | | |
|------------------------------------|---|--|
| TOPIC | Write a report on the literature genre of novels. Write a summary of a novel / story you have enjoyed. | |
| GENRE | Report, summary | |
| PLANNING STRATEGY | List Table | |
| MODEL THE PLANNING STRATEGY (I DO) | <ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about how to address the writing topic, like: <i>I will write a report to share what I find out about novels. I will write about the narrative structure, and what I think of this. I will write about why novels are important. And I will write a brief summary of a story I enjoyed, using the narrative structure table.</i> 4. Have the report planning frame written on one side of the chalkboard. 5. Show learners how you plan your report by answering the questions. 6. Have the summary planning table written on the board. 7. Show learners how you plan a summary of a novel using the table. | |
| | Planning Part 1: Report | Planning Part 1: Report |
| | <ol style="list-style-type: none"> 1. What is the purpose of the report? 2. How will you research the topic? 3. What is the narrative structure? 4. Do you think it is useful to know the narrative structure? Why? 5. Explain why novels are important. 6. Make an evaluation about novels. Do you think it is important to listen to or to read novels? Why or why not? 7. Give a brief summary of a story you enjoyed, using the narrative structure table. | <ol style="list-style-type: none"> 1. The purpose of the report is to find out more about novels. 2. I will research the topic by listening to and reading texts about novels. 3. The narrative structure is: <ol style="list-style-type: none"> a. Xx b. Xx c. Xx d. Xx e. Xx 4. It is useful / not useful to know the narrative structure because... |

| | | <p>5. Novels are important because...</p> <p>a. Xx b. Xx c. Xx d. Xx</p> <p>6. My evaluation is that I think it is / is not important to listen to or to read novels because...</p> | | | | | | | | | | | | | | | |
|---|--|---|--|--|---------------|-----------------------|-------------------|---|--|--|--|--|--|--|--|--|--|
| Planning Part 2: A summary of a novel / story | | | | | | | | | | | | | | | | | |
| | <p>1. The novel / story I have chosen to summarise is...</p> <p>2. The author is...</p> <table border="1" data-bbox="538 818 1475 1382"> <thead> <tr> <th data-bbox="538 818 725 1225">Introduction</th> <th data-bbox="725 818 913 1225">Rising Action</th> <th data-bbox="913 818 1101 1225">Climax</th> <th data-bbox="1101 818 1289 1225">Falling action</th> <th data-bbox="1289 818 1475 1225">Resolution</th> </tr> </thead> <tbody> <tr> <td data-bbox="538 907 725 1225"><i>Who is the main character? What is the setting of the story?</i></td> <td data-bbox="725 907 913 1225"><i>What does the main character want? What is the problem or conflict?</i></td> <td data-bbox="913 907 1101 1225"><i>What is the turning point of the story?</i></td> <td data-bbox="1101 907 1289 1225"><i>How do things calm down? How are parts of the story sorted out?</i></td> <td data-bbox="1289 907 1475 1225"><i>How does the story end? What finally happens? What do the characters learn?</i></td> </tr> <tr> <td data-bbox="538 1225 725 1382"></td> <td data-bbox="725 1225 913 1382"></td> <td data-bbox="913 1225 1101 1382"></td> <td data-bbox="1101 1225 1289 1382"></td> <td data-bbox="1289 1225 1475 1382"></td> </tr> </tbody> </table> | | Introduction | Rising Action | Climax | Falling action | Resolution | <i>Who is the main character? What is the setting of the story?</i> | <i>What does the main character want? What is the problem or conflict?</i> | <i>What is the turning point of the story?</i> | <i>How do things calm down? How are parts of the story sorted out?</i> | <i>How does the story end? What finally happens? What do the characters learn?</i> | | | | | |
| Introduction | Rising Action | Climax | Falling action | Resolution | | | | | | | | | | | | | |
| <i>Who is the main character? What is the setting of the story?</i> | <i>What does the main character want? What is the problem or conflict?</i> | <i>What is the turning point of the story?</i> | <i>How do things calm down? How are parts of the story sorted out?</i> | <i>How does the story end? What finally happens? What do the characters learn?</i> | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| <p>LEARNERS USE THE PLANNING STRATEGY (YOU DO)</p> | <p>Report</p> <ol style="list-style-type: none"> 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. | | | | | | | | | | | | | | | | |

Summary of a novel / story

1. Tell learners that for the last part of their report, they are going to make a summary of a story or novel they enjoyed, using the planning table.
2. Show learners the planning table on the chalkboard, and tell them to use this table to plan their summary.
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 the report is to find out more about novels.
2. The research was done by listening to and reading texts about novels.
3. The narrative structure is :
 - a. Introduction
 - b. Rising action
 - c. Climax
 - d. Falling action
 - e. Resolution
4. It is useful to know because it can help you to write a good story.
5. Novels are important because:
 - a. develop vocabulary
 - b. develop empathy
 - c. develop concentration
 - d. develop inference
 - e. develop creativity
6. Evaluation - important to read novels because we can experience places and events that may not happen in real life / learn many new things.

Planning Part 2 : Summary of a novel / story

1. The novel I have chosen to summarise is Charlotte's Web.
2. The author is E.B. White.

| Intro | Rising action | Climax | Falling Action | Resolution |
|---|--|---|--|--|
| Wilbur the pig Charlotte the spider Farmyard of farmer Zuckermann in the barn | Wilbur is going to be killed for meat. Charlotte weaves his name into her web. Makes him famous. | Wilbur wins a prize at the fair - he will not be killed. Charlotte is dying of natural causes. | Wilbur goes back to barn and takes Charlotte's egg sac. Charlotte dies at the fair. | The eggs hatch and Wilbur is friends with 3 of Charlotte's children. |

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 | Lyrics | Actions |
| | In chapter one we meet the character | <i>Pretend to open a book</i> |
| | Whose story we will read | <i>Pretend to read</i> |
| | Who knows what will happen? | <i>Shrug your shoulders as if asking a question</i> |
| | Interesting indeed! | <i>Nod your head and hold your thumbs up</i> |
| | Then there is a problem | <i>Wring your hands and look worried</i> |
| | That grows and grows | <i>Move your hands from low to high – to show something growing</i> |
| | That leads us to the climax | <i>Make an explosion action with your hands</i> |
| | Between family, friends or foes! | <i>Hold one hand up and then the other</i> |
| THEME VOCABULARY | empathy, creativity, concentration, inference, develop | |
| QUESTION OF THE DAY | | |
| Question | What do you think is developed by reading novels? | |
| Graph | 5 COLUMN GRAPH | |
| Options | vocabulary / empathy / creativity / concentration / inference | |
| Follow-up questions | | |
| Question | How many learners think that vocabulary is developed by reading novels? | |
| Answer | __ learners think that vocabulary is developed by reading novels. | |
| Question | How many learners think that empathy is developed by reading novels? | |
| Answer | __ learners think that empathy is developed by reading novels. | |

| | |
|------------------------------|---|
| Question | How many learners think that creativity is developed by reading novels? |
| Answer | __ learners think that creativity is developed by reading novels. |
| Question | How many learners think that concentration is developed by reading novels? |
| Answer | __ learners think that concentration is developed by reading novels. |
| Question | How many learners think that inference is developed by reading novels? |
| Answer | __ learners think that inference is developed by reading novels. |
| Question | What do most learners think is developed by reading novels? |
| Answer | Most learners think that ___ is developed by reading novels. |
| Question | What do fewest learners think is developed by reading novels? |
| Answer | Fewest learners think that ___ is developed by reading novels. |
| Question | What do you think is developed by reading novels? |
| Answer | I think that vocabulary is developed by reading novels. |
| Answer | I think that empathy is developed by reading novels. |
| Answer | I think that creativity is developed by reading novels. |
| Answer | I think that concentration is developed by reading novels. |
| Answer | I think that inference is developed by reading novels. |
| EXPLAIN | <ul style="list-style-type: none"> • Explain that all of these skills are developed by reading or listening to novels and stories. • Remind learners that empathy means to understand how someone else feels about something. • Remind learners that inference means to use what you already know, together with what is written on the page to make a good guess about the novel. |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 2: WEDNESDAY / DAY 3: LSC AND DRAFTING

| LSC | Synonyms |
|---|---|
| LSC MODELLING (I DO) | <ol style="list-style-type: none"> 1. Explain that an adjective is a word that describes a noun (a person, place, or thing). 2. Explain that synonyms are words that have the same or very similar meanings! 3. This week, we will think about adjectives that can describe our feelings. 4. Then, we will think of words we can use as synonyms. This will help us use more interesting adjectives to describe feelings in our diary entries! 5. Explain that one common feeling word is sad. 6. Explain that there are many synonyms for the word sad, like: <i>unhappy, depressed, miserable, down</i> 7. Explain that I can use these words rather than only using the word sad to make my writing more interesting! |
| LSC Ask learners for help (WE DO) | <p>Explain that another common feeling word is angry.</p> <ol style="list-style-type: none"> 1. Ask learners: What are some synonyms for angry? 2. Brainstorm ideas with learners, like: annoyed, furious (if I am very angry!), cross. 3. Explain that the last feeling word we will discuss today is worried. 4. Ask learners: What are some synonyms for worried? 5. Brainstorm ideas with learners, like: anxious, nervous, stressed, upset 6. Explain that today, you do not want to see the words: sad, angry, or worried in any diary entries. Learners must rather try to use synonyms for these words. 7. Explain that learners must think about the other feeling words they have chosen, and think about possible synonyms for those words too. |
| LSC Pair work (YOU DO) | <ol style="list-style-type: none"> 1. Point to the new point 5 and point 10 on the writing plan (see below). 2. Hand out learners' exercise books. 3. Instruct learners to look at the feeling words from their plans on Monday. Instruct learners to try to think of one or two synonyms they could rather use in their diary entry drafts! 4. As learners write, walk around the room and complete mini conferences. 5. Ask learners to read their writing to you. 6. Help learners use the first person. 7. Encourage learners! |

| | | |
|--|---|---|
| TOPIC | Write a report on the literature genre of novels Write a summary of a novel / short story that you enjoyed | |
| PLANS | Before class begins, rewrite the planning frames on the board: | |
| | <u>Planning Part 1: Report</u> | <u>Planning Part 1: Report</u> |
| | <ol style="list-style-type: none"> 1. What is the purpose of the report? 2. How will you research the topic? 3. What is the narrative structure? 4. Do you think it is useful to know the narrative structure? Why? 5. Explain why novels are important. 6. Make an evaluation about novels. Do you think it is important to listen to or to read novels? Why or why not? Give a brief summary of a story you enjoyed, using the narrative structure table. | <ol style="list-style-type: none"> 1. The purpose of the report is to find out more about novels. 2. I will research the topic by listening to and reading texts about novels. 3. The narrative structure is: <ol style="list-style-type: none"> a. Xx b. Xx c. Xx d. Xx e. Xx 4. It is useful / not useful to know the narrative structure because... 5. Novels are important because... <ol style="list-style-type: none"> a. Xx b. Xx c. Xx d. Xx 6. My evaluation is that I think it is / is not important to listen to or to read novels because... |
| | <u>Planning Part 2: Summary of a novel / story</u> | |
| <ol style="list-style-type: none"> 1. The novel / story I have chosen to summarise is... 2. The author is... | | |

| | Introduction <i>Who is the main character? What is the setting of the story?</i> | Rising Action <i>What does the main character want? What is the problem or conflict?</i> | Climax <i>What is the turning point of the story?</i> | Falling action <i>How do things calm down? How are parts of the story sorted out?</i> | Resolution <i>How does the story end? What finally happens? What do the characters learn?</i> |
|----------------------------------|---|--|---|---|---|
| <p>WRITING FRAME: REPORT</p> | <p>a. Explain that learners that for their report, they must turn each point in their plan into a sentence.</p> <p>b. Remind learners that in a paragraph, we do not start every sentence on a new line – the sentences continue one after the other.</p> <p>c. Write the following frame on the chalkboard, and explain it to learners:</p> <p><u>A report on the literature genre of novels</u></p> <p><u>Introduction</u> <i>Points 1-2</i></p> <p>a. The purpose of this <u>report</u> is to...</p> <p>b. The research was done by...</p> <p><u>Body</u> <u>The narrative structure</u> The narrative structure is:</p> <p>a. Xx b. Xx c. Xx d. Xx e. Xx</p> <p>It is useful / not useful to know the narrative structure because...</p> <p><u>The importance of novels</u> It is important to read or listen to novels because they develop:</p> <p>a. X b. X c. X d. X e. x</p> | | | | |

| | |
|----------|---|
| | <p><u>Conclusion</u> My evaluation is that I think it is / is not important to listen to or to read novels because...</p> <p><u>Summary of a novel/story that I enjoyed</u> The novel / story I have chosen to summarise is... The author is... In the introduction... In the rising action... In the climax... In the falling action... In the resolution...</p> |
| DRAFT | <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. <p>Report</p> <ol style="list-style-type: none"> 1. Remind learners that they will write a report using the frame. 2. Instruct learners to write the date and heading: Report: Draft 3. Instruct learners to find their plan from Monday and think about their ideas. 4. Instruct learners to complete the writing frame using their plans. 5. Remind learners of the strategies they can use to help them. 6. Remind learners that they can use the RESEARCH TEXTS to help them. <p>Summary</p> <ol style="list-style-type: none"> 1. Remind learners that they will must also write a summary. 2. Instruct learners to write the date and heading: Summary: Draft 3. Instruct learners to find their plan from Monday and think about their ideas. 4. Instruct learners to complete the draft using their plans. 5. As learners write, walk around the classroom and help learners who are struggling. <p><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></p> |
| HOMEWORK | Learners must work on their drafts. |

Draft: A report on novels

Introduction

1. Purpose - to learn more about novels.
2. The research was done by listening to teacher and by reading text about novels.

Body

1. The narrative structure has five parts. They are:
 - a) Introduction
 - b) Rising action
 - c) Climax
 - d) Falling action
 - e) Resolution
2. It is useful to know the narrative structure because it can help us to write a good story
3. Reading novels is important because it develops:
 - a) vocabulary
 - b) concentration
 - c) empathy
 - d) inference
 - e) creativity

Conclusion

My evaluation - it is important to read novels because they develop so many skills.

Draft: Summary of a novel I enjoyed

1. The novel I have chosen to summarise is Charlotte's Web.
2. The author is E.B. White.
3. In the introduction we meet the main characters — Wilbur the pig, Charlotte the spider. We see the setting — ~~barn~~^{farm} yard of Farmer Zuckermann.
4. In the rising action — Wilbur is going to be killed for meat. Charlotte — weaves his name into web. Makes Wilbur famous. ~~She saves him.~~
5. In the climax Wilbur wins a prize at the fair, so the farmer won't kill him. Charlotte is dying of natural causes but she is happy she saved Wilbur.
6. In the falling action Wilbur goes back to the barn and takes Charlotte's egg sac. Charlotte stays at the fair — dies.
7. In the resolution, ~~the~~ eggs hatch, Wilbur makes friends with 3 of Charlotte's children.

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 | Lyrics | Actions |
| | In chapter one we meet the character | <i>Pretend to open a book</i> |
| | Whose story we will read | <i>Pretend to read</i> |
| | Who knows what will happen? | <i>Shrug your shoulders as if asking a question</i> |
| | Interesting indeed! | <i>Nod your head and hold your thumbs up</i> |
| | Then there is a problem | <i>Wring your hands and look worried</i> |
| | That grows and grows | <i>Move your hands from low to high – to show something growing</i> |
| | That leads us to the climax | <i>Make an explosion action with your hands</i> |
| | Between family, friends or foes! | <i>Hold one hand up and then the other</i> |
| THEME VOCABULARY | plot, events, interesting, exciting, clear | |
| QUESTION OF THE DAY | | |
| Question | What do you think makes a good novel? | |
| Graph | 4 COLUMN GRAPH | |
| Options | interesting main character / good plot / exciting events / clear resolution | |
| Follow-up questions | | |
| Question | How many learners think an interesting main character makes a good novel? | |
| Answer | __ learners think an interesting character makes a good novel. | |
| Question | How many learners think a good plot makes a good novel? | |
| Answer | __ learners think a good plot makes a good novel. | |
| Question | How many learners think exciting events make a good novel? | |
| Answer | __ learners think exciting events make a good novel. | |

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

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

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

A report on the literature genre of novels

Introduction

The purpose of this report is to learn more about novels. The research was done by listening to my teacher and reading texts about novels.

Body

The narrative structure

The narrative structure has five parts. They are :

1. The introduction, we meet the characters and see where the story is set.
2. The rising action, the problem is introduced and grows
3. The climax, the turning point in the story
4. The falling action, where things calm down
5. The resolution, the end of the story

It is useful to know the narrative structure because it can help us to write a good story. It is important to listen to or read novels because they develop:

1. empathy (understanding how other people feel)
2. concentration
3. creativity
4. vocabulary
5. inference (using what you know to make good guesses about the story)

Conclusion

My evaluation is that I think it is important to listen to or read novels because they develop so many important skills. And it is also fun to read about new places and experiences.

A summary of a novel I enjoyed

The novel I have chosen to summarise is Charlotte's web. The author is E.B. White.

In the introduction we meet the main characters, Wilbur the pig and Charlotte the spider. The setting is the barn in the farmyard of farmer Zuckermann.

In the rising action, we learn that Wilbur is going to be slaughtered. Charlotte tries to save him by making him famous. She weaves his name and other messages about him in her web.

In the climax, the farmer takes Wilbur to the fair because he is famous. Wilbur wins a prize and the farmer says he will never kill him. Charlotte is happy because she saved Wilbur, but she is dying.

In the falling action, Wilbur goes back to the barn and takes Charlotte's egg sac. Charlotte stays at the fair where she dies.

In the resolution, the eggs hatch and Wilbur becomes friends with three of Charlotte's children.

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

GRADE 6 - TERM 3

WEEK
3

THEME:
ALL ABOUT MEDICINE

"Always laugh when you can, it is cheap medicine."

— Lord Byron

| TERM 3: WEEK 3 | |
|------------------------|---|
| OVERVIEW | |
| THEME | All about medicine |
| THEME VOCABULARY | physical, mental, mind, illness, medicine, traditional, herbal, diagnose, diagnosis, treatment |
| LSC | Subject – verb agreement (concord) |
| COMPREHENSION STRATEGY | Make evaluations |
| WRITING GENRE | Survey and report |
| WRITING TOPIC | Come up with a question you would like to ask your classmates. This question must relate to their beliefs about or experiences with medicine. Then, you will turn the data you get from the answers into two graphs. You will write a report about the graphs. |
| CLASSROOM PREPARATION | <ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: an article about different kinds of medicine. 5. Try to find some pictures of different kinds of medicine- traditional, herbal, etc. 6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners. |

| WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES | | | | | | | | | | | |
|---|--|-------------------------------------|---------|----------------------|---|----------------------|--------------------------|----------------------------|-------------------------------------|---------------------------|--|
| INTRODUCE THE THEME | | | | | | | | | | | |
| PICTURE | <ol style="list-style-type: none"> 1. Tell learners to turn to DBE Workbook 1 page 20 and 24 2. Instruct learners to look at the title, headings and pictures in the text. | | | | | | | | | | |
| INTRODUCE THE THEME | <ol style="list-style-type: none"> 1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart. | | | | | | | | | | |
| SONG / RHYME | <table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>A doctor or a healer</td> <td>-</td> </tr> <tr> <td>Is what I want to be</td> <td><i>Point to yourself</i></td> </tr> <tr> <td>Examine patients carefully</td> <td><i>Pretend to examine a patient</i></td> </tr> <tr> <td>Diagnose from what I see!</td> <td><i>Pretend to write something down</i></td> </tr> </tbody> </table> | Lyrics | Actions | A doctor or a healer | - | Is what I want to be | <i>Point to yourself</i> | Examine patients carefully | <i>Pretend to examine a patient</i> | Diagnose from what I see! | <i>Pretend to write something down</i> |
| | Lyrics | Actions | | | | | | | | | |
| | A doctor or a healer | - | | | | | | | | | |
| | Is what I want to be | <i>Point to yourself</i> | | | | | | | | | |
| | Examine patients carefully | <i>Pretend to examine a patient</i> | | | | | | | | | |
| Diagnose from what I see! | <i>Pretend to write something down</i> | | | | | | | | | | |
| THEME VOCABULARY | physical, mental, mind, illness, medicine | | | | | | | | | | |
| QUESTION OF THE DAY | | | | | | | | | | | |
| Question | Which do you think is more important? | | | | | | | | | | |
| Graph | 2 COLUMN GRAPH | | | | | | | | | | |
| Options | physical health / mental health | | | | | | | | | | |
| Follow-up questions | | | | | | | | | | | |
| Question | How many learners think physical health is more important? | | | | | | | | | | |
| Answer | __ learners think physical health is more important. | | | | | | | | | | |
| Question | How many learners think mental health is more important? | | | | | | | | | | |
| Answer | __ learners think mental health is more important. | | | | | | | | | | |
| Question | Which do more learners think is more important? | | | | | | | | | | |
| Answer | More learners think __ is more important. | | | | | | | | | | |
| Question | Which do fewer learners think is more important? | | | | | | | | | | |
| Answer | Fewer learners think __ is more important. | | | | | | | | | | |

| | |
|-----------------------|--|
| Question | Which do you think is more important? |
| Answer | I think physical health is more important. |
| Answer | I think mental health is more important. |
| EXPLAIN | <i>Explain that both our physical and mental health are very important – one isn't more important than the other. In the past, people have focused more on physical health than mental health. But, more recently, health care professionals (like doctors, scientists, researchers) are realising that mental health is just as important. We are learning more and more about how physical health and mental health are related – it is hard to have good physical health without good mental health, and it can be difficult to have good mental health if we aren't taking care of our physical health!</i> |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 3: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. 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: **All about medicine**
4. This week, learners will listen to a **story: A Long and Healthy Life**
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 |
|--|---|--|
| Nkululeko noticed that his father was not well. His dad looked weak and he didn't have much energy. He often had pain in his chest, felt dizzy and had to lie down after meals. Nkululeko only had his father, and he did not want to lose him. One evening over dinner, Nkuli told his dad that he was worried about him, and he begged him to go and see a doctor. | I remember that in the story, Mr Buthelezi must have a heart operation. I think the author included the details so I could learn some of the real signs of heart disease: feeling weak, dizzy, and chest pain. | <ol style="list-style-type: none"> 1. Who are the characters in this story? (<i>Nkuli and his father.</i>) 2. Why was Nkuli worried about his father? (<i>Because he was weak. / Because he didn't have much energy. / Because he often had pain in his chest. / Because he had to lie down after meals. / Because he didn't want to lose his father.</i>) |
| A few days later, Mr Buthelezi asked his son to sit down and talk to him. Nkuli made some tea, and they sat down at the kitchen table to talk. 'On Monday I saw the doctor,' said Mr Buthelezi. 'He examined me, sent me for some blood tests and a chest X-ray. The news was not good – I have to have an operation on my heart called a triple bypass.' | I wonder how heart disease is diagnosed? I think it must be diagnosed through blood tests and a chest X-ray. I make the evaluation that even though this is a fictional story, the author wants us to learn some real facts about heart disease. | <ol style="list-style-type: none"> 1. What news did the doctor give to Mr Buthelezi? (<i>He gave him bad news. / He told him that he will need a triple bypass operation on his heart.</i>) 2. Why did Nkuli begin to cry? (<i>Because he was worried about his father. / Because he was worried his father would die.</i>) |

| | | |
|--|--|---|
| <p>Nkululeko immediately felt very worried. He did not want his father to be sick. He wanted his father to live for a very long time – it had always been just the two of them! Tears started to pour down his face.</p> | | |
| <p>‘Don’t worry, son. The doctor told me that the operation is very effective and that about 98% of people that have this operation go on to live long lives. After the operation, I will have to eat well, exercise regularly, take my medicine and go for regular check-ups. The doctor said that if I do all that, I can live a normal, long life.’ said Nkululeko’s father. ‘So, you’re not going to die?’ asked Nkululeko. Nkululeko’s father shook his head, ‘Not for a long time! I am going to see you graduate and have a family of your own.’ Nkuli smiled at his father. ‘Okay dad, I will help however I can.’</p> | <p>Again, the author has told us some important facts about heart disease, even though the author is writing a fictional story. I learn that after having a heart operation, you will not just be cured. You must work hard to take care of yourself by eating healthy foods, exercising, taking medicine and visiting the doctor.</p> | <ol style="list-style-type: none"> 1. What must Mr Buthelezi do after the operation to live a long life? (<i>He must eat well, exercise regularly, take his medicine and go for regular check-ups.</i>) 2. How can we make the evaluation that the author wants us to learn about heart disease from this story? (<i>We can make this evaluation because...</i>) |

| | | |
|---|---|--|
| <p>Twenty years later, on his thirty-first birthday, Nkuli held a party for all of his family and friends. And Mr Buthelezi was at the party – still a fit and healthy man. Nkululeko stood up to make a speech. ‘Dad, I am so grateful that you are here to celebrate all the special occasions in my life. Thank you for taking care of yourself, so that you could take care of me. I love you dad!’</p> | <p>I wonder why the author has skipped twenty years in the story? I think he must want to show us that after taking care of himself, Mr Buthelezi is still living a long and healthy life!</p> | <ol style="list-style-type: none"> 1. How old was Nkuli in the first part of the story? <i>(He was eleven years old.)</i> 2. How old is Nkuli now? <i>(He is turning 31 years old.)</i> 3. Why is Nkuli throwing a party? <i>(He is throwing a party for his 31st birthday.)</i> 4. Why is Nkuli grateful? <i>(He is grateful that his dad is still alive. / He is grateful that his dad is there with him. / He is grateful that his dad has taken good care of his health.)</i> |
| <p>Mr Buthelezi smiled at his son, ‘And thank you son – you are the one who made me go to the doctor all those years ago – together with modern medicine, you saved my life,’ said his father. The two men smiled and hugged.</p> | <p>I make the evaluation that the purpose of this story is to make us think about how important it is to visit the doctor if you don’t feel well!</p> | <ol style="list-style-type: none"> 1. What did Mr Buthelezi say saved his life? <i>(His son and modern medicine.)</i> 2. Why did Mr Buthelezi thank his son? <i>(Because all those years ago, his son begged him to go to the hospital.)</i> |

WEEK 3: TUESDAY / DAY 2: SPEAKING

DISCUSS...

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

WEEK 3: TUESDAY / DAY 2: PHONICS REVIEW

| | | | | | | | | | | |
|-----------|--|-------|-------|----|---|---|---|---|---|-------|
| Sounds | /nk/ /i - e/ | | | | | | | | | |
| Activity | <ol style="list-style-type: none"> 1. Write the following sounds on the chalkboard: nk and i - e (long i) 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 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). 4. Write the following words on the chalkboard and sound each word out as follows: /bl/ - /a/ - /nk/ = blank /k/ - /i - e/ - /t/ = kite 5. Ask learners to sound out and read each word after you. | | | | | | | | | |
| Word find | <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">nk</td> <td style="text-align: center;">i - e</td> <td style="text-align: center;">bl</td> </tr> <tr> <td style="text-align: center;">a</td> <td style="text-align: center;">b</td> <td style="text-align: center;">k</td> </tr> <tr> <td style="text-align: center;">s</td> <td style="text-align: center;">t</td> <td style="text-align: center;">a - e</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: blink or sat 5. Possible words (this is not a complete list): blink, site, kite, kites, tank, blank, base, sank, etc. | 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>Medicine AND Definition of traditional medicine</i> |
| DBE WORKBOOK 2, PAGE | 20 AND 24 |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | Predict |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story. |
| PRE-READING ACTIVITY | |
| <ol style="list-style-type: none"> 1. 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 learners to read the heading: <i>A healthy mind in a healthy body</i> 5. Ask learners to read the titles of the texts on page 20 and page 24: <i>Medicine and Definition of traditional medicine.</i> 6. Explain the meaning of the heading, e.g. <i>Our mind is our brain. Our mind is in our head. Our body is the rest of our body. To be a fully healthy person, we need to make sure our mind is healthy (we feel good about ourselves and we have people we feel like and support us when bad things happen in our lives) and our body is healthy (we are not sick, we eat healthy food, and we exercise).</i> 7. Explain the meaning of the titles of the texts, e.g. <i>There are different kinds of medicine. We will learn about different kinds of medicines in the world.</i> 8. Remind learners that when we scan the text, we search the text for specific words. 9. Instruct the learners to scan the texts for the word: medicine. 10. Give learners 1 minute to scan the text. Remind learners they must try to scan the whole text quickly in this amount of time. 11. Ask learners: What words did you find next to the word: medicine? What kinds of medicine do you think we will learn about? 12. Instruct learners to think about the title, the pictures, and the words they found when they scanned the text. | |

13. Ask learners predictive questions:
- a. What do you think the topic of these texts will be? Why? (What evidence do you have?)
 - b. Do you think there is only one kind of medicine or many?
 - c. What do you think you will learn from this text?
 - d. Do you think this text will be fiction or nonfiction? Why? (What evidence do you have?)
 - e. Who are the authors of each of these texts?
 - f. Do you think these authors will have the same opinions or different opinions? Why?
14. 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 | Lyrics | Actions |
| | A doctor or a healer | - |
| | Is what I want to be | <i>Point to yourself</i> |
| | Examine patients carefully | <i>Pretend to examine a patient</i> |
| | Diagnose from what I see! | <i>Pretend to write something down</i> |
| THEME VOCABULARY | traditional, herbal, diagnose, diagnosis, treatment | |
| QUESTION OF THE DAY | | |
| Question | Have you ever been given a diagnosis by a doctor? | |
| Graph | 2 COLUMN GRAPH | |
| Options | yes / no | |
| Follow-up questions | | |
| Question | How many learners have been given a diagnosis by a doctor? | |
| Answer | __ learners have been given a diagnosis by a doctor. | |
| Question | How many learners have never been given a diagnosis by a doctor? | |
| Answer | __ learners have never been given a diagnosis by a doctor. | |
| Question | Have more learners ever been given a diagnosis by a doctor or not? | |
| Answer | More learners have / have never been given a diagnosis by a doctor. | |
| Question | Have fewer learners ever been given a diagnosis by a doctor or not? | |
| Answer | Fewer learners have / have never been given a diagnosis by a doctor. | |
| Question | Have you ever been given a diagnosis by a doctor? | |
| Answer | Yes, I have been given a diagnosis by a doctor. | |
| Answer | No, I have never been given a diagnosis by a doctor. | |
| PERSONAL DICTIONARIES | | |
| | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. | |
| HOMEWORK | | |
| | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. | |

| WEEK 3: WEDNESDAY / DAY 3: FIRST READ | |
|---|--|
| TITLE | <i>Medicine AND Definition of traditional medicine</i> |
| DBE WORKBOOK 1, PAGE | 20 AND 24 |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | Make evaluations |
| 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"> 1. Hand out the DBE workbooks. 2. Instruct learners to turn to the text on page 20 and then to the text on page 24. 3. Allow learners a few minutes to try and read the texts on their own, in silence. 4. Explain that you will read the text to learners. They must follow along as you read. 5. Read the text with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column. | |
| Text | Think Aloud: First Read |
| Medicine | When we read information texts like this one, we must evaluate facts and opinions! Today, let's evaluate some of the facts we can find in the text. |
| Have you ever wondered what it would have been like to live in an earlier time, perhaps even in a different place? Do you sometimes dream about being an Egyptian queen governing her people, or the captain of a boat sailing across the seas to find new lands, or a member of an ancient tribe in the high mountains of Africa? There would be many interesting and exciting things you would experience, and there would be many things from your own life that you would miss. A very important thing that you would miss is medical care - the local clinic or hospital, and the nurses and doctors who look after you when you're sick or in pain. | I don't find any facts in this part of the text! |

| | |
|---|--|
| <p>Yet you do not have to go back very far in time to find yourself in a society where scientific medicine as we know it today did not exist. It is extraordinary to think that just under 75 years ago doctors were relatively powerless at holding off disease. They could make a careful diagnosis and say what the likely outcome was, but after that, getting better depended on nature and your own health.</p> | <p>When I evaluate the information in this paragraph, I find one important fact: about 75 years ago, medicine was much different from medicine now!</p> |
| <p>Over the next 30 years, this bleak picture was changed through a series of remarkable discoveries. Among the treatments and medical breakthroughs that emerged were things we take for granted today. For example, if you break a bone, the doctor can take an X-ray of your leg to see where it is broken. If you have a bad headache, or toothache, you can take a painkiller. Have you heard of any of these: penicillin, kidney dialysis, general anesthesia, a cure for tuberculosis, open-heart surgery, polio vaccination, hip replacements, and heart, liver and kidney transplants? They are all discoveries that medical scientists have made since the 1940s.</p> | <p>Oh! There are many facts in this paragraph. I make the evaluation that the most important fact for me to learn is that medical scientists have made important breakthroughs, like X-rays and vaccinations.</p> |
| <p>But there are some people who think that modern medicine does not always treat the underlying cause of an illness. Drugs such as painkillers, for example, can take away the pain of a headache, but some people find that their headaches come back. The pain-killing drugs do not cure the headaches because they do not treat the cause. The solution might lie in better eating habits, or in other, alternative kinds of medicine, such as herbal medicine.</p> | <p>Here I learn an important fact: there are different kinds of medicines and people have different opinions about the best way to treat their illnesses. That is an interesting fact I didn't know!</p> |
| <p>Definition of Traditional Medicine</p> | <p>Oh! I see that next, I am going to learn more about traditional medicine!</p> |

| | |
|--|---|
| <p>The World Health Organization (WHO) says that traditional medicine varies from region to region and country to country. It is based on knowledge, skills, and practices that come from the ideas, experiences, and beliefs of different cultures. It is used to keep people healthy, and to prevent, diagnose, improve or treat physical and mental illness.</p> | <p>I can make the evaluation that there are many different kinds of traditional medicine around the world.</p> |
| <p>Traditional medicine has been used for thousands of years, and traditional healers have made important contributions to health in their communities. They mostly use herbal medicines, which they make from plants. They also use traditional methods of healing, such as massage (rubbing painful parts of the body) and special exercises.</p> | <p>When I evaluate the information in this paragraph, I learn some facts about what traditional healers do: make medicine from plants and use message and exercise.</p> |
| <p>Traditional medicine is still popular with people all over the world, and since the 1990s the use of traditional medicine has increased in many countries. In some Asian and African countries, 80% of the population uses traditional medicine for primary health care. In America and Australia and in European countries, people call traditional medicine complementary or alternative or alternative medicine, and they use it in addition to modern medicine.</p> | <p>Oh! There are many facts in this paragraph. I make the evaluation that the most important fact for me to learn is that traditional medicine is still used in many parts of the world, especially Asia and Africa.</p> |
| <p>Follow up questions</p> | <p>Responses</p> |
| <p>What are some discoveries that have been made since the 1940s?</p> | <p>X-ray, penicillin, kidney dialysis, general anesthesia, a cure for tuberculosis, open-heart surgery, polio vaccination, hip replacements, and heart, liver and kidney transplants</p> |
| <p>Where is traditional medicine most popular?</p> | <p>In Asian and African countries.</p> |

| Why question | Possible response |
|---|--|
| <p>Evaluate the facts in these texts. Do you think people should only use 'modern medicine'? Why or why not?</p> | <ul style="list-style-type: none"> • Yes, I think people should only use 'modern medicine' because... • No, I don't think people should only use 'modern medicine' because... <p>(Note: <i>there are many facts in this article that should make us think that traditional medicine is very important, and still offers benefits that 'modern medicine' doesn't!</i>)</p> |
| <p>Introduce the LSC in context</p> | |
| <ol style="list-style-type: none"> 1. Explain to learners that this cycle, they will be learning about: Subject-verb agreement (concord) 2. Point out the following example of this in the text: <ul style="list-style-type: none"> • <i>They are all discoveries that medical scientists have made since the 1940s.</i> • <i>But there are some people who think that modern medicine does not always treat the underlying cause of an illness.</i> • <i>Traditional medicine is still popular with people all over the world...</i> 3. Introduce this LSC as follows: <i>In subject-verb agreement, the subject of a sentence and the verb of a sentence must agree in number.</i> <i>For a subject that is in the plural form, the verb must also be in plural form.</i> <p style="margin-left: 40px;"><i>For example, 'They are all discoveries that <u>medical scientists have made</u> since the 1940s.' Medical scientists (Subject, plural); have made (Verb, plural)</i></p> <p style="margin-left: 40px;"><i>But there <u>are some people</u> who think that modern medicine does not always treat the underlying cause of an illness.</i></p> <p style="margin-left: 40px;"><i>Some people (Subject, plural); are (verb, plural)</i></p> <p style="margin-left: 40px;"><i>If the subject is singular, then the verb must also be singular.</i></p> <p style="margin-left: 40px;"><i>For example, 'Traditional medicine is still popular with people all over the world...'</i></p> <p style="margin-left: 40px;"><i>Traditional medicine (Subject, singular); is (verb, singular).</i></p> | |

| WEEK 3: THURSDAY / DAY 4: SECOND READ | |
|---|--|
| TITLE | <i>Medicine AND Definition of traditional medicine</i> |
| DBE WORKBOOK 2, PAGE | 20 AND 24 |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | Make evaluations |
| 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"> Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> <i>What is one fact from the texts?</i> <i>What is one opinion from the texts?</i> <i>Why do you think these articles were written? (What is their purpose?)</i> Read the follow-up questions out loud to learners. Hand out the DBE workbooks. Instruct learners to turn to the text on page 20 and then to the text on page 24. Explain that you will read the texts to learners. They must follow along with the text as you read. Read the texts with fluency and expression to learners. Read the Text first, and then say the comment in the Second Read column. Next, instruct learners to turn and talk with a partner. Instruct learners to take turns reading the texts to each other. Tell learners to orally discuss the follow-up questions together. | |
| Text | Think Aloud: Second Read |
| Medicine | Yesterday, we evaluated the information in this text to look for facts. Today, we will evaluate the authors' opinions in the texts. |

| | |
|--|---|
| <p>Have you ever wondered what it would have been like to live in an earlier time, perhaps even in a different place? Do you sometimes dream about being an Egyptian queen governing her people, or the captain of a boat sailing across the seas to find new lands, or a member of an ancient tribe in the high mountains of Africa? There would be many interesting and exciting things you would experience, and there would be many things from your own life that you would miss. A very important thing that you would miss is medical care - the local clinic or hospital, and the nurses and doctors who look after you when you're sick or in pain.</p> | <p>The author's opinion is that I would miss medical care. This is probably true for most people, but we still cannot say it is a fact.</p> |
| <p>Yet you do not have to go back very far in time to find yourself in a society where scientific medicine as we know it today did not exist. It is extraordinary to think that just under 75 years ago doctors were relatively powerless at holding off disease. They could make a careful diagnosis and say what the likely outcome was, but after that, getting better depended on nature and your own health.</p> | <p>The author says that it is extraordinary that only 75 years ago, doctors could not cure our illnesses. I can make the evaluation that the author thinks that medicine has changed very quickly!</p> |
| <p>Over the next 30 years, this bleak picture was changed through a series of remarkable discoveries. Among the treatments and medical breakthroughs that emerged were things we take for granted today. For example, if you break a bone, the doctor can take an X-ray of your leg to see where it is broken. If you have a bad headache, or toothache, you can take a painkiller. Have you heard of any of these: penicillin, kidney dialysis, general anesthesia, a cure for tuberculosis, open- heart surgery, polio vaccination, hip replacements, and heart, liver and kidney transplants? They are all discoveries that medical scientists have made since the 1940s.</p> | <p>The author uses the word <i>remarkable</i>. This word is similar to the word <i>extraordinary</i>. I make the evaluation that the author is very amazed by the discoveries that have been made!</p> |

| | |
|---|---|
| <p>But there are some people who think that modern medicine does not always treat the underlying cause of an illness. Drugs such as painkillers, for example, can take away the pain of a headache, but some people find that their headaches come back. The pain-killing drugs do not cure the headaches because they do not treat the cause. The solution might lie in better eating habits, or in other, alternative kinds of medicine, such as herbal medicine.</p> | <p>Even though the author seems amazed by modern medicine, I make the evaluation that he also sees that traditional medicines are important for our health.</p> |
| <p>Definition of Traditional Medicine</p> | <p>--</p> |
| <p>The World Health Organization (WHO) says that traditional medicine varies from region to region and country to country. It is based on knowledge, skills, and practices that come from the ideas, experiences, and beliefs of different cultures. It is used to keep people healthy, and to prevent, diagnose, improve or treat physical and mental illness.</p> | <p>I don't find any opinions in this part of the text.</p> |
| <p>Traditional medicine has been used for thousands of years, and traditional healers have made important contributions to health in their communities. They mostly use herbal medicines, which they make from plants. They also use traditional methods of healing, such as massage (rubbing painful parts of the body) and special exercises.</p> | <p>This author's opinion is that traditional healers have made important contributions to health in their communities. This is an opinion, because it is what the author believes. There might be other people who try to disagree.</p> |
| <p>Traditional medicine is still popular with people all over the world, and since the 1990s the use of traditional medicine has increased in many countries. In some Asian and African countries, 80% of the population uses traditional medicine for primary health care. In countries such as Europe, America and Australia, people call traditional medicine complementary or alternative medicine, and they use it in addition to modern medicine.</p> | <p>I make the evaluation that the author gives me these facts so I will understand that traditional medicine is still very important in our modern world.</p> |

| Follow up questions | Responses |
|--|--|
| What is one fact from the texts? | <p>Some examples:</p> <ul style="list-style-type: none"> • Traditional healers mostly use herbal medicines, which they make from plants. • There are different kinds of medicines used around the world. • X-rays and vaccines didn't exist 75 years ago. • In some Asian and African countries, 80% of the population uses traditional medicine for primary health care. |
| What is one opinion from the texts? | <p>Some examples:</p> <ul style="list-style-type: none"> • You would miss modern medicine if you lived a long time ago. • Traditional healers have made important contributions. • There are many amazing discoveries that have been made in the last 75 years. |
| Why question | Possible response |
| Why do you think these articles were written? (What is their purpose?) | <ul style="list-style-type: none"> • I think these articles were written to... • I think these articles are supposed to teach us about... • I think these articles were written to make us think about... |
| <p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. | |

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

**Modelling
(I DO)**

1. Explain that this week, we have been working on **making evaluations**.
2. Explain that when we make an **evaluation**, we make a judgement about the text. This week, we have been evaluating facts and opinion in the text!
3. Hand out the DBE workbooks to learners.
4. Instruct learners to open to: **page 20**
5. Read out loud while learners follow along: *A very important thing that you would miss is medical care - the local clinic or hospital, and the nurses and doctors who look after you when you're sick or in pain.*
6. Explain that you can **make an evaluation** about this part of the text. I can make the evaluation that this is Patrick Holford's (the author's) opinion.
7. Model how to make an evaluation of the author's opinion, like:
 - a. The author's opinion is that if I lived a long time ago, I would miss the medical care I have now. This is what he thinks. It might not be true for everyone.
 - b. I have to decide if I have the same opinion as the author. I must look at the facts and decide if I agree or disagree with what the author says!
8. Explain that when we evaluate an author's opinion, we must first think about what the author's opinion is. Then, we must think about why the author has that opinion. We must look at the facts they have given to support their opinion. We must decide if the facts they have given convince us to have the same opinion as the author.
9. I can **make the evaluation** that the author has the opinion that I would miss modern medicine if I lived a long time ago because of the following facts:
 - a. Modern medicine has changed so much over the last 75 years:
 - b. Antibiotics, vaccines, and other important medicines didn't exist a long time ago.
 - c. There weren't things like painkillers a long time ago. If you had a headache, you had to just wait for it to go away on its own.
10. Explain that now, you must decide if you agree with the author, like: *Based on these facts I agree with the author. My father had cancer and was cured by modern medicine. My children have vaccines which have prevented some very serious diseases! I get headaches often, and take painkillers. I would definitely miss all of these things if I lived a long time ago.*

| | |
|--|---|
| <p>Work with learners (WE DO)</p> | <ol style="list-style-type: none"> 1. Explain that now, we will evaluate an opinion the author has together! 2. Explain that we will now think about the author of the article: Patrick Holford. 3. Read out loud while learners follow along: <i>The solution might lie in better eating habits, or in other, alternative kinds of medicine, such as herbal medicine. (Based on "Food is better medicine than drugs," by Patrick Holford)</i> 4. Explain that this means that this first text we have read is taken from the book with the title: <i>"Food is better medicine than drugs"</i>. 5. Ask learners: What evaluation can you make about the author's opinion based what I have just read? 6. Listen to learners' ideas, like: <ol style="list-style-type: none"> a. The author thinks that food is better medicine than drugs. b. The author thinks the solution to many health problems is actually food and eating habits. c. The author thinks food is a very important part of health. d. The author doesn't think modern medicine is the most important kind of medicine. 7. Ask learners: What facts does the author base this opinion on? 8. Give learners 1 minute to scan the last paragraph (page 21). 9. Listen to learners' ideas, like: <ol style="list-style-type: none"> a. Drugs can take away pain, but the pain can come back. b. Drugs so not cure headaches because they do not treat the cause. c. There are other kinds of medicine available. d. Different people believe different kinds of medicine work. 10. Explain that now, learners must decide if they agree with the author that food is a better medicine than drugs (like painkillers), and explain why. 11. Call on a few learners to share their opinion with the class. |
| <p>Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Instruct learners to open to: page 24 2. Explain that now, learners will make their own evaluation about the author of this text. They will find evidence to support their judgement. 3. Read out loud while learners follow along: <i>(Source: http://www.who.org)</i> 4. Explain that we know this text comes from the World Health Organization (WHO) website. We don't know exactly who wrote the article, but we can infer that it was someone who works for the WHO. |

| | |
|-------|---|
| | <ol style="list-style-type: none"> 5. Ask learners: What is an opinion that the author has about traditional medicine? Why does she have this opinion? Do you agree or disagree with this opinion? 6. Instruct learners to skim paragraph 2 to find out an opinion that the author has. 7. Explain that learners can use the frame to help them: <i>The author has this opinion because...</i> <i>I agree / disagree with the author because...</i> 8. Instruct learners to turn and talk and discuss this with a partners. 9. After 3-5 minutes, call learners back together. 10. Call on a few learners to share their evaluations, like: <ol style="list-style-type: none"> a. The author’s opinion is traditional healers have made important contributions to their communities. The author has this opinion because traditional healers have been around for thousands of years. I agree with the author that traditional healers have made important contributions. But, I don’t think the author gave us good examples of those contributions. |
| NOTES | <ol style="list-style-type: none"> 1. Look at the notes below. If your learners have not copied these into their exercise books, they should do so now. <p><u>Make evaluations</u></p> <p>Form opinions based on what is happening in the text!</p> <p>I must:</p> <ul style="list-style-type: none"> • Think about the facts in the text. • Think about the opinions in the text. • Decide what I think about the facts. Decide if I agree or disagree with the opinions in the text. • Support my opinions with evidence from the text. <ol style="list-style-type: none"> 2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do). |

| WEEK 3: FRIDAY / DAY 5: POST-READING | |
|---|---|
| TITLE | <i>Medicine AND Definition of traditional medicine</i> |
| DBE WORKBOOK 1, PAGE | 20 AND 24 |
| ACTIVITY | ORAL RECOUNT |
| COMPREHENSION STRATEGY | Summarise Make evaluations |
| 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 evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations. |
| POST-READING | |
| <ol style="list-style-type: none"> 1. Explain that today we will be summarising the main point/s of the text. <i>This means that we will think about the most important parts of the text.</i> 2. Explain that we will also be making an evaluation about the text. <i>This means we will be making a judgement about the text. We will think of an opinion we have about traditional medicine, and use facts from the texts to support our opinion.</i> 3. Ask learners: How can you tell a friend about the story in 3-5 sentences? <i>Explain that this is their summary.</i> 4. Instruct learners to use the frame to answer the question: The first text we read is about... The second text we read is about... I think traditional medicine is / is not important because... I think both of these articles were written to... 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. | |

Come up with a class summary, like: ***This first text we read is about*** modern medicine, and some discoveries made in the past 75 years. ***The second text we read is about*** traditional medicine. We learn about what traditional medicine is, and why it is important. ***I think traditional medicine is important because*** it has helped people for thousands of years. It is part of people’s communities and cultures, which I think is important. ***I think both of these articles were written to*** teach us all about medicine, so we know more!

WEEK 3: FRIDAY / DAY 5: TEACH THE GENRE

| TEXT TYPE | PURPOSE | TEXT STRUCTURE | LANGUAGE FEATURES |
|-------------------------------|---|---|--|
| QUESTIONNAIRE / SURVEY | To investigate a topic by asking a targeted group to respond to the same questions. | <ul style="list-style-type: none"> Quantitative data: a series of closed questions with a set of fixed options for answers Qualitative: a number of open questions related to the issue | <ul style="list-style-type: none"> Question forms Possible answers Presentation of data in graphical form, for example: bar or pie graphs |
| INTRODUCE THE GENRE | <ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a questionnaire / survey. 2. Explain that when we write a questionnaire, we write questions we want other people to answer. We also give answers for someone to choose. These questions are meant to help us gather information. 3. Explain that we write each question next to a number. We provide the answers underneath each question. 4. Explain that when we write a questionnaire, we must: <ol style="list-style-type: none"> a. Write questions. Write each question next to a number. b. Provide a few answers for the reader to choose. c. Provide space for the reader to record (mark) their answer. | | |

READ THE SAMPLE
TEXT

Mr Khosa's Questionnaire on how often learners take medicine.

1. Mr Khosa decided to ask their learners about how often they take medicine. **He made the following questionnaire for them to answer:**

| | | | | |
|--|-----------------------------|-------------------------------------|---------------------------------------|--|
| Name and Surname | | | | |
| Class | | | | |
| Please answer these questions by ticking the correct block/s | | | | |
| You may tick more than one block for each question | | | | |
| 1. How often do you take medicine? | I take medicine every day. | I take medicine a few times a week. | I take medicine once or twice a week. | I never take medicine. |
| 2. Do you prefer your medicine as pills or syrup? | I prefer medicine as pills. | I prefer medicine as syrup. | I prefer medicine as herbs. | I don't mind taking any kind of medicine. |
| 3. How long does it take you to feel better after taking your medicine? | I feel better immediately. | I feel better after a day or two. | I feel better after three days. | It takes me a really long time. Sometimes I don't feel better! |

2. Mr Khosa gave this questionnaire to 30 learners.

3. Then, he counted their answers. The totals were as follows:

| | | | | |
|--|-----------------------------|-------------------------------------|---------------------------------------|--|
| 1. How often do you take medicine? | I take medicine every day. | I take medicine a few times a week. | I take medicine once or twice a week. | I never take medicine. |
| | 1 | 4 | 23 | 2 |
| 2. Do you prefer your medicine as pills or syrup? | I prefer medicine as pills. | I prefer medicine as syrup. | I prefer medicine as herbs. | I don't mind taking any kind of medicine. |
| | 1 | 18 | 5 | 6 |
| 3. How long does it take you to feel better after taking your medicine? | I feel better immediately. | I feel better after a day or two. | I feel better after three days. | It takes me a really long time. Sometimes I don't feel better! |
| | 0 | 27 | 3 | 0 |

4. **Mr Khosa thought about this information, and what it meant.**

He decided it meant:

- a. Many learners take medicine once or twice a week.
- b. Most learners prefer to take their medicine as syrup. They do not like pills!
- c. After taking medicine, it takes most learners a day or two to feel better.

DISCUSS

1. How many questions are in the survey?
2. What is Mr Khosa trying to gather information about?
3. How many answers does he let people choose from?
4. **Make an evaluation** about whether you think this survey is useful or not?

NOTES

Tell learners to open their exercise books, and write down the following heading and notes:

Questionnaire / survey

1. Write questions.
2. I use numbers (like a list).
3. I provide the answers.

GRADE 6 - TERM 3

WEEK
4

THEME:
ALL ABOUT MEDICINE

'The greatest medicine of all is teaching people how not to need it.'
- Hippocrates

TERM 3: WEEK 4

OVERVIEW

| | |
|------------------------|--|
| THEME | All about medicine |
| THEME VOCABULARY | physical, mental, mind, illness, medicine, traditional, herbal, diagnose, diagnosis, treatment, lung, infection, antibiotics, bacteria, symptom, contagious, vaccine, surgeon, neurosurgeon, surgery |
| LSC | Subject-verb agreement (concord) |
| COMPREHENSION STRATEGY | Make evaluations |
| WRITING GENRE | Survey and report |
| WRITING TOPIC | Come up with a question you would like to ask your classmates. This question must relate to their beliefs about or experiences with medicine. Then you will turn the data into two graphs. You will write a report about the survey. |

| WEEK 4: MONDAY / DAY 1: PLANNING | |
|------------------------------------|---|
| TOPIC | Come up with a question you would like to ask your classmates. This question must relate to their beliefs about or experiences with medicine. Then, you will turn the data you get from the answers into two graphs. You will write a report about the survey. |
| GENRE | Survey and report |
| PLANNING STRATEGY | Table |
| MODEL THE PLANNING STRATEGY (I DO) | <ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Explain that today, learners will write a question and think of options. This is called a survey. 3. They will then go around to different learners around the classroom and ask them to choose one of the answers. 4. Explain that this is similar to Question of the Day. 5. Show learners that you think before you write. 6. Orally share some of your ideas about completing the writing topic, like: <p style="text-align: center;"><i>I would like to ask my classmates about their experiences with vaccines. I am going to make a question asking how scared learners are of vaccines. I am going to give the options: not scared, a little bit scared, or very scared.</i></p> 7. Then, model using the planning frame to write your own questions and answers.: 8. Point out that it is like learners are making up their own <i>Question of the Day</i>. 9. Finally, model asking different learners the question, and recording their answers into your planning frame. 10. Explain that this is what learners will do, but in their exercise books. |

| | | | | | | | | | | | | | | | | | | | |
|--|---|-------------------|--|--|--|--|--|----------|----------|----------|---------------------------------|--|--|--|--|--|------------|---------------------|-----------|
| <p>PLANNING FRAME</p> | <p>My survey question:</p> <table border="1" data-bbox="539 237 1474 571"> <tr> <td colspan="3">Your question...?</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Option 1</td> <td>Option 2</td> <td>Option 3</td> </tr> </table> <p>My survey question:</p> <table border="1" data-bbox="539 731 1474 1154"> <tr> <td colspan="3">How scared are you of vaccines?</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Not scared</td> <td>A little bit scared</td> <td>Terrified</td> </tr> </table> | Your question...? | | | | | | Option 1 | Option 2 | Option 3 | How scared are you of vaccines? | | | | | | Not scared | A little bit scared | Terrified |
| Your question...? | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| Option 1 | Option 2 | Option 3 | | | | | | | | | | | | | | | | | |
| How scared are you of vaccines? | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| Not scared | A little bit scared | Terrified | | | | | | | | | | | | | | | | | |
| <p>LEARNERS USE THE PLANNING STRATEGY (YOU DO)</p> | <p>Making the survey:</p> <ol style="list-style-type: none"> 1. Tell learners to close their eyes and think of a question they would like to ask their classmates about. This could be about their experiences with medicine – at home, at the clinic, or at school. Or, it could be about their beliefs about medicine – what do they think or feel about taking medicine? 2. Next, tell learners to turn and talk with a partner, to share their questions and answer options. 3. Hand out exercise books. 4. Instruct learners to design their own Question of the Day, just like you have shown them. Remind them that they must choose a few options for learners to choose from. 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. | | | | | | | | | | | | | | | | | | |

Filling in the survey:

1. Explain that next, learners will get to walk around the room and ask other learners their survey question.
2. Explain that they must record (write an X or a tick mark) the answers that their classmates choose. We will use this data on Wednesday.
3. Explain that learners must ask their question to a minimum of 10 other learners.
4. Give learners time to ask their survey question to as many learners as possible.

My survey question

Are you afraid of injections

| | | |
|------------|------------------|----------------------------|
| X X | X X X X | X X X X X X |
| Not at all | A little bit | Yes, very afraid |

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 | Lyrics | Actions |
| | A doctor or a healer | - |
| | Is what I want to be | <i>Point to yourself</i> |
| | Examine patients carefully | <i>Pretend to examine a patient</i> |
| | Diagnose from what I see! | <i>Pretend to write something down</i> |
| THEME VOCABULARY | lung, infection, antibiotics, bacteria, symptom | |
| QUESTION OF THE DAY | | |
| Question | Have you ever taken antibiotics? | |
| Graph | 2 COLUMN GRAPH | |
| Options | yes / no | |
| Follow-up questions | | |
| Question | How many learners have taken antibiotics? | |
| Answer | __ learners have taken antibiotics. | |
| Question | How many learners have never taken antibiotics? | |
| Answer | __ learners have never taken antibiotics. | |
| Question | Have more learners ever taken antibiotics or not? | |
| Answer | More learners have / have never taken antibiotics. | |
| Question | Have fewer learners ever taken antibiotics or not? | |
| Answer | Fewer learners have / have never taken antibiotics. | |
| Question | Have you ever taken antibiotics? | |
| Answer | Yes, I have taken antibiotics. | |
| Answer | No, I have never taken antibiotics. | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> Instruct learners to add the theme vocabulary words to their personal dictionaries. Remind learners to add a picture or definition for each of the words. | |
| HOMEWORK | <ol style="list-style-type: none"> Learners must complete their dictionary entries. Learners must learn the theme vocabulary. | |

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

GROUP GUIDED READING

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 | Subject – verb agreement (concord) |
| LSC MODELLING (I DO) | <ol style="list-style-type: none"> 1. Explain that today, we will think about something we already know a little bit about. Today we will improve our skills and knowledge about subject – verb agreement. 2. Remind learners that the subject of the sentence is the person (or animal or thing) who is doing the action, like: a dog or dogs. 3. Remind learners that the verb is the action of the sentence, like: bark, walk 4. Explain that the subject and the verb must match in their number. If the subject is plural, the verb must be in the plural form. If the subject is singular, the verb must be in the singular form, like: The dog barks. The dogs bark. 5. Explain that today we will also think about compound subjects. These are two singular subjects joined by the word and, or, nor, like: The dog and the cat 6. When we have a compound subject, we must use the plural form of the verb, like: The dog and the cat fight. |
| LSC Ask learners for help (WE DO) | <ol style="list-style-type: none"> 1. Write the following sentences on the board: <ol style="list-style-type: none"> a. The boy and the girl is going to the shop b. The boys goes to school. c. The baby and her mother has trouble sleeping. d. The learners is writing the test. 2. First, ask different learners to come up to the board and underline the subject in each of the sentences. 3. Next, ask different learners to come up to the board and circle the verb in each of the sentences. 4. Finally, ask learners to help you edit these sentences so that they have subject-verb agreement (concord): <ol style="list-style-type: none"> a. <u>The boy and the girl</u> are going to the shop b. <u>The boys</u> go to school. OR <u>The boy</u> goes to school. c. <u>The baby and her mother</u> have trouble sleeping. d. <u>The learners</u> are writing the test. |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------------|--|--|--|--|--|----------|----------|----------|---------------------------------|--|--|---|--|--|---|-----|--|---|-----|---|---|-------|---|---|-----|---|---|---|---|------------|---------------------|-----------|
| <p>LSC Pair work (YOU DO)</p> | <ol style="list-style-type: none"> Instruct learners to complete sentences with the following subjects: <ol style="list-style-type: none"> The learner and the teacher... The mother and father... The children... Cows and pigs... Hand out learners' exercise books. As learners write, walk around the room and complete mini conferences. Ask learners to read their writing to you. Help learners use the correct subject-verb agreement. Encourage learners! <p>Editing</p> <ol style="list-style-type: none"> Instruct learners to swop books with a partner. Instruct learners to edit their partners sentences for subject-verb agreement! | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DRAFT | Survey and report | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>PLANS</p> | <p>Before class begins, rewrite the planning frames on the board:</p> <p><u>My survey question:</u></p> <table border="1" data-bbox="531 1166 1465 1500"> <tr> <td colspan="3">Your question...?</td> </tr> <tr> <td style="height: 80px;"></td> <td style="height: 80px;"></td> <td style="height: 80px;"></td> </tr> <tr> <td>Option 1</td> <td>Option 2</td> <td>Option 3</td> </tr> </table> <p><u>My survey question:</u></p> <table border="1" data-bbox="531 1660 1465 2079"> <tr> <td colspan="3">How scared are you of vaccines?</td> </tr> <tr> <td style="text-align: center;">x</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">x x</td> <td></td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">x x</td> <td style="text-align: center;">x</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">x x x</td> <td style="text-align: center;">x</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">x x</td> <td style="text-align: center;">x</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> <tr> <td>Not scared</td> <td>A little bit scared</td> <td>Terrified</td> </tr> </table> | Your question...? | | | | | | Option 1 | Option 2 | Option 3 | How scared are you of vaccines? | | | x | | | x | x x | | x | x x | x | x | x x x | x | x | x x | x | x | x | x | Not scared | A little bit scared | Terrified |
| Your question...? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Option 1 | Option 2 | Option 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| How scared are you of vaccines? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x x x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not scared | A little bit scared | Terrified | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

WRITING FRAME

1. Next, tell learners that they must turn the data from their survey into a visual text: a bar graph or a pie chart.
2. Model turning your data into a pie chart for learners, like:
 - a. Add up all the values from your graph to get a total. ($10 + 6 + 4 = 20$)
 - b. Next, divide each value by the total and multiply by 100 to get a percent.

$$(10/20 = 0,5) \times 100 = 50\%$$

$$(6/20 = 0,3) \times 100 = 30\%$$

$$(4/20 = 0,2) \times 100 = 20\%$$
 - c. Next, draw a circle – this is your pie.
 - d. Divide your pie into 3 sections, to show the different percentages, for example:



- e. Next, colour each piece of the pie in a different colour or pattern, to show the legend, for example:

Light grey block = a little bit scared



Grey block = not scared



Dark grey block = terrified

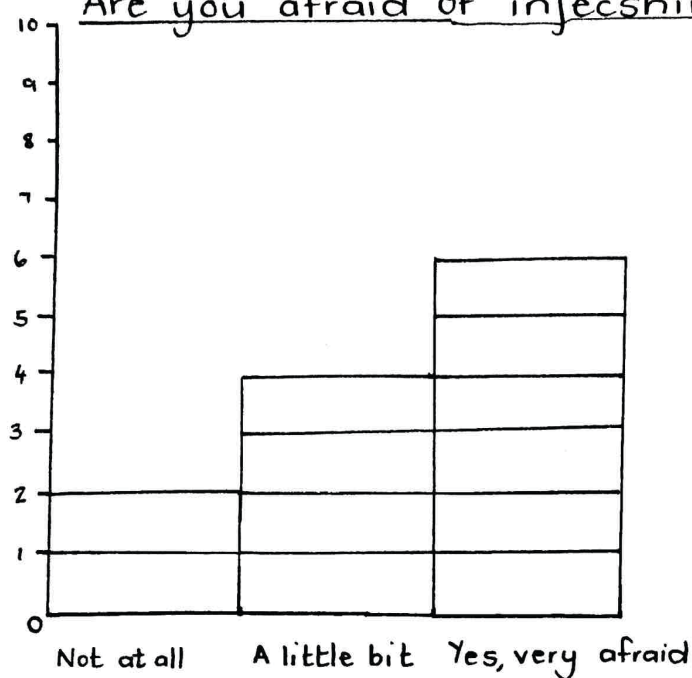


3. Then, they must use the frame below to write a summary of their visual text.
4. Write the following frame on the chalkboard, and explain it to learners:

| | |
|----------|--|
| | <p><u>Writing about data: Report</u></p> <p>Topic sentence: <i>I asked other learners about...</i></p> <p>Body sentences: <i>I found out that... (write about how many learners chose each answer)</i> <i>I thought it was interesting that...</i> <i>I was surprised / not surprised to find out that...</i></p> <p>Conclusion sentence: <i>Overall, I my survey showed that...</i></p> |
| DRAFT | <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will turn their data into a visual text using either a bar graph or a pie chart. 4. Then, they will write a report about their survey underneath their visual text. Explain that learners must try to write 6-8 sentences in their paragraphs. 5. Instruct learners to write the date and heading: My survey data: Draft Report 6. Instruct learners to find their survey from Monday and think about their data. 7. Instruct learners to complete the visual text and the writing frame using their surveys. 8. Tell learners that they can add more sentences or details to their reports if they have time. 9. Remind learners of the strategies they can use to help them. 10. As learners write, walk around the classroom and help learners who are struggling. |
| HOMEWORK | Learners must complete the draft. |

My survey data: Draft

Are you afraid of injections?



Writing about data: Summary paragraph.

I asked other learners if they were afraid of injections.

I found out that 2 learners are not afraid at all, 4 learners are a little bit afraid and 6 learners are very afraid.

I thought it was interesting that 2 learners are not afraid at all.

I was not surprised to find out that most learners are very afraid.

Overall my survey showed that most learners are either a little bit afraid or very afraid of injections.

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 | Lyrics | Actions |
| | A doctor or a healer | - |
| | Is what I want to be | <i>Point to yourself</i> |
| | Examine patients carefully | <i>Pretend to examine a patient</i> |
| | Diagnose from what I see! | <i>Pretend to write something down</i> |
| THEME VOCABULARY | contagious, vaccine, surgeon, neurosurgeon, surgery | |
| QUESTION OF THE DAY | | |
| Question | What do you think it is like to perform surgery? | |
| Graph | 3 COLUMN GRAPH | |
| Options | interesting / disgusting / challenging | |
| Follow-up questions | | |
| Question | How many learners think it is interesting? | |
| Answer | __ learners think it is interesting. | |
| Question | How many learners think it is disgusting? | |
| Answer | __ learners think it is disgusting. | |
| Question | How many learners think it is challenging? | |
| Answer | __ learners think it is challenging. | |
| Question | What do most learners think it is like to perform surgery? | |
| Answer | Most learners think it is __. | |
| Question | What do fewest learners think it is like to perform surgery? | |
| Answer | Fewest learners think it is __. | |
| Question | What do you think it is like to perform surgery? | |
| Answer | I think it is interesting. | |
| Answer | I think it is disgusting. | |
| Answer | I think it is challenging. | |

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

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

GROUP GUIDED READING

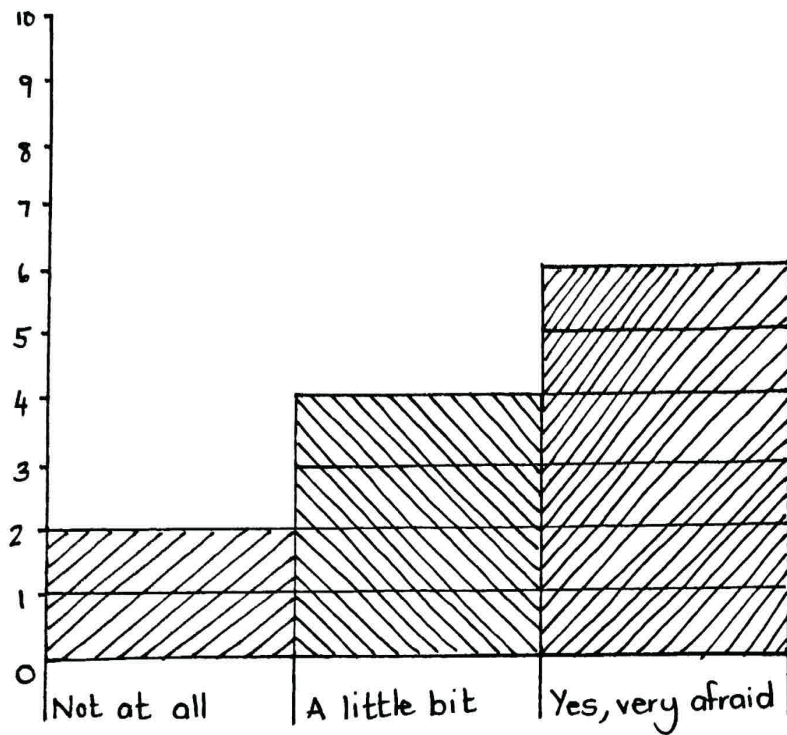
Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

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

| WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING | |
|---|---|
| EDITING CHECKLIST <i>(Write this on the board before class begins)</i> | <ol style="list-style-type: none"> 1. Do I have a visual text and a report? 2. Does my visual text show the data from my survey? 3. Does my report describe the data from my survey? 4. Does my report have at least eight sentences? 5. Did I spell all words correctly? 6. Does every sentence start with a capital letter? 7. Does every sentence end with proper punctuation? 8. Do my sentences have subject-verb agreement (concord)? |
| EDIT | <ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their report sound more interesting. 7. Explain that learners may begin to publish when they are finished editing. |
| PUBLISH | <ol style="list-style-type: none"> 1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their visual text and report, correcting any mistakes. 3. Instruct learners to rewrite their graph and paragraph correctly, under the heading: A survey about... 4. Tell learners that they may add colours to their visual text to make it look nicer, but it is not a requirement. |
| SHARE | <ol style="list-style-type: none"> 1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partner's writing. |
| HOMEWORK | If learners have not fully completed their final draft, they must do so as homework. |

A survey about injections



I asked other learners if they were afraid of injections.

I found out that two learners are not afraid at all, four learners are a little bit afraid and six learners are very afraid.

I thought it was interesting the two learners are not afraid at all.

I was not surprised to find out that most learners are very afraid.

Overall my survey showed that most learners are afraid of injections in some way.

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

GRADE 6 - TERM 3

WEEK
5

THEME:
HONESTY

"Honesty is the first chapter in the book of wisdom."
-Thomas Jefferson

| TERM 3: WEEK 5 | |
|------------------------|--|
| OVERVIEW | |
| THEME | Honesty |
| THEME VOCABULARY | honest, dishonest, force, dreaded, lie, lazy, behaviour, reflect, cheat, guilty |
| LSC | REVISE: Articles (a / an / the) |
| COMPREHENSION STRATEGY | Make inferences |
| WRITING GENRE | Story (narrative essay) |
| WRITING TOPIC | Write a story about a character who does something dishonest! |
| CLASSROOM PREPARATION | <ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: a story about someone who was dishonest. 5. Try to find some pictures of someone that is cheating, or is found guilty of something. 6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners. |

| WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES | | |
|---|---|---|
| INTRODUCE THE THEME | | |
| PICTURE | <ol style="list-style-type: none"> 1. Tell learners to turn to DBE Workbook 1 page 24 2. Instruct learners to look at the title, headings and pictures in the text. | |
| INTRODUCE THE THEME | <ol style="list-style-type: none"> 1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart. | |
| SONG / RHYME | Lyrics | Actions |
| | Tell the truth, do not lie | <i>Wave your index finger to say 'no'</i> |
| | Tell the truth, it will be alright | <i>Give a thumbs up</i> |
| | Tell the truth, it's the right thing to do | <i>Give a thumbs up</i> |
| | Tell the truth, they'll still love you | <i>Hug yourself tightly</i> |
| THEME VOCABULARY | honest, dishonest, force, dreaded, lie | |
| QUESTION OF THE DAY | | |
| Question | <p><i>Explain that this seems like a very easy question to answer, but sometimes we tell small lies to not hurt people's feelings. For example, what if your friend asks if you like their new jersey, and you think it is ugly? Is it better to be honest? Or is it better to say that your friend's new jersey is nice? What if you are planning a surprise party for someone, and you have to lie so that they don't find out? Is that dishonesty acceptable?</i></p> <p>Ask learners: Do you think it is okay to be dishonest?</p> | |
| Graph | 2 COLUMN GRAPH | |
| Options | yes / no | |
| Follow-up questions | | |
| Question | How many learners think it is okay to be dishonest? | |
| Answer | ___ learners think it is okay to be honest. | |
| Question | How many learners think it's not okay to be dishonest? | |
| Answer | ___ learners think it's not okay to be dishonest. | |

| | |
|-----------------------|---|
| Question | Do more learners think it is okay to be dishonest or not? |
| Answer | More learners think it is __ to be dishonest. |
| Question | Do fewer learners think it is okay to be dishonest or not? |
| Answer | Fewer learners think it is __ to be dishonest. |
| Question | Do you think it is okay to be dishonest? |
| Answer | Yes, I do think it is okay to be dishonest. |
| Answer | No, I don't think it's okay to be dishonest. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 5: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. 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: **Honesty**
4. This week, learners will listen to **a story: Duduzile Lies to Herself**
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>There was a Grade 6 English test nearing. Most of the Grade 6 learners were studying for the test to make sure that they got very good marks. The learners wanted to impress their friends and families, impress themselves and of course, progress to Grade 7! Many of the Grade 6 learners also wanted to develop their English skills because they knew that their matric exams, their tertiary education and many of their jobs would require English.</p> | <p>I can infer that this is a very big and important test, because most of the learners are studying very hard!</p> | <ol style="list-style-type: none"> 1. What kind of test is nearing? (<i>A Grade 6 English test.</i>) 2. Who did the learners want to impress? (<i>Their friends, families, and themselves.</i>) 3. Why did the learners want to develop their English skills? (<i>Because their matric exams, tertiary education (University) and many of their jobs would require English in the future.</i>) |
| <p>One learner who did not study was Duduzile. Duduzile hated English. It was her worst subject. She battled to read in English, and she battled to understand many of the words. Instead of studying, she played outside, drew pictures in her book and watched television.</p> | <p>I infer that Duduzile didn't study for the English test because she struggles with English. She must feel frustrated when she tries to study English.</p> | <ol style="list-style-type: none"> 1. Who did not study for the English text? (<i>Duduzile.</i>) 2. What did Duduzile do instead of studying? (<i>She played outside, drew pictures, and watched television.</i>) |

| | | |
|---|---|---|
| <p>She did everything that she could to avoid studying for the important test.</p> | | |
| <p>One night at dinner, Duduzile's father asked her if she had studied for her test. Duduzile did not want to admit that she had not studied. She knew that her father would force her to study, and she really didn't want to. So, she lied, and told her father that she was well-prepared for the test.</p> | <p>I can infer that Duduzile's father cares about her doing well in school, because he knows she has a test coming up and asks her about her studying!</p> | <ol style="list-style-type: none"> 1. What was the lie that Duduzile told her father? <i>(She told him that she was well-prepared for the test.)</i> 2. What inference can you make about Duduzile's father? <i>(He cares about her education. / He wants her to do well in school. / He is strict. / etc.)</i> |
| <p>It was the day of the English test, and Duduzile didn't know how to answer a single question. So instead, she drew pictures of flowers on the test paper. Duduzile sighed deeply as she watched the other learners in the class focussing on their tests.</p> | <p>I infer that Duduzile felt stressed as she watched other learners answer the questions. I think she tried to distract herself from the test by drawing flowers.</p> | <ol style="list-style-type: none"> 1. How many questions was Duduzile able to answer? <i>(She wasn't able to answer a single question.)</i> 2. What did she do instead? <i>(She drew flowers on her test paper.)</i> |
| <p>A few weeks later, Duduzile had to take her test home to be signed by a parent or guardian. Duduzile failed her test very badly. When her father saw the test, he was very disappointed, 'Did you really study?' he asked, worried. Duduzile couldn't lie anymore. She shook her head, 'No father,' she replied.</p> | <p>I can infer that Duduzile was feeling guilty about lying to her father and guilty about doing badly on her test.</p> | <ol style="list-style-type: none"> 1. How did Duduzile do on her test? <i>(She badly failed the test.)</i> 2. How did Duduzile's father feel when he saw her test results? <i>(He felt disappointed.)</i> 3. Why did Duduzile show the test to her father? <i>(Because it had to be signed by a parent or guardian.)</i> |

| | | |
|---|--|--|
| <p>Dudzile's father sighed, 'The only person that you hurt by lying was yourself, Dudzile. If you were honest, I would have made you study, and I would have helped you to study. Now you have failed the test because you weren't honest with me,' explained her father.</p> | <p>I infer that Dudzile's father is disappointed that she lied, because he wishes he could have helped her do well!</p> | <ol style="list-style-type: none"> 1. How do you think Dudzile feels about lying to her father? (<i>I think she must feel...</i>) 2. Why should Dudzile have been honest? (<i>Because she only hurt herself. / Because her dad would've made her study. / Because her dad would've helped her!</i>) |
| <p>Dudzile felt disappointed in herself. She promised herself and her father that she would never lie about studying again. She also promised him that she would ask for help when she needed it. Dudzile learnt an important lesson.</p> | <p>I predict that next time, Dudzile will make a different decision: she will study for her test!</p> | <ol style="list-style-type: none"> 1. What do you think will happen next time Dudzile has an English test? (<i>She will study. / She will ask her father for help.</i>) 2. What can you infer was the lesson that Dudzile learnt? (<i>That it is important to ask for help. / That you must study! / That honesty is important. / That lying only hurt herself in the end.</i>) |

WEEK 5: TUESDAY / DAY 2: SPEAKING

DISCUSS...

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

WEEK 5: TUESDAY / DAY 2: PHONICS REVIEW

| | | | | | | | | | | | | | |
|-----------|---|----|-----|---|---|---|---|---|-----|----|---|---|---|
| Sounds | /sp/ /o-e/ /-ed/ | | | | | | | | | | | | |
| Activity | <ol style="list-style-type: none"> 1. Write the following sounds on the chalkboard: sp, o-e (long O) and -ed 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Explain that with this sound (o-e) the two letters are not written together in the word, but that they make one sound (long O). 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 5. Write the following words on the chalkboard and sound each word out as follows: <ol style="list-style-type: none"> a. /sp/ - /u/ - /n/ = spun b. /n/ - /o-e/ - /t/ = note c. /sp/ - /i/ - /ll/ - /ed/ = spilled 6. Ask learners to sound out and read each word after you. | | | | | | | | | | | | |
| Word find | <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>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> </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 | | | | | | | | | | | |

MODEL

1. Review all of the sounds on the chalkboard.
2. Tell learners to copy the table into their books.
3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.
4. Show learners how to build one or two words, like: **spoke** or **nip**
5. Possible words (this is not a complete list): **spit, spat, spank, spent, spoke, broke, pin, tin, spin, spinned, tinned, pinned, coke, cope, coped, can, cat, etc.**

WEEK 5: TUESDAY / DAY 2: PRE-READING

| | |
|---------------------------|---|
| TITLE | <i>Is honesty really important?</i> |
| DBE WORKBOOK 2, PAGE | 42 |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | Predict |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story. |

PRE-READING ACTIVITY

1. 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: ***Is honesty really important?***
5. Explain the meaning of the title, e.g. *The title is a question. This is a rhetorical question. That means it is a question that is not meant to be answered – it is meant to make us think!*
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 word: **cheat***
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. How do you know this is a diary entry?
 - b. What do you think this is a diary entry about?
 - c. How old do you think the person who wrote this diary entry was?
 - d. What were they thinking about or reflecting on?
 - e. Is the diary entry written in first-person or third-person? How do you know? (What words do you see?)
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 | Lyrics | Actions |
| | Tell the truth, do not lie | <i>Wave your index finger to say 'no'</i> |
| | Tell the truth, it will be alright | <i>Give a thumbs up</i> |
| | Tell the truth, it's the right thing to do | <i>Give a thumbs up</i> |
| | Tell the truth, they'll still love you | <i>Hug yourself tightly</i> |
| THEME VOCABULARY | lazy, behaviour, reflect, cheat, guilty | |
| QUESTION OF THE DAY | | |
| Question | How do you think Duduzile felt when she reflected on her behaviour? | |
| Graph | 3 COLUMN GRAPH | |
| Options | lazy / guilty / dishonest | |
| Follow-up questions | | |
| Question | How many learners think Duduzile felt lazy? | |
| Answer | ___ learners think Duduzile felt lazy. | |
| Question | How many learners think Duduzile felt guilty? | |
| Answer | ___ learners think Duduzile felt guilty. | |
| Question | How many learners think Duduzile felt dishonest? | |
| Answer | ___ learners think Duduzile felt dishonest. | |
| Question | How do most learners think Duduzile felt? | |
| Answer | Most learners think Duduzile felt ___. | |
| Question | How do fewest learners think Duduzile felt? | |
| Answer | Fewest learners think Duduzile felt ___. | |
| Question | How do you think Duduzile felt when she reflected on her behaviour? | |
| Answer | I think she felt lazy. | |
| Answer | I think she felt guilty. | |
| Answer | I think she felt dishonest. | |

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

WEEK 5: WEDNESDAY / DAY 3: FIRST READ

| | |
|------------------------|---|
| TITLE | <i>Is honesty really important?</i> |
| DBE WORKBOOK 1, PAGE | 42 |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | Make inferences |
| 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. |

1. Hand out the DBE workbooks.

2. Instruct learners to turn to the text on **page 42**.
3. Explain that from the questions on page 43, you can **infer** that the person writing this diary entry is a girl named Buba!
4. Allow learners a few minutes to try and read the diary entry on their own, in silence.
5. Explain that you will read the text to learners. They must **follow along** as you read.
6. Read the diary entry with fluency and expression to learners.
7. Read the **Text** first, and then say the comment in the **First Read** column.

| Text | Think Aloud: First Read |
|---|--|
| Dear Diary Today I learned the lesson of a lifetime. | Buba must be writing this diary to tell us about a lesson she has learnt. I wonder what lesson she learnt, and how! |

| | |
|--|---|
| <p>You know that I am sometimes very lazy and that is why I don't pass exams. Last weekend I went to visit my friends and I sat in front of the TV for hours and hours. I knew that I had a test on Monday but I just could not bring myself to learn. So I made up a plan to bring a "cheat sheet" into the exam. I planned to write my "crib notes" on a tiny piece of paper. You know that I can write in tiny letters and I can put a lot of information on the smallest piece of paper.</p> | <p>I can infer that Buba must have cheated before, because she seems to have had practice writing tiny letters on small pieces of paper.</p> |
| <p>I don't feel good about cheating. Sometimes, I write my crib notes on the back of my ruler. Once I wrote them on a piece of plaster on my thumb. I covered the plaster with lightly scribbled notes. On another occasion they were hidden on the inside of the sleeve of my jacket.</p> | <p>I can infer that Buba has cheated <i>many</i> times before – it seems to be a habit!</p> |
| <p>My teacher always tells us that an honest mark of 30% is better than a dishonest mark of 60%. She tells us that if you cheat "You're only cheating yourself", because you think you know work that you really don't know.</p> | <p>I infer that Buba's teacher must have caught people cheating before, because she has already spoken to the class about it.</p> |
| <p>Whenever I cheat the children in my class say that they also feel cheated because they had spent their weekend studying while I spent mine watching the television or playing soccer in the afternoon sunshine.</p> | <p>I can infer that other children in the class know that Buba is cheating!</p> |
| <p>Today we had another exam. I made my crib notes on a piece of paper. I was very nervous and my hands were sweaty and trembling. Suddenly I sneezed and my crib note fell from my hand. I saw the little piece of paper float down onto my teacher's foot! I knew I was about to get a BIG zero for the test.</p> | <p>I infer that in this class, if you are caught cheating, you will receive a zero on the assignment.</p> |
| <p>And yes, I was caught red-handed and my teacher took me out of the room. I felt dizzy... If only I had worked harder. Everyone in the class knows that I am dishonest and that is not a nice feeling.</p> | <p>I can infer that Buba understands that cheating is wrong.</p> |

| Follow up questions | Responses |
|--|---|
| What did Buba do instead of study for her exam? | She went to visit her friends and watched television. |
| What did Buba do that was dishonest? | She cheated on her test. She has cheated before as well! |
| Why question | Possible response |
| Why did Buba decide to cheat on her test? | <ul style="list-style-type: none"> • Because she didn't study for her test. • Because she was lazy and didn't study for her test. • Because she didn't want to fail her test. • Because she wanted to get a good mark on her test even though she didn't study. |
| Introduce the LSC in context | |
| <ol style="list-style-type: none"> 1. Explain to learners that this cycle, they will be learning about: REVISE: Articles (a / an / the) 2. Point out the following example of this in the text: <p><i>I knew that I had a test on Monday.</i> <i>My teacher always tells us that an honest mark of 30% is better than a dishonest mark of 60%.</i> <i>Everyone in the class knows that I'm dishonest.</i></p> 3. Introduce this LSC as follows: <i>a / an / the are called articles. We use 'a' and 'an' when we refer to general nouns, such as a test, an honest mark, a dishonest mark. 'a' comes before a noun that begins with a consonant sound, while 'an' comes before a noun that begins with a vowel sound.</i> <p><i>We use the to refer to specific nouns. For example, everyone in the class- this is not just any class. It's a specific class that we already know about.</i></p> | |

| WEEK 5: THURSDAY / DAY 4: SECOND READ | |
|--|---|
| TITLE | <i>Is honesty really important?</i> |
| DBE WORKBOOK 2, PAGE | 42 |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | Make inferences |
| 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"> Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> <i>How did Buba get caught cheating?</i> <i>What was the lesson that Buba learned?</i> <i>How can you infer that Buba feels guilty about cheating?</i> Read the follow-up questions out loud to learners. Hand out the DBE workbooks. Instruct learners to turn to the story on page 104. Explain that you will read the story to learners. They must follow along with the text as you read. Read the story with fluency and expression to learners. Read the Text first, and then say the comment in the Second Read column. Next, instruct learners to turn and talk with a partner. Instruct learners to take turns reading the story to each other. Tell learners to orally discuss the follow-up questions together. | |
| Text | Think Aloud: Second Read |
| Dear Diary Today I learned the lesson of a lifetime. | I can infer that Buba feels bad guilty about cheating. I infer she is writing this entry to reflect on her own dishonest behaviour and change it. |

| | |
|--|--|
| <p>You know that I am sometimes very lazy and that is why I don't pass exams. Last weekend I went to visit my friends and I sat in front of the TV for hours and hours. I knew that I had a test on Monday but I just could not bring myself to learn. So I made up a plan to bring a "cheat sheet" into the exam. I planned to write my "crib notes" on a tiny piece of paper. You know that I can write in tiny letters and I can put a lot of information on the smallest piece of paper.</p> | <p>I can infer that Buba knows she should've studied, because she uses the word 'lazy' to describe her behaviour.</p> |
| <p>I don't feel good about cheating. Sometimes, I write my crib notes on the back of my ruler. Once I wrote them on a piece of plaster on my thumb. I covered the plaster with lightly scribbled notes. On another occasion they were hidden on the inside of the sleeve of my jacket.</p> | <p>I can infer that Buba has learnt that this kind of cheating is very dishonest, because she says she feels bad about it!</p> |
| <p>My teacher always tells us that an honest mark of 30% is better than a dishonest mark of 60%. She tells us that if you cheat "You're only cheating yourself", because you think you know work that you really don't know.</p> | <p>I infer that Buba didn't believe her teacher – otherwise she wouldn't have cheated!</p> |
| <p>Whenever I cheat the children in my class say that they also feel cheated because they had spent their weekend studying while I spent mine watching the television or playing soccer in the afternoon sunshine.</p> | <p>I infer that in the past, Buba has gotten a good mark when she cheated. I infer this because the other children felt angry that she received a good mark, even though she didn't work hard!</p> |
| <p>Today we had another exam. I made my crib notes on a piece of paper. I was very nervous and my hands were sweaty and trembling. Suddenly I sneezed and my crib note fell from my hand. I saw the little piece of paper float down onto my teacher's foot! I knew I was about to get a BIG zero for the test.</p> | <p>I infer that she was felt nervous about cheating because she knows that it is wrong and can get you into trouble.</p> |
| <p>And yes, I was caught red-handed and my teacher took me out of the room. I felt dizzy... If only I had worked harder. Everyone in the class knows that I am dishonest and that is not a nice feeling.</p> | <p>I infer that next time, Buba will work harder, because she has realized all the consequences of cheating...she has failed and the teacher and other learners know she has been dishonest!</p> |

| Follow up questions | Responses |
|---|---|
| How did Buba get caught cheating? | She sneezed and her notes fell out of her hand, and onto her teacher's foot. |
| What was the lesson that Buba learned? | <ul style="list-style-type: none"> • She learned that cheating is dishonest. • She learned that when you get caught cheating, there are many consequences. |
| Why question | Possible response |
| How can you infer that Buba feels guilty about cheating? | <ul style="list-style-type: none"> • Because she says she learnt an important lesson about cheating. • Because she calls her own behaviour lazy, which shows she feels bad about it. • Because she says that she doesn't feel good about cheating. • Because she says "If only I had worked harder" which shows she wished she had behaved differently. |
| <p>Ask learners to formulate a question about the text</p> <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. | |

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

| | |
|--|--|
| <p>Modelling (I DO)</p> | <ol style="list-style-type: none"> 1. Explain that this week, we have been working on making inferences. 2. Explain that we make an inference when we use what is written and what we already know to figure something out. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 42 5. Read out loud while learners follow along: <i>Sometimes, I write my crib notes on the back of my ruler. Once I wrote them on a piece of plaster on my thumb.</i> 6. Remind learners that this is the part of the story Buba is writing to her diary about how she doesn't feel good about cheating! 7. Explain that from these sentences, we can infer that Buba has cheated before. We can infer that she has cheated many times! 8. We can make these inferences because: <ol style="list-style-type: none"> a. She uses the word 'sometimes'. This shows us that she has not just done this once, but many times. b. She tells us about two different ways that she has cheated before: by writing notes on her ruler and on a plaster. |
| <p>Work with learners (WE DO)</p> | <ol style="list-style-type: none"> 1. Read out loud while learners follow along: <i>Whenever I cheat the children in my class say that they also feel cheated because they had spent their weekend studying while I spent mine watching the television or playing soccer in the afternoon sunshine.</i> 2. Ask learners: What inferences can you make after you read these sentences? 3. <i>If needed, you can help prompt learners by asking:</i> <ol style="list-style-type: none"> a. <i>What can you infer about Buba cheating in the past?</i> b. <i>Why would the other children feel angry at Buba for cheating?</i> 4. Listen to learners' ideas, like: <ol style="list-style-type: none"> a. Buba has cheated many times in the past. We can infer this because Buba uses the word 'whenever' and that shows that she has cheated lots of times. b. The other children wouldn't feel cheated if Buba had been caught cheating. I can infer that the other children feel upset when Buba gets away with cheating. When Buba gets a good mark from cheating, the other children feel upset that they have spent time working so hard, and she has gotten a good mark after doing no work! c. I can infer that lots of other learners know that Buba cheats. |

| | |
|--------------------------------------|--|
| <p>Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Explain that now, learners will work with a partner to make an inference. 2. Remind learners that at the beginning of the diary entry, Buba wrote: <i>'Today I learned the lesson of a lifetime.'</i> 3. Explain that the whole diary entry is about the lesson she learnt, but she never tells exactly what the lesson is. We must infer what the lesson she learnt is. 4. Ask learners: What lesson did Buba learn? What part of the diary entry let you make this inference? 5. Explain that to answer this question, learners will need to decide on the lesson Buba learnt, and look for the part of the text that tell them this. 6. Instruct learners to discuss this with their partners. 7. After 3-5 minutes, call learners back together. 8. Call on 2-3 learners to share their answer to the questions, like: <ol style="list-style-type: none"> a. We think the lesson Buba learnt is that her teacher was right: 'an honest mark of 30% is better than a dishonest mark of 60%.' In the end, Buba's cheating earned her 0% so the honest mark would have been much better! b. Buba learned that it is not nice when other people think you are dishonest. It is a bad feeling. This makes her realise the importance of being honest! |
| <p>NOTES</p> | <ol style="list-style-type: none"> 1. Look at the notes below. If your learners have not copied these into their exercise books, they should do so now. <p><u>Making Inferences</u> To make an inference, we take: what is written + what we already know and we make a good guess about the text.</p> <ol style="list-style-type: none"> 2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do). |

WEEK 5: FRIDAY / DAY 5: POST-READING

| | |
|---------------------------|---|
| TITLE | <i>Is honesty really important?</i> |
| DBE WORKBOOK 2, PAGE | 42 |
| ACTIVITY | WRITTEN COMPREHENSION |
| COMPREHENSION STRATEGY | Make inferences |
| 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.

Is honesty really important?

1. What did Buba do that was 'lazy'?
She...
2. What caused Buba to cheat?
She cheated because ...
3. How did Buba get caught cheating?
She got caught...
4. How did Buba feel when she got caught cheating?
She felt...
5. What was the effect of her cheating?
The effect of her cheating was...
6. Why do you think Buba is writing this diary entry?
I think she is writing this diary entry because...
7. What do you think Buba learns about honesty from her experience?
I think she learns that...
8. How can we make the inference that Buba has cheated on her exams before?
We can infer that Buba has cheated before because...
9. Why do you think the heading for this story is 'Is honesty really important?'
I think this story is called 'Is honesty really important' because...

Is honesty really important?

1. What did Buba do that was 'lazy'?
She didn't study – she watched TV instead.
2. What caused Buba to cheat?
She cheated because she wasn't prepared for her exam, because she watched television instead of studying!
3. How did Buba get caught cheating?
She got caught when her paper fell on the teacher's foot!
4. How did Buba feel when she got caught cheating?
She felt dizzy.
5. What was the effect of her cheating?
The effect of her cheating was that she got a zero on her exam, and everyone knew she was dishonest.
6. Why do you think Buba is writing this diary entry?
I think she is writing this diary entry because she feels bad about what she did. She is writing about the lesson she learnt.
7. What do you think Buba learns about honesty from her experience?
I think she learns that it is important to be honest. She learns that cheating isn't worth it!
8. How can we make the inference that Buba has cheated on her exams before?
We can infer that Buba has cheated before because in the past other learners have felt cheated when she got away with cheating!
9. Why do you think the heading for this story is 'Is honesty really important?'
I think this story is called 'Is honesty really important' because Buba learns the lesson that it is really important!

Is honesty really important?

1. Buba was lazy because she did not study.
2. Buba cheated because she did not study and did not know the answers.
3. Buba got caught when her paper with the answers fell onto her teacher's foot.
4. Buba felt dizzy when she got caught cheating.
5. Buba got zero for her test.
6. I think Buba feels ashamed about being lazy and cheating.
7. Buba learns that cheating is never good.
8. We can infer that Buba has cheated before because the other children say that they always feel cheated when she cheats.
9. I think this story is called 'Is honesty really important' because Buba finally learns that it is important and it is not good to cheat.

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

| | |
|-----------------------------|--|
| <p>READ THE SAMPLE TEXT</p> | <p><i>The tuckshop thief</i></p> <p><i>Naledi was a girl in grade 6 who was loved by all her friends and teachers. One day during lunch, she went to the tuckshop to buy herself some sweets. The line was very long, and she could see Ms Joyce, the lady who runs the school tuckshop struggling to manage on her own. "Let me help you Ms Joyce," Naledi said.</i></p> <p><i>From that day onwards, Naledi helped Ms Joyce in the school tuckshop during lunch time when it got really busy. She realised how easy it was to take some sweets or a chocolate and slide it into her pocket. Every day, she took something from the tuckshop and put it in her pocket.</i></p> <p><i>At the end of the month when Ms Joyce did her counting, she noticed something odd. She continued to watch Naledi steal sweets and snacks until she decided to confront her. "Naledi, I know what you have been doing. I am going to have to tell the school principal and you are going to have to face the consequences," Ms Joyce said.</i></p> |
| <p>DISCUSS</p> | <ol style="list-style-type: none"> 1. Who are the characters in this story? 2. What is the setting of this story? (When and where does it take place?) 3. What is the problem in this story? 4. How is the problem in the story solved? |
| <p>NOTES</p> | <p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Story (narrative essay)</u></p> <ol style="list-style-type: none"> 1. <u>Beginning</u>: Tells about character and setting. 2. <u>Middle</u>: A problem! 3. <u>Ending</u>: How the problem gets solved. 4. Entertains people! |

GRADE 6 - TERM 3

WEEK



THEME:
HONESTY

"Honesty is more than not lying. It is truth telling, truth speaking, truth living, and truth loving."

— James E Faust

TERM 3: WEEK 6

OVERVIEW

| | |
|------------------------|--|
| THEME | Honesty |
| THEME VOCABULARY | honest, dishonest, force, dreaded, lie, lazy, behaviour, reflect, cheat, guilty, consequence, punishment, steal, harsh, deserve, mature, courage, benefit, reliable, attract |
| LSC | REVISE: Articles (a / an / the) |
| COMPREHENSION STRATEGY | Make evaluations |
| WRITING GENRE | Story (narrative essay) using a frame |
| WRITING TOPIC | Write a story about a character who does something dishonest! |

| WEEK 6: MONDAY / DAY 1: PLANNING | | | | | |
|--|--|-----------------|-----------------|--|--|
| TOPIC | Write a story about a character who does something dishonest! | | | | |
| GENRE | Story (narrative essay) | | | | |
| PLANNING STRATEGY | Write a list | | | | |
| MODEL THE PLANNING STRATEGY (I DO) | <ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about completing the writing topic, like: <p style="text-align: center;"><i>There are different ways we can be dishonest, like cheating, lying, or not keeping a promise. Today, I am going to write about a character who lies to her mother about stealing some sweets from the cupboard.</i></p> 4. Have the writing topic written on one side of the chalkboard. 5. Write the planning frame below on the other side of the chalkboard. 6. On the other side of the chalkboard, show learners how you make a list by answering the questions. | | | | |
| | <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>My story</u></th> <th style="text-align: left;"><u>My story</u></th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> 1. Who is the main character? 2. What do we need to know about this character? 3. Who are the other characters in the story? 4. What is the setting of the story? (Where does the story happen?) 5. Who is dishonest in the story? To whom? 6. What does the character do that is dishonest? 7. Why is the character dishonest? (What is the problem?) 8. What happens as a result of the dishonesty? 9. How is this person honest in the end? (How is the problem fixed?) </td> <td> <ol style="list-style-type: none"> 1. Maria, age 11 2. She is usually a very kind and honest person. She loves sweets. Her family does not have very much money. 3. Her mother. 4. At their house. They live in Mthatha. 5. Maria is dishonest to her mother. 6. First, she steals the sweets her mother has bought from the cupboard. Then, when her mother asks she lies. She blames her little brother. </td> </tr> </tbody> </table> | <u>My story</u> | <u>My story</u> | <ol style="list-style-type: none"> 1. Who is the main character? 2. What do we need to know about this character? 3. Who are the other characters in the story? 4. What is the setting of the story? (Where does the story happen?) 5. Who is dishonest in the story? To whom? 6. What does the character do that is dishonest? 7. Why is the character dishonest? (What is the problem?) 8. What happens as a result of the dishonesty? 9. How is this person honest in the end? (How is the problem fixed?) | <ol style="list-style-type: none"> 1. Maria, age 11 2. She is usually a very kind and honest person. She loves sweets. Her family does not have very much money. 3. Her mother. 4. At their house. They live in Mthatha. 5. Maria is dishonest to her mother. 6. First, she steals the sweets her mother has bought from the cupboard. Then, when her mother asks she lies. She blames her little brother. |
| <u>My story</u> | <u>My story</u> | | | | |
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| | | |
|--|---|--|
| | | <p>7. She is dishonest because she really loves the sweets! She took them to eat, but then she feels very badly about it. She feels badly that she didn't share with her mother. She also knows her mother will be angry and she is worried about being punished.</p> <p>8. She feels bad, her mother searches for the sweets, her mother is worried about what happened!</p> <p>9. She goes to her mother and admits it was her. She apologises and promises to never steal from her again.</p> |
| <p>LEARNERS USE THE PLANNING STRATEGY (YOU DO)</p> | <ol style="list-style-type: none"> 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. Who is dishonest? What causes their dishonesty? What is the effect of their dishonesty? 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. Vusi, age 11
2. He is a quiet boy and he does not have friends. His family is poor.
3. His teacher, Mrs Khumalo
4. At his school
5. Vusi is dishonest to his teacher
6. Vusi finds R10 on the floor. When the teacher asks the class if they saw the R10, Vusi does not tell her that he found it.
7. Vusi is dishonest because his family is poor and he never gets money to buy sweets. He is worried that his teacher will take the money away and think that he stole the money.
8. He feels bad. His teacher thinks someone stole the money from her bag.
9. After school he takes the money and gives it back to his teacher. He told her that he found it on the floor and says he will never lie again.

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 | Lyrics | Actions |
| | Tell the truth, do not lie | <i>Wave your index finger to say 'no'</i> |
| | Tell the truth, it will be alright | <i>Give a thumbs up</i> |
| | Tell the truth, it's the right thing to do | <i>Give a thumbs up</i> |
| | Tell the truth, they'll still love you | <i>Hug yourself tightly</i> |
| THEME VOCABULARY | consequence, punishment, steal, harsh, deserve | |
| QUESTION OF THE DAY | | |
| Question | Which kind of dishonesty do you think deserves the harshest consequence? | |
| Graph | 3 COLUMN GRAPH | |
| Options | cheating / lying / stealing | |
| Follow-up questions | | |
| Question | How many learners think cheating deserves the harshest consequence? | |
| Answer | __ learners think cheating deserves the harshest consequence. | |
| Question | How many learners think lying deserves the harshest consequence? | |
| Answer | __ learners think lying deserves the harshest consequence. | |
| Question | How many learners think stealing deserves the harshest consequence? | |
| Answer | __ learners think stealing deserves the harshest consequence. | |
| Question | Which kind of dishonesty do most learners think deserves the harshest consequence? | |
| Answer | Most learners think __ deserves the harshest consequence. | |
| Question | Which kind of dishonesty do fewest learners think deserves the harshest consequence? | |
| Answer | Fewest learners think __ deserves the harshest consequence. | |

| | |
|-----------------------|---|
| Question | Which kind of dishonesty do you think deserves the harshest consequence? |
| Answer | I think cheating deserves the harshest consequence. |
| Answer | I think lying deserves the harshest consequence. |
| Answer | I think cheating deserves the harshest consequence. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

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| 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: Articles (a / an / the) |
|----------------------------|---|
| LSC MODELLING (I DO) | <p>GETTING READY</p> <ul style="list-style-type: none"> <i>In this activity, you will split learners into small groups of 3-4 learners.</i> <i>Each group will need a set of flashcards that say: a / an / the</i> <ol style="list-style-type: none"> 1. Explain that today, we will revise using the articles ‘a’, ‘an’ and ‘the’ with nouns. 2. <u>Explain that we use a / an with general nouns.</u> <ul style="list-style-type: none"> For example: I’m hungry. I want a pizza. Can you see a pizza right now? No? That’s why it’s a pizza. I don’t have a specific pizza in mind. I can’t see it, and you can’t see it. We don’t know which pizza I’m talking about. It could be any pizza. Remind learners that we use ‘a’ with words beginning with a consonant sound (like cake, map, tree) Remind learners that we use ‘an’ with words beginning with a vowel sound (like owl, apple, insect). Remind learners that it is about the sound, not the spelling! For example the word ‘hour’ begins with a vowel sound, even though the first letter is not actually a vowel! 3. <u>We use the with specific nouns.</u> <ul style="list-style-type: none"> For example: <i>[Give a blue pen to one of your learners]</i> Lerato, can you pass me the blue pen? Can everyone see the blue pen? Yes? That’s why it’s the blue pen. I know which pen it is. I can see it, and you can see it. I’m talking about only this one specific pen, and we all know which pen I’m talking about! We use <i>the</i> when there is only one of something. Examples include <i>the sun, the moon, the earth, the board, the teacher’s desk</i> (if there is only one teacher in your classroom), etc... We use <i>the</i> when it’s the second mention of the noun. Even though we still can’t see it, we know which one the speaker is talking about because it has been introduced. For example: I saw a movie last night. The movie was so boring that I fell asleep. 4. Explain that today, we will play a game to practice using the correct articles! 5. For this game, learners will be split into small groups. Each group will have a set of flashcards. 6. Explain that you will say a sentence. Then the group must discuss and decide which article belongs in the sentence. 7. For this game, learners will be split into small groups. Each group will have a set of flashcards. |

| | |
|---|---|
| | <ol style="list-style-type: none"> 8. Explain that you will say a sentence. Then the group must discuss and decide which article belongs in the sentence. 9. Demonstrate an example for learners, like: 10. [Point to the board]. Say: This is __ board! 11. Explain that you will hold up the flashcard for the article you think is correct. 12. Hold up the flashcard: the Explain that there is just one board in the classroom. I am pointing to it and you all know which specific board I am talking about. That is why we use 'the'. |
| <p>LSC Ask learners for help (WE DO)</p> | <ol style="list-style-type: none"> 1. Split learners up into groups of 3-4 learners. 2. Give each small group a set of articles flashcards. 3. Explain that each group must assign one person to be in charge of the flashcard. 4. Ask learners to identify the correct article for the following sentence: 5. I want to eat __ sandwich. 6. Help make sure all the learners hold up a flashcard for the article 'a' 7. <i>Explain that we use 'a' here because we can't see the sandwich – it is not a specific sandwich!</i> 8. Make sure all the learners know the instructions for the game. |
| <p>LSC Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Go through the following sentences. Give learners time to discuss in their groups and decide on the flashcard. 2. Look around at all the flashcards. Help correct any mistakes the learners make as you go! 3. [Hold up a book for learners to see] Can you see __ book? (<i>We use 'the' here because you can see the book I am talking about! It is a specific book.</i>) 4. I will buy __ dog for my children. (<i>We use 'a' here because you don't know which dog I want to buy! We would use the only if I was pointing to a specific dog, or showing you a picture of the exact dog I want to buy.</i>) 5. I must go speak to __ Principal. (<i>We use 'the' because there is one principal in our school. We are talking about a specific person.</i>) 6. I want to play with __ friend. (<i>We use 'a' because you do not know which friend I want to play with, and I have more than one friend.</i>) 7. She has __ computer at home. (<i>We use 'a' because there are lots of computers. She has one, general computer and we don't know which one.</i>) |

| | | |
|--------------|---|--|
| | 8. <i>[Call up a learner to the front of the room. Point to a desk.] He / she must sit in ___ desk. (We use the, because I have pointed to a specific desk. We all know the desk the learner must sit in.)</i> | |
| TOPIC | Write a story about a character who does something dishonest! | |
| PLANS | Before class begins, rewrite the planning frames on the board: | |
| | <p><u>My story</u></p> <ol style="list-style-type: none"> Who is the main character? What do we need to know about this character? Who are the other characters in the story? What is the setting of the story? (Where does the story happen?) Who is dishonest in the story? To whom? What does the character do that is dishonest? Why is the character dishonest? (What is the problem?) What happens as a result of the dishonesty? How is this person honest in the end? (How is the problem fixed?) | <p><u>My story</u></p> <ol style="list-style-type: none"> Maria, age 11 She is usually a very kind and honest person. She loves sweets. Her family does not have very much money. Her mother. At their house. They live in Mthatha. Maria is dishonest to her mother. First, she steals the sweets her mother has bought from the cupboard. Then, when her mother asks she lies. She blames her little brother. She is dishonest because she really loves the sweets! She took them to eat, but then she feels very badly about it. She feels badly that she didn't share with her mother. She also knows her mother will be angry and she is worried about being punished. She feels bad, her mother searches for the sweets, her mother is worried about what happened! She goes to her mother and admits it was her. She apologises and promises to never steal from her again. |

| | |
|---------------|--|
| WRITING FRAME | <ol style="list-style-type: none"> 1. Next, tell learners that they must turn each point in their plan into a sentence. 2. They must also arrange the sentences into three paragraphs. 3. They can use the sentence starters under each heading for help writing their paragraphs. They will need to add more sentences as well. 4. Write the following frame on the chalkboard, and explain it to learners: <p style="margin-left: 40px;">Paragraph One: Beginning This paragraph tells us about the characters, the setting, and what background knowledge we need to have about the characters. Points 1-4</p> <p style="margin-left: 40px;">Paragraph Two and Three: Middle <i>This is when we learn that there is some kind of problem. We learn about the problem. We see the problem get worse and worse, until finally it reaches the worst point!</i> Points 5-8</p> <p style="margin-left: 40px;">Paragraph Four: Ending <i>This is about how the problem is resolved, or fixed.</i> Point 9</p> |
| DRAFT | <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write story using the frame. 4. Instruct learners to write the date and heading: Story: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more sentences or details if they have time. 8. Remind learners of the strategies they can use to help them. 9. As learners write, walk around the classroom and help learners who are struggling. |
| HOMEWORK | Learners must complete the draft. |

Story: Draft.

Vusi is 11 years old. He is a quiet boy and he does not have any friends. The other children all ways teez him because his clothes are old. His family is very poor.

One day at school he found a R10 note on the floor. He was so excited because he never gets money to buy sweets. He saw his teacher Mrs Khumalo looked worried. She asked the class if they had seen a R10 note. Vusi did not tell Mrs Khumalo that he had found the money. Vusi was scared and he worried that his teacher will take the money away and punish him for stealing. His teacher was searching every where and she was getting worried that someone had stolen the money from her bag. Vusi felt bad because he loved Mrs Khumalo.

After school Vusi took the money to Mrs Khumalo. He told her that he found it on the floor and he promised never to lie again.

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 | Lyrics | Actions |
| | Tell the truth, do not lie | <i>Wave your index finger to say 'no'</i> |
| | Tell the truth, it will be alright | <i>Give a thumbs up</i> |
| | Tell the truth, it's the right thing to do | <i>Give a thumbs up</i> |
| | Tell the truth, they'll still love you | <i>Hug yourself tightly</i> |
| THEME VOCABULARY | mature, courage, benefit, reliable, attract | |
| QUESTION OF THE DAY | | |
| Question | What do you think is the biggest benefit of being an honest person? | |
| Graph | 4 COLUMN GRAPH | |
| Options | Being honest attracts other honest people to you / Being honest makes it easy for others to trust you / Being honest shows you are mature / Being honest shows you have courage | |
| Follow-up questions | | |
| Question | How many learners think the biggest benefit is that being honest attracts other honest people to you? | |
| Answer | ___ learners think the biggest benefit is that being honest attracts other honest people to you. | |
| Question | How many learners think the biggest benefit is that being honest makes it easy for others to trust you? | |
| Answer | ___ learners think the biggest benefit is that being honest makes it easy for others to trust you. | |
| Question | How many learners think the biggest benefit is that being honest shows you are mature? | |
| Answer | ___ learners think the biggest benefit is that being honest shows you are mature. | |
| Question | How many learners think the biggest benefit is that being honest shows you have courage? | |
| Answer | ___ learners think the biggest benefit is that being honest shows you have courage. | |

| | |
|-----------------------|---|
| Question | What do most learners think is the biggest benefit of being an honest person? |
| Answer | Most learners think the biggest benefit is that ___. |
| Question | What do fewest learners think is the biggest benefit of being honest? |
| Answer | Fewest learners think the biggest benefit is that ___. |
| Question | What do you think is the biggest benefit of being an honest person? |
| Answer | I think the biggest benefit is that being honest attracts other honest people to you. |
| Answer | I think the biggest benefit is that being honest makes it easy for others to trust you. |
| Answer | I think the biggest benefit is that being honest shows you are mature. |
| Answer | I think the biggest benefit is that being honest shows you have courage. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

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

GROUP GUIDED READING

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.

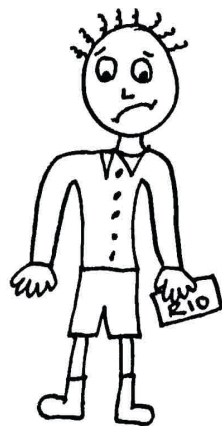
| WEEK 6: FRIDAY / DAY 5: EDITING AND PUBLISHING | |
|---|---|
| EDITING CHECKLIST <i>(Write this on the board before class begins)</i> | <ol style="list-style-type: none"> 1. Does my story have at least 3 paragraphs? 2. Does my story describe the character and setting? 3. Does my story include a character who is dishonest? 4. Does my story include a problem and a resolution (the problem being fixed)? 5. Did I spell all words correctly? 6. Does each sentence begin with a capital letter? 7. Does each sentence end with proper punctuation? 8. Do my sentences have proper subject-verb agreement (concord)? |
| EDIT | <ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to change words if it will help their story sound more interesting. 7. Explain that learners may begin to publish when they are finished editing. |
| PUBLISH | <ol style="list-style-type: none"> 1. Explain that in the final draft, learners must give their stories a title. 2. Instruct learners to rewrite their story, correcting any mistakes. 3. Instruct learners to rewrite the story correctly, under their chosen title. 4. Tell learners that they may illustrate their story by drawing a picture with a caption, but it is not a requirement. 5. Collect all the learners' published stories. |
| HOMEWORK | Learners must complete final draft. |

Vusi tells the truth

Vusi is 11 years old. He is a quiet boy and he does not have any friends. His family is very poor and the other children always tease him because his clothes are old.

One day at school he found a R10 note on the floor. He was so excited because he never got money to buy sweets. He saw his teacher Mrs Khumalo looked worried. She asked the class if they had seen a R10 note. Vusi did not tell Mrs Khumalo that he had found the money. Vusi was worried that Mrs Khumalo would take the money away and punish him for stealing. Mrs Khumalo searched everywhere and she worried that someone had stolen the money from her bag. Vusi felt bad because he loved Mrs Khumalo.

After school Vusi took the money to Mrs Khumalo. He told her that he had found it on the floor. He promised to never lie again.



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

GRADE 6 - TERM 3

WEEK 7

THEME: GAMES AND ACTIVITIES

"Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose-it teaches you about life."

- Billie Jean King

| TERM 3: WEEK 7 | |
|------------------------|---|
| OVERVIEW | |
| THEME | Games and activities |
| THEME VOCABULARY | instructions, column, row, divide, label, step-by-step, materials, attach, kite, clear (like giving a clear and easy to follow instruction) |
| LSC | Present perfect tense |
| COMPREHENSION STRATEGY | I wonder... Make evaluations |
| WRITING GENRE | Newspaper article from a summary (plan) |
| WRITING TOPIC | A big survey has just come out about how much physical activity children around the world get. You are a reporter who must write an interesting article about the data that the survey found. |
| CLASSROOM PREPARATION | <ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: a set of instructions from a game, 5. Try to find some pictures of different games, or bring different games to display in your classroom. 6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners. |

| WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES | | |
|---|---|--|
| INTRODUCE THE THEME | | |
| PICTURE | <ol style="list-style-type: none"> 1. Tell learners to turn to DBE Workbook 1 page 58 2. Instruct learners to look at the title, headings and pictures in the text. | |
| INTRODUCE THE THEME | <ol style="list-style-type: none"> 1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart. | |
| SONG / RHYME | Lyrics | Actions |
| | Play a game or fly a kite | <i>Pretend to fly a kite</i> |
| | Things to do at day or night | <i>Hold up one hand, then the other hand</i> |
| | General Knowledge is such fun | <i>Smile and nod your head</i> |
| | Even if I have not won! | <i>High five a friend</i> |
| THEME VOCABULARY | instructions, column, row, divide, label | |
| QUESTION OF THE DAY | | |
| Question | How do you like learning to play new games? | |
| Graph | 3 COLUMN GRAPH | |
| Options | I like to read the instructions / I like it when someone explains the instructions / I like to watch and learn | |
| Follow-up questions | | |
| Question | How many learners like to read the instructions? | |
| Answer | __ learners like to read the instructions. | |
| Question | How many learners like it when someone explains the instructions? | |
| Answer | __ learners like it when someone explains the instructions. | |
| Question | How many learners like to watch and learn? | |
| Answer | __ learners like to watch and learn. | |
| Question | How do most learners like learning to play new games? | |
| Answer | Most learners like __. | |

| | |
|-----------------------|---|
| Question | How do fewest learners like learning to play new games? |
| Answer | Fewest learners like ___. |
| Question | How do you like learning to play new games? |
| Answer | I like to read the instructions. |
| Answer | I like it when someone explains the instructions. |
| Answer | I like to watch and learn. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 7: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. 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: Games and activities
4. This week, learners will listen to **a procedural text: How to prepare for the game**
General Knowledge!

1. Explain that today, learners will listen to a procedural text. They will then follow the instructions of the text!
2. **Learners must not talk to each other and must try to do this by themselves.**
3. **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.
4. **Hand out two pieces of A4 papers to learners.**
5. **Instruct learners to take out a pen or pencil.**
6. Explain that now, you will read the text and learners must listen and **FOLLOW** the instructions.
7. **SECOND READ:** Read the text out loud to learners. As you read, learners must do what the instructions tell them to do!
8. **THIRD READ:** If needed, you may read the text again for learners to check their work.
9. At the end of the activity, collect learners' papers to see how well they listened and followed the instructions.

LISTENING TEXT

General knowledge is a fun and simple game that you can play with two or more players.

What you will need:

- Each player must have two pieces of A4 paper
- Each player must have a pencil or pen

Getting ready:

1. First, make your 'Column Page':
 - a. Turn your piece of paper sideways (landscape)
 - b. Divide your paper into five columns – draw lines to make the columns
 - c. Draw a row across the top of the page for headings
 - d. Label the first column 'Boys' Names'
 - e. Label the second column 'Girls' Names'
 - f. Label the third column 'Foods'
 - g. Label the fourth column 'Animals'
 - h. Label the fifth column 'Total'
2. Next, make your 'Letter Page':
 - a. Divide the spare piece of paper into 4 rows and 7 columns.
 - b. Then, write one letter of the alphabet in each block.
 - c. Write the letters in any order – fill in a letter into any block you like.
 - d. You should have 2 empty blocks on the page.
3. Now you are ready to play!

Your learners' papers should look like this:

COLUMN PAGE

| Boys' Names | Girls' Names | Foods | Animals | Total |
|-------------|--------------|-------|---------|-------|
| | | | | |

| LETTER PAGE | | | | | | |
|-------------|---|---|---|---|---|---|
| a | t | u | h | v | c | o |
| k | l | b | | w | n | g |
| e | r | p | i | d | z | |
| s | x | q | j | y | f | m |

WEEK 7: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, allow learners to play the game: General Knowledge.
2. Remember, they prepared for the game in the LISTENING LESSON on Monday.

SMALL GROUP DISCUSSION

1. Instruct learners to break into their small groups (4 learners).
2. Each learner must have their COLUMN PAGE and a pen.
3. The group only needs one LETTER PAGE.
4. Play as follows:
 - a. Learner 1 chooses a letter from the LETTER PAGE and crosses it out.
 - b. Every learner must then fill in a word for each column on the COLUMNS PAGE.
 - c. For example, if the learner chose the letter 'A', she could write:

| Boy's Names | Girl's Names | Foods | Animals | Total |
|-------------|--------------|-------|----------|-------|
| Andile | Anne | Apple | Antelope | |
| | | | | |
| | | | | |

- d. As soon as the first person is finished, they say: TIME UP!
- e. Everyone must then stop and they score as follows:
 - If you didn't write anything in the column, you get 0
 - If someone else wrote the same word as you, you get 5
 - If no-one else wrote the same word as you, you get 10
- f. Fill in your scores as follows:

| Boy's Names | Girl's Names | Foods | Animals | Total |
|-------------|--------------|---------|-------------|-------|
| Andile 5 | Anne 5 | Apple 5 | Antelope 10 | 25 |
| | | | | |
| | | | | |

- g. Then, the next learner chooses a letter and crosses it out, and the next round begins.
- h. At the end, learners add up all their scores to see who wins.

WEEK 7: TUESDAY / DAY 2: PHONICS REVIEW

| | |
|----------|---|
| Sounds | /wh/ /u-e/ /oo/ |
| Activity | <ol style="list-style-type: none"> Write the following sounds on the chalkboard: wh, /u-e/ (long U) and oo Say the sounds and instruct learners to repeat the sounds. Do this three times. Explain that with this sound (u-e) the two letters are not written together in the word, but that they make one sound (long U). Explain that the /oo/ sound can be said two ways. <ul style="list-style-type: none"> It has a short sound, as in book. It has a long sound, as in pool. Write the following words on the chalkboard and sound each word out as follows: <ol style="list-style-type: none"> /wh/ - /i/ - /m/ = whim /c/ - /u-e/ - /b/ = cube /l/ - /oo/ - /k/ = look (short sound) /c/ - /oo/ - /l/ = cool (long sound) Ask learners to sound out and read each word after you. |

| | | | | | | | | | | | | | |
|-----------|---|----|-------|---|---|---|---|---|----|---|-------|---|---|
| Word find | <p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="613 1119 1070 1394"> <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>MODEL</p> <ol style="list-style-type: none"> Review all of the sounds on the chalkboard. Tell learners to copy the table into their books. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. Show learners how to build one or two words, like: what or cute Possible words (this is not a complete list): when, what, while, pool, tool, noon, look, took, cute, tune, puke, pet, pan, etc. | 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 | | | | | | | | | | | |

| WEEK 7: TUESDAY / DAY 2: PRE-READING | |
|--|---|
| TITLE | <i>Go and fly a kite</i> |
| DBE WORKBOOK 2, PAGE | 58 |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | Predict |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story. |
| PRE-READING ACTIVITY | |
| <ol style="list-style-type: none"> 1. 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: <i>Go and fly a kite</i> 5. Remind learners that a verb is an action word. Explains sometimes verbs are written in a way to tell us what to do / give us instructions. 6. Instruct the learners to scan the text for the verbs in the text. Instruct them to underline the verbs. 7. Give learners 1 minute to scan the text. 8. Ask learners: What kind of verbs did you find in the text? What do these verbs help us understand about the text? 9. Explain that these words tell us the actions we must complete to carry out this task. A procedural text is all about that! 10. Instruct learners to think about the pictures, title and the underlined words in the text. 11. Ask learners predictive questions: <ol style="list-style-type: none"> a. What do you think this will teach you how to do? Why? (What evidence do you have?) b. Who do you think this text might have been written for? c. Do you think you will enjoy reading this text? Why or why not? 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. | |

| WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES | | |
|--|---|--|
| SONG / RHYME | Lyrics | Actions |
| | Play a game or fly a kite | <i>Pretend to fly a kite</i> |
| | Things to do at day or night | <i>Hold up one hand, then the other hand</i> |
| | General Knowledge is such fun | <i>Smile and nod your head</i> |
| | Even if I have not won! | <i>High five a friend</i> |
| THEME VOCABULARY | step-by-step, materials, attach, kite, clear (like giving a clear and easy to follow instruction) | |
| QUESTION OF THE DAY | | |
| Question | How do you feel about following instructions to make a kite? | |
| Graph | 2 COLUMN GRAPH | |
| Options | I think it will be clear and easy. / I think it will be confusing and difficult. | |
| Follow-up questions | | |
| Question | How many learners think it will be clear and easy? | |
| Answer | ___ learners think it will be clear and easy. | |
| Question | How many learners think it will be confusing and difficult. | |
| Answer | ___ learners think it will be confusing and difficult. | |
| Question | How do more learners feel about following instructions to make a kite? | |
| Answer | More learners feel ___. | |
| Question | How do fewer learners feel about following instructions to make a kite? | |
| Answer | Fewer learners feel ___. | |
| Question | How do you feel about following instructions to make a kite? | |
| Answer | I think it will be clear and easy. | |
| Answer | I think it will be confusing and difficult. | |

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

| WEEK 7: WEDNESDAY / DAY 3: FIRST READ | |
|--|--|
| TITLE | <i>Go fly a kite</i> |
| DBE WORKBOOK 2, PAGE | 58 |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | I wonder... Make evaluations |
| PURPOSE | <p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</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> |
| <ol style="list-style-type: none"> 1. Hand out the DBE workbooks. 2. Instruct learners to turn to the text on page 58. 3. Allow learners a few minutes to try and read the text on their own, in silence. 4. Explain that you will read the text to learners. They must follow along as you read. 5. Read the text with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column. | |

| Text | Think Aloud: First Read |
|--|--|
| <p>You need:</p> <ul style="list-style-type: none"> • A large plastic bin bag • Two wooden dowels or thinly cut bamboo sticks (one should be 60cm long, the other 50 cm long) • Scissors • Thin fishing line • Ruler • Plastic bag ties • Clear sticky tape • Streamers and permanent markers for additional decoration | <p>I wonder why this list is here? I think that if I do not have all of these materials, I will not be able to complete the steps below.</p> |
| <p>Instructions</p> <p>1. Cut open a dustbin bag to form a flat plastic sheet.</p> | <p>I wonder which materials I need for this step? Oh! I need dustbin bag and scissors to cut!</p> |
| <p>2. Measure 15 cm down on the long stick at the mark. Place the short stick at the mark and form a “T” or a cross shape. Tie the sticks together using string and/or the plastic bag ties. This is the kite frame.</p> | <p>I wonder which materials I need now? Oh! I need my wooden sticks, a ruler to measure 15 cm, and a marker to make a mark! Then I will need string or plastic bag ties to tie my sticks together.</p> |
| <p>3. Put the sticks down on the plastic bag and use your ruler to draw a line around the frame from the top stick to the side and then down to the bottom point. Use your ruler to continue the outline on the side of the T- shape. It should look like a diamond. Cut the plastic 5cm wider than your diamond pattern.</p> | <p>I see that to complete this step, I need the plastic sheet and the kite frame I have made! I wonder if I will ever attach them together?</p> |
| <p>4. Tie the fishing line at the top of the kite frame at A and then pull it tightly from A to B to C to D. Then tie another piece of string from B to D, pulling it so that the kite frame curves inwards.</p> | <p>I wonder why there are the bold letter A, B, C and D here? Oh! I see the diagram of the kite (page 59). I see the same letters on each point of the kite. The letters here must match the letters there!</p> |
| <p>5. Lay the frame on the plastic diamond shape and fold the edges over the stick frame and tape it down.</p> | <p>Now everything I have made is coming all together – I am finally attaching everything using tape!</p> |
| <p>6. Turn the kite over and decorate it using your markers.</p> | <p>I wonder how I should decorate my kite? I make the judgement that I can decorate it any way I like!</p> |

| | |
|--|--|
| 7. Cut a piece of string 50 cm long. Poke holes in the top (20 cm from A) and bottom (20 cm from C) of the kite and tie the string in a knot in the top and bottom holes. Then tie on the rest of your string to the middle of the string. | I wonder why I do this? It is not clear to me which part of the kite I am making here? |
| 8. Tape the streamers to the bottom of the kite at A to make a tail for the kite. | I make the evaluation that there is no specific length the tail must be as the instructions just say 'tape the streamers'. |
| 9. Hold the kite up and run against the wind holding tightly onto the kite string. Keep your kite away from power lines and trees. | I wonder why this step doesn't have a number? Oh! It must be because this isn't about making the kite – the kite is already made! |
| Follow up questions | Responses |
| What materials do you need to make the kite <i>frame</i> ? | Sticks, a marker, a ruler, and string or plastic bag ties. |
| When must you use the plastic bag ties? | When you attach the two sticks together, in step 2. |
| Why question | Possible response |
| Would you like to use these instructions to make a kite of your own? Why or why not? | <p><i>This is an opinion / evaluation question. Learners may say yes or no – there is no right or wrong answer. They must give a reason for their opinion, like:</i></p> <ul style="list-style-type: none"> • Yes, I would like to use these instructions to make a kite, because then I would have a new toy to play with. • No, I would not like to make this kite because I don't think flying a kite looks like fun. |
| Introduce the LSC in context | |
| <ol style="list-style-type: none"> 1. Explain to learners that this cycle, they will be learning about: Present perfect tense 2. Point out the following example of this: <i>'I have learned how to make a kite.'</i> 3. Introduce this LSC as follows: <i>We use the present perfect tense to talk about actions that started in the past but are connected to the present. For example, when we say 'I have learned how to make a kite,' we are using the present perfect tense to show a finished action that began sometime in the past.</i> | |

| WEEK 7: THURSDAY / DAY 4: SECOND READ | |
|---|--|
| TITLE | <i>Go fly a kite</i> |
| DBE WORKBOOK 2, PAGE | 58 |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | I wonder... Make evaluations |
| PURPOSE | <p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</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> |
| <ol style="list-style-type: none"> Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> <i>What must you do after taping the sticks to the plastic sheet?</i> <i>Why are the letters A, B, C, D used in the text (capitalized and in bold)?</i> <i>Do you think these instructions are clear and easy to follow? Why or why not?</i> Read the follow-up questions out loud to learners. Hand out the DBE workbooks. Instruct learners to turn to the text on page 58. Explain that you will read the text to learners. They must follow along with the text as you read. Read the text with fluency and expression to learners. Read the Text first, and then say the comment in the Second Read column. Next, instruct learners to turn and talk with a partner. Instruct learners to take turns reading the text to each other. Tell learners to orally discuss the follow-up questions together. | |
| Text | Think Aloud: Second Read |
| <p>You need:</p> <ul style="list-style-type: none"> A large plastic bin bag Two wooden dowels or thinly cut bamboo sticks (one should be 60cm long, the other 50 cm long) | <p>This list helps make the directions clear and easy to follow. It tells me exactly what I will need before I begin!</p> |

| | |
|---|--|
| <ul style="list-style-type: none"> • Scissors • Thin fishing line • Ruler • Plastic bag ties • Clear sticky tape • Streamers and permanent markers for additional decoration | |
| <p>Instructions</p> <p>1. Cut open a dustbin bag to form a flat plastic sheet.</p> | I make the evaluation that this is a very clear, and easy to understand step! |
| <p>2. Measure 15 cm down on the long stick at the mark. Place the short stick at the mark and form a “T” or a cross shape. Tie the sticks together using string and/or the plastic bag ties. This is the kite frame.</p> | A procedural text is meant to break things down for me, step by step. When I evaluate this step, I see that there are two separate things happening here: measuring and then tying. I make the evaluation that this should actually be two separate steps. |
| <p>3. Put the sticks down on the plastic bag and use your ruler to draw a line around the frame from the top stick to the side and then down to the bottom point. Use your ruler to continue the outline on the side of the T- shape. It should look like a diamond. Cut the plastic 5cm wider than your diamond pattern.</p> | When I evaluate this step, I see that there are two separate things happening here: outlining and then cutting. I make the evaluation that this should actually be two separate steps. |
| <p>4. Tie the fishing line at the top of the kite frame at A and then pull it tightly from A to B to C to D. Then tie another piece of string from B to D, pulling it so that the kite frame curves inwards.</p> | I make the evaluation that using a diagram with letters can help make the instructions clearer for the readers. The picture with letters (diagram) makes this step easy to follow! |
| <p>5. Lay the frame on the plastic diamond shape and fold the edges over the stick frame and tape it down.</p> | I make the evaluation that this is a very simple and clear step. |
| <p>6. Turn the kite over and decorate it using your markers.</p> | I make the evaluation that this is a very simple and clear step. |
| <p>7. Cut a piece of string 50 cm long. Poke holes in the top (20 cm from A) and bottom (20 cm from C) of the kite and tie the string in a knot in the top and bottom holes. Then tie on the rest of your string to the middle of the string.</p> | When I evaluate this step, I see that there are two separate things happening here: cutting and then tying. I make the evaluation that this should actually be two separate steps. |

| | |
|--|---|
| 8. Tape the streamers to the bottom of the kite at A to make a tail for the kite. | I make the evaluation that there is no specific length the tail must be as the instructions just say ‘tape the streamers’. |
| 9. Hold the kite up and run against the wind holding tightly onto the kite string. Keep your kite away from power lines and trees. | I make the evaluation that making your kite isn’t too difficult, if you have all the things you need! |
| Follow up questions | Responses |
| What must you do after taping the sticks to the plastic sheet? | You must turn the kite over and decorate it. |
| Why are the letters A, B, C, D used in the text (capitalized and in bold)? | Because they are the letters from the diagram / picture. |
| Why question | Possible response |
| Do you think these instructions are clear and easy to follow? Why or why not? | <p><i>This is an opinion / evaluation question. Learners may say yes or no – there is no right or wrong answer. They must give a reason for their opinion, like:</i></p> <ul style="list-style-type: none"> • Yes, I think these instructions are simple and easy to follow, because they tell me everything I need to do. • I think these instructions could be broken down into smaller steps. Therefore, I think the steps could be clearer! • No, I feel confused after reading these steps. I don’t think it is easy to follow them to actually make a kite. |
| <p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. | |

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

**Modelling
(I DO)**

1. Explain that this week, we have been working on **making evaluations**. This week we have been evaluating a procedural text. Procedural texts are meant to be very clear and easy to follow.
2. Explain that when we make an **evaluation**, we make a judgement about the text. Today we will practice making evaluations about how clear and easy to follow the text is. We will come up with ideas for improving the text!
3. Hand out the DBE workbooks to learners.
4. Instruct learners to open to: **page 58**
5. Read out loud while learners follow along: **(Step 2)**
Measure 15 cm down on the long stick at the mark. Place the short stick at the mark and form a "T" or a cross shape. Tie the sticks together using string and/or the plastic bag ties. This is the kite frame.
6. Explain that you will make an **evaluation** about how clear and easy to follow this step is. Then you will think about how the step could be improved, to be clearer and easier to follow.
7. Model how to make an evaluation about how clear the step is, like:
 - a. I see that there are two separate things happening here: measuring and then tying. I make the **evaluation** that this should actually be two separate steps.
8. Model how to make a suggestion for improving the text, like:
 - b. The step could be split like this:
 1. *Measure 15 cm down on the long stick at the mark. Place the short stick at the mark and form a "T" or a cross shape.*
 2. *Tie the sticks together using string and/or the plastic bag ties. This is the kite frame.*

**Work with
learners
(WE DO)**

1. Explain that now, we will make an evaluation together to practice. We will think about the next step.
2. Read out loud while learners follow along: **(Step 3)** *Put the sticks down on the plastic bag and use your ruler to draw a line around the frame from the top stick to the side and then down to the bottom point. Use your ruler to continue the outline on the side of the T-shape. It should look like a diamond. Cut the plastic 5cm wider than your diamond pattern.*
3. **Ask learners:** Do you think this text is clear and easy to follow? Why or why not?
4. Listen to learners' ideas, like:
 - a. *This step confuses me because I don't know if I am meant to use the plastic sheet from step 1 or if I am meant to use a new plastic bag.*
 - b. *This step isn't that clear because I don't know if I am supposed to use the ruler to just draw, or if I am meant to measure something.*
 - c. *This step includes drawing and cutting. I think it actually is two steps!*
5. **Ask learners:** How do you think we could improve this step to make it clearer or easier to follow?
6. Listen to learners' ideas, like:
 - a. I think the words 'plastic bag' should be changed to 'plastic sheet'.
 - b. I think that a diagram would make it more clear what I must do.
 - c. I think the step should be split into two:
 1. *Put the sticks down on the plastic bag and use your ruler to draw a line around the frame from the top stick to the side and then down to the bottom point. Use your ruler to continue the outline on the side of the T-shape. It should look like a diamond.*
 2. *Cut the plastic 5cm wider than your diamond pattern.*

| | |
|--------------------------------------|---|
| <p>Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Explain that now, learners will make their own evaluation about the text. 2. Read out loud while learners follow along: (Step 7) <i>Cut a piece of string 50 cm long. Poke holes in the top (20 cm from A) and bottom (20 cm from C) of the kite and tie the string in a knot in the top and bottom holes. Then tie on the rest of your string to the middle of the string.</i> 3. Ask learners: What evaluation can you make about how clear or easy to follow this step is? 4. Ask learners: How do you think this step could be improved to be clearer or easier to follow? 5. Instruct learners to turn and talk and discuss this with a partners. 6. After 3-5 minutes, call learners back together. 7. Call on a few learners to share their evaluations. Discuss the evaluations that learners make, like: <ol style="list-style-type: none"> a. I think this step is very confusing. I don't know if the string is meant to be in the front of the kite or in the back of the kite. b. I don't know what they mean by 'the rest of my string'. c. I don't know what the purpose of this is / what part of the kite this is. Maybe if they explained that, it would be clearer! d. Perhaps if there was a picture or diagram included, that would help me know exactly what I was supposed to do. |
| <p>NOTES</p> | <ol style="list-style-type: none"> 1. Look at the notes below. If your learners have not copied these into their exercise books, they should do so now. <u>Make evaluations</u> Form opinions based on what is happening in the text. I must: <ul style="list-style-type: none"> • Think about what a character does or says. • Decide what I think about this! Develop an opinion. • Think about the text as I go and look for evidence that my judgement is correct (or incorrect!) 2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do). |

| WEEK 7: FRIDAY / DAY 5: POST-READING | |
|--|--|
| TITLE | <i>Go and fly a kite</i> |
| DBE WORKBOOK 1, PAGE | 58 |
| ACTIVITY | ORAL RECOUNT |
| COMPREHENSION STRATEGY | Summarise Make evaluations |
| 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"> 1. Explain that today we will be summarising the main point/s of the text. <i>This means that we will think about the most important parts of the text.</i> 2. Explain that we will also be making an evaluation about the text. <i>This means we will be making a judgement about the text.</i> 3. Ask learners: How can you tell a friend about the text in 3-5 sentences? <i>Explain that this is their summary.</i> 4. Instruct learners to use the frame to answer the question: This text is about... I think this text was written to... One thing I liked about this text was... One thing I didn't like about this text was... I think this text is / isn't useful to me 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. | |

Come up with a class summary, like: **This text is about** *how to build your own kite*. **I think this text was written to** *give me step-by-step instructions so that I can learn how to make a kite at home or at school*. **One thing I liked about this text was** *that it teaches me to make a kite*. **One thing I didn't like about this text was** *that it only included one picture. I think it could have been clearer with more pictures*. **I think this text is useful to me because** *I want to try to fly a kite of my own!*

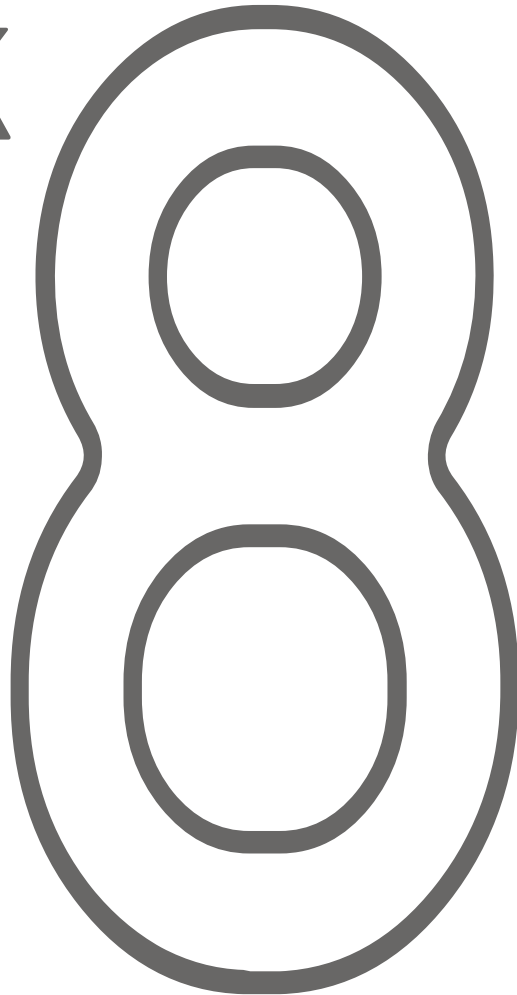
| WEEK 7: FRIDAY / DAY 5: TEACH THE GENRE | | | |
|--|--|--|--|
| TEXT TYPE | PURPOSE | TEXT STRUCTURE | LANGUAGE FEATURES |
| NEWSPAPER ARTICLE / FACTUAL RECOUNT | To inform, educate, enlighten and entertain the public | <ul style="list-style-type: none"> • State facts briefly but accurately. • Strive to communicate the essence without losing the reader. • Summarise accurately, without slanting the truth. • Give a succinct title and add a clear sub-title. • Start with the most important facts: the who, what, how, when, where, why, and to what degree. | <ul style="list-style-type: none"> • Clear and concise language • Written in 3rd person. • Can use an active or passive voice, depending on the focus and which is more engaging for the reader. • Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic. |
| INTRODUCE THE GENRE | <ol style="list-style-type: none"> 1. Explain that this cycle, learners will write an information text: a newspaper article. 2. A newspaper informs (tells) people of something important that has happened. It gives them the most important information they need to learn about the event. 3. Explain that we learn about <i>who, what, when, where, why</i>, and <i>how</i> the event happened in the first paragraph of the article. 4. Explain that a newspaper article has some special features that we might not have in other types of writing. | | |
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| | <p>5. Explain these features:</p> <ol style="list-style-type: none"> Title: A short statement that grabs the reader’s attention. Full sentences are not necessary. Sub-title: Also known as a Lead. Tells the reader what the article is about and appears directly below the headline. Byline: ‘By....’ (the name of the writer of the article). <p>6. Show learners an example of how this might look. Write the following example on the board:</p> <p style="text-align: center;">Indigenous Games Festival <small>[centered]</small></p> <p style="text-align: center;"><i>How one school won six trophies!</i> <small>[centered]</small></p> <p style="text-align: center;"><small>[leave a line open]</small></p> <p style="text-align: right;"><i>By Nthabiseng Lehoko</i> <small>[right]</small></p> |
| <p>READ THE SAMPLE TEXT</p> | <p style="text-align: center;">Indigenous Games Festival</p> <p style="text-align: center;"><i>How one school won six trophies!</i></p> <p style="text-align: right;"><i>By Nthabiseng Lehoko</i></p> <p><i>South Africa’s annual indigenous games festival was met with plenty of excitement from learners and schools around the country. The festival celebrates South Africa’s varied indigenous games with over 2800 participants. This year’s festival, which took place in Pretoria on the 18th March was very competitive. One school in particular, stood out above the crowd.</i></p> <p><i>Seshego Primary School and its learners excelled in 6 of 9 disciplines- Kgati, Morabaraba, Ncuva, Khokho, Dibeke and Diketo. When asked how they managed to achieve such remarkable results and lift six trophies, the school principal, Mr Alfred Ngwenya replied, “We really do our best to encourage our learners to play indigenous games. Every afternoon at our school, our learners play against each other. Different teams compete and we have our own tournament that awards them prizes.”</i></p> |
| <p>DISCUSS</p> | <ol style="list-style-type: none"> 1. What does this article give us information about? 2. Where do you find out what the article is about? 3. Where do you find out when this happened? 4. Where do you find out where this happened? 5. How do we know that this is a newspaper article? |

| | |
|-------|---|
| NOTES | <p>1. Look at the notes below. If your learners have not copied these into their exercise books, they should do so now.</p> <p><u>Newspaper Article</u></p> <ol style="list-style-type: none">1. Write about who, <i>what, when, where, why</i>, and how in the first paragraph.2. Must have these features:<ol style="list-style-type: none">a. Title: A short statement that grabs the reader's attention. Does not need to be a full sentence.b. Sub-title: Also known as a <u>Lead</u>. Tells the reader what the article is about and appears directly below the headline. Does not need to be a full sentence.c. Byline: 'By....' (the name of the writer of the article).3. Includes some quotations. |
|-------|---|

GRADE 6 - TERM 3

WEEK



THEME:
GAME AND ACTIVITIES

"Talent wins games, but teamwork and intelligence win championships."
– Michael Jordan

TERM 3: WEEK 8

OVERVIEW

| | |
|------------------------|---|
| THEME | Games and activities |
| THEME VOCABULARY | instructions, column, row, divide, label, step-by-step, materials, attach, kite, clear, survey, conduct, data, physical activity, exercise, lucky, round, score, total, points |
| LSC | Present perfect tense |
| COMPREHENSION STRATEGY | I wonder... Make evaluations |
| WRITING GENRE | Newspaper article using a summary (plan) |
| WRITING TOPIC | A big survey has just come out about how much physical activity children around the world get. You are a reporter who must write an interesting article about the data that the survey found. |

| WEEK 8: MONDAY / DAY 1: PLANNING | |
|------------------------------------|---|
| TOPIC | A big survey has just come out about how much physical activity children around the world get. You are a reporter who must write an interesting article about the data that the survey found. |
| GENRE | Newspaper article using a summary (plan) |
| PLANNING STRATEGY | Write a list |
| MODEL THE PLANNING STRATEGY (I DO) | <ol style="list-style-type: none"> 1. Introduce the writing topic. <ol style="list-style-type: none"> a. Hand out the Independent Reading Worksheets. b. Tell learners that they are going to do things a little differently this week. They are going to read some graphs that come from a recent survey about how much physical activity children get around the world. Then, they will write an interesting article using the data / information they have read about. c. Show learners the graph, which is Activity 3: Visual Text in their reading worksheet. Explain that learners will need to include some information from this graph in their article. d. Explain that the learners must make up any information they need which is not written. 2. Show learners that you think before you write. 3. Orally, explain some ideas you have for your newspaper article, like: <p><i>Explain that as a reporter, I must decide which of the information is the most interesting or important for my article. I think I will write about the information in the survey I think is the most surprising! I think this is the information people would want to read about most!</i></p> 4. Have the planning frame written on one side of the chalkboard. 5. Show learners how you make a list by answering the questions. 6. Complete the plan on the other side of the chalkboard. 7. When you reach Question 11, remind learners that we just revised direct speech. Model writing the quotation, remind learners that: <ol style="list-style-type: none"> a. The quotation marks go around what the person says. b. A tag (like: the child said) can go before or after the quotation marks. c. The comma goes outside the quotation marks if the tag is before. d. The comma goes inside the quotation marks if the tag is after. |

| | | |
|--|---|---|
| | <p><u>My newspaper article</u></p> <ol style="list-style-type: none"> 1. What is the survey about? 2. Who conducted the survey? 3. Who answered the questions from the survey? 4. When was the survey conducted? 5. Where was the survey conducted? 6. Why was the survey conducted? 7. What information will you include from the survey? 8. What interesting information did the survey show? 9. What will this information be useful for? 10. Where can people find the survey if they want to read more? 11. What do the people who conducted the survey (surveyors) have to say about it? (Write a quotation using direct speech.) | <p><u>My newspaper article</u></p> <ol style="list-style-type: none"> 1. Physical activity around the world 2. The WHO (World Health Organisation) 3. 2,000 people from different countries. 4. In 2019. 5. In 7 different countries. 6. To find out more about who doesn't get physical activity and who does. To find out why some people don't get enough physical activity. 7. I will include information about why people do not get enough physical activity. 8. Crime is a big reason why people don't get physical activity. This must be true in South Africa! 9. It can help us think about the problems we need to solve if we want more people to get physical activity. 10. On the internet. On the WHO website. 11. One of the surveyors said, "We hope to be able to conduct this survey in all the countries of the world. We can use this data to help people live healthier lives!" |
| <p>LEARNERS USE THE PLANNING STRATEGY (YOU DO)</p> | <ol style="list-style-type: none"> 1. Tell learners to go back and look at the graph. They must study the information and think about the most interesting points and the information they want to write about in their newspaper Next, tell learners to turn and talk with a partner, to share their ideas! 2. Hand out exercise books. 3. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their newspaper article, just like you did. 4. Tell learners not to copy your plan – they must write their own words. 5. As learners work, walk around the room and hold mini-conferences. | |

My newspaper article: Planning

1. Physical activity around the world.
2. The World health organisation
3. 2000 people from 7 different countries.
4. 2019
5. In 7 different countries around the world.
6. To find out why some people don't get physical activity.
7. Why people do not get enough physical activity.
8. Crime is a reason why people do not get physical activity.
9. It can help us find solutions to get more physical activity.
10. On the internet
11. One of the surveyors said, "We want every one to know how important physical activity is."

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 | Lyrics | Actions |
| | Play a game or fly a kite | <i>Pretend to fly a kite</i> |
| | Things to do at day or night | <i>Hold up one hand, then the other hand</i> |
| | General Knowledge is such fun | <i>Smile and nod your head</i> |
| | Even if I have not won! | <i>High five a friend</i> |
| THEME VOCABULARY | survey, conduct, data, physical activity, exercise | |
| QUESTION OF THE DAY | | |
| Question | Which fact from the survey do you find most interesting? | |
| Graph | 2 COLUMN GRAPH | |
| Options | Girls around the world get more physical activity than boys / That most people don't get physical activity because they are afraid of crime | |
| Follow-up questions | | |
| Question | How many learners find it most interesting that girls around the world get more physical activity than boys? | |
| Answer | __ learners find it most interesting that girls around the world get more physical activity than boys. | |
| Question | How many learners find it most interesting that most people don't get physical activity because they are afraid of crime? | |
| Answer | __ learners find it most interesting that most people don't get physical activity because they are afraid of crime. | |
| Question | Which fact from the survey do more learners find most interesting? | |
| Answer | More learners find it most interesting that __. | |
| Question | Which fact from the survey do fewer learners find most interesting? | |
| Answer | Fewer learners find it most interesting that __. | |
| Question | Which fact from the survey did you find most interesting? | |
| Answer | I find it most interesting that girls around the world get more physical activity than girls. | |
| Answer | I find it most interesting that most people don't get physical activity because they are afraid of crime. | |

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

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

GROUP GUIDED READING

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 | Present perfect tense | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------|---|-----------------|-----------------------------|-----------------|-------------|---|------|---------|--------------|-----|------|---------|----------------|---------------|-----|---------|-----------------------------|----|------|---------|---------------|------|------|---------|-----------------|
| <p>LSC MODELLING (I DO)</p> | <p>When do we use it?</p> <ol style="list-style-type: none"> 1. Explain that today we will learn about the present perfect tense. 2. Give learners an example of the present perfect tense, like: <i>We have played Rummy together as a family since I was little.</i> 3. Explain that we use the present perfect tense to talk about actions which started in the past but are connected to the present. 4. For example, we say: <i>We have played Rummy together as a family since I was little.</i> 5. Explain that there are a few other reasons we use the present perfect tense: <ol style="list-style-type: none"> a. Finished actions that have a result or effect even now, like: I have lost my keys! b. Recently completed actions, like: I have just finished reading. c. Actions that are unfinished. Actions that began in the past but are still happening now, like: I have lived in East London my whole life. d. Multiple actions at different times, like: I have seen my friend Carla three times this week. e. Life experiences and accomplishments, like: I have been to the Kruger National Park! f. Changes over time, like: I have become healthier this year. <p>How do we use it?</p> <ol style="list-style-type: none"> 1. Remind learners that a contraction is when we put two words together using an apostrophe, like: do not = don't / was not = wasn't 2. Explain that we use the present perfect tense in the positive form like this: <table border="1" data-bbox="599 1594 1465 2097"> <thead> <tr> <th>subject</th> <th>has / have</th> <th>past participle</th> <th>contraction</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>have</td> <td>learned</td> <td>I've learned</td> </tr> <tr> <td>you</td> <td>have</td> <td>learned</td> <td>You've learned</td> </tr> <tr> <td>he / she / it</td> <td>has</td> <td>learned</td> <td>He's / She's / It's learned</td> </tr> <tr> <td>we</td> <td>have</td> <td>learned</td> <td>We've learned</td> </tr> <tr> <td>they</td> <td>have</td> <td>learned</td> <td>They've learned</td> </tr> </tbody> </table> | subject | has / have | past participle | contraction | I | have | learned | I've learned | you | have | learned | You've learned | he / she / it | has | learned | He's / She's / It's learned | we | have | learned | We've learned | they | have | learned | They've learned |
| subject | has / have | past participle | contraction | | | | | | | | | | | | | | | | | | | | | | |
| I | have | learned | I've learned | | | | | | | | | | | | | | | | | | | | | | |
| you | have | learned | You've learned | | | | | | | | | | | | | | | | | | | | | | |
| he / she / it | has | learned | He's / She's / It's learned | | | | | | | | | | | | | | | | | | | | | | |
| we | have | learned | We've learned | | | | | | | | | | | | | | | | | | | | | | |
| they | have | learned | They've learned | | | | | | | | | | | | | | | | | | | | | | |

3. Explain that we use the present perfect tense in the negative form like this:

| subject | has / have + not | past participle | contraction |
|---------------|------------------|-----------------|---|
| I | have not | learned | I've not learned I haven't learned |
| you | have not | learned | You've not learned You haven't learned |
| he / she / it | has not | Learned | He's / she's / it's not learned He / she / it hasn't learned |
| we | have not | learned | We've not learned We haven't learned |
| they | have not | learned | They've not learned They haven't learned |

Explain that we often use the present perfect tense to ask questions. When we ask questions, we form them like this:

POSITIVE:

| has / have | Subject | past participle | contraction |
|------------|---------|-----------------|-------------------|
| has | she | learned | Has she learned? |
| have | you | learned | Have you learned? |

Sharing

1. Hand out pieces of chalk to as many learners as possible.
2. Instruct the learners to write one of their sentence on the board.
3. Call learners back together. Read the sentences that have been written on the board.
4. Help learners to correct any mistakes in the sentences.

| | <p>Explain that we would use the present perfect tense in the negative form if we expected something of someone, and are surprised to find out the opposite is true, like:</p> <p>NEGATIVE:</p> <table border="1" data-bbox="534 366 1462 588"> <thead> <tr> <th>has / have + not</th> <th>Subject</th> <th>past participle</th> <th>contraction</th> </tr> </thead> <tbody> <tr> <td>Hasn't</td> <td>she</td> <td>learned</td> <td>Hasn't she learned?</td> </tr> <tr> <td>Haven't</td> <td>you</td> <td>learned</td> <td>Haven't you learned?</td> </tr> </tbody> </table> | has / have + not | Subject | past participle | contraction | Hasn't | she | learned | Hasn't she learned? | Haven't | you | learned | Haven't you learned? |
|---|--|------------------|----------------------|-----------------|-------------|--------|-----|---------|---------------------|---------|-----|---------|----------------------|
| has / have + not | Subject | past participle | contraction | | | | | | | | | | |
| Hasn't | she | learned | Hasn't she learned? | | | | | | | | | | |
| Haven't | you | learned | Haven't you learned? | | | | | | | | | | |
| <p>LSC Ask learners for help (WE DO)</p> | <ol style="list-style-type: none"> 1. Explain that next, we will try to think of some questions we can ask our classmates about their life experiences and accomplishments. We will need to write the questions in the present perfect tense. 2. Brainstorm some questions together with learners, like: <ol style="list-style-type: none"> a. Have you travelled to Johannesburg? b. Have you ever been on an airplane? (been is the past participle for the verb 'to be') c. Have you cooked pap? d. Have you watched a movie at the cinema? e. Have you shopped at the mall? 3. Next, call on different learners to answer these questions, like: <ol style="list-style-type: none"> a. Yes, I've travelled to Johannesburg. b. No, I haven't been on an airplane. c. Yes, I've cooked pap. d. No, I haven't been to the cinema. e. Yes, I've shopped at the mall. | | | | | | | | | | | | |
| <p>LSC Individual work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Explain that now, learners will practice using the present perfect tense on their own. 2. Explain that learners must form six sentences in the present perfect tense. They must make one sentence with each of the following subjects: I, you, she, he, we, they. Explain that at least one sentence must be in the positive, at least one sentence must be in the negative, and at least one sentence must be a question. 3. Hand out learners' exercise books. 4. Give learners time to write their sentences. 5. As learners talk and write, walk around the room and complete mini conferences. 6. Ask learners to read their writing to you. 7. Instruct learners who finish quickly to write more sentences in the present perfect tense. 8. Encourage learners! | | | | | | | | | | | | |

| | | |
|--------------|---|---|
| TOPIC | A big survey has just come out about how much physical activity children around the world get. You are a reporter who must write an interesting article about the data that the survey found. | |
| PLANS | Before class begins, rewrite the planning frames on the board: | |
| | <p><u>My newspaper article</u></p> <ol style="list-style-type: none"> 1. What is the survey about? 2. Who conducted the survey? 3. Who answered the questions from the survey? 4. When was the survey conducted? 5. Where was the survey conducted? 6. Why was the survey conducted? 7. What information will you include from the survey? 8. What interesting information did the survey show? 9. What will this information be used or useful for? 10. Where can people find the survey if they want to read more? 11. What do the people who conducted the survey (surveyors) have to say about it? (Write a quotation using direct speech!) | <p><u>My newspaper article</u></p> <ol style="list-style-type: none"> 1. Physical activity around the world 2. The WHO (World Health Organisation) 3. 2,000 people from different countries. 4. In 2019. 5. In 7 different countries. 6. To find out more about who doesn't get physical activity and who does. To find out why some people don't get enough physical activity. 7. I will include information about why people do not get enough physical activity. 8. Crime is a big reason why people don't get physical activity. This must be true in South Africa! 9. It can help us think about the problems we need to solve if we want more people to get physical activity. 10. On the internet. On the WHO website. 11. One of the surveyors said, "We hope to be able to conduct this survey in all the countries of the world. We can use this data to help people live healthier lives!" |

| | |
|----------------------|--|
| <p>WRITING FRAME</p> | <ol style="list-style-type: none"> 1. Next, tell learners that they must turn each point in their plan into a sentence. 2. They must also arrange the sentences into 3-4 paragraphs. 3. Write the following frame on the chalkboard, and explain it to learners: <p><u>My newspaper article</u></p> <p>Paragraph 1 <i>This paragraph tells us the basic facts (details) of the survey.</i> Points 1-6</p> <p>Paragraph 2 and 3 <i>These paragraphs give us more detailed information about the results of the survey.</i> Points 7-8</p> <p>Paragraph 4 <i>This paragraph tells us why the survey is important or useful. It tells us what experts or people involved are saying!</i> Points 9-11</p> |
| <p>DRAFT</p> | <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a newspaper article using the frame. 4. Instruct learners to write the date and heading: Newspaper article: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more sentences or details if they have time. 8. Remind learners of the strategies they can use to help them. 9. As learners write, walk around the classroom and help learners who are struggling. |
| <p>HOMEWORK</p> | <p>Learners must complete the draft.</p> |

My newspaper article : Draft

In 2019 the world health organisation conducted a survey about physical activity around the world. The survey was conducted with 2000 people from 7 different countries around the world. The survey was about why some people do not get physical activity.

One section of the survey looked at why people do not get enough physical activity. It was found that crime is a big reason why people do not get physical activity.

The survey has showed that we need to find solutions to get more physical activity. One of the surveyors said, "We want every one to know how important physical activity is."

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 | Lyrics | Actions |
| | Play a game or fly a kite | <i>Pretend to fly a kite</i> |
| | Things to do at day or night | <i>Hold up one hand, then the other hand</i> |
| | General Knowledge is such fun | <i>Smile and nod your head</i> |
| | Even if I have not won! | <i>High five a friend</i> |
| THEME VOCABULARY | lucky, round, score, total, points | |
| QUESTION OF THE DAY | | |
| Question | <ol style="list-style-type: none"> 1. <i>Before you ask the following question, explain that we will play one quick round of General Knowledge.</i> 2. <i>Explain that learners must take out their column page from last week (or hand out these papers now if you still have them.).</i> 3. <i>Write the letter 's' on the board.</i> 4. <i>Give learners one minute to come up with a boy's name, girl's name, food, and animal beginning with the letter 's'.</i> 5. <i>Instruct learners to turn and talk and score their paper with a partner.</i> 6. <i>Remind learners that get 10 marks if they have an answer that is correct and their neighbour didn't get.</i> 7. <i>Remind learners they get 5 marks if they have an answer that is correct but is the same as their neighbour.</i> 8. <i>Remind learners if they have an incorrect answer or no answer, they get zero.</i> 9. <i>Instruct learners to write their score for the round in the total column!</i> <p>Ask learners: What was your score for the round?</p> | |
| Graph | 8 COLUMN GRAPH | |
| Options | 40 / 35 / 30 / 25 / 20 / 15 / 10 / 5 / 0 | |
| Follow-up questions | | |
| Question | How many learners had a score of 45? | |
| Answer | __ learners had a score of 45. | |
| Question | How many learners had a score of 35? | |
| Answer | __ learners had a score of 35. | |

| | |
|-----------------------|---|
| Question | How many learners had a score of 30? |
| Answer | __ learners had a score of 30. |
| Question | How many learners had a score of 25? |
| Answer | __ learners had a score of 25. |
| Question | How many learners had a score of 20? |
| Answer | __ learners had a score of 20. |
| Question | How many learners had a score of 15? |
| Answer | __ learners had a score of 15. |
| Question | How many learners had a score of 10? |
| Answer | __ learners had a score of 10. |
| Question | How many learners had a score of 5? |
| Answer | __ learners had a score of 5. |
| Question | How many learners had a score of 0? |
| Answer | __ learners had a score of 0. |
| Question | What was most learners' score for the round? |
| Answer | Most learners' score for the round was __. |
| Question | What was fewest learners' score for the round? |
| Answer | Fewest learners' score for the round was __. |
| Question | What was your score for the round? |
| Answer | My score was... |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

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

GROUP GUIDED READING

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 4: EDITING AND PUBLISHING | |
|---|---|
| <p>EDITING CHECKLIST</p> <p><i>(Write this on the board before class begins)</i></p> | <ol style="list-style-type: none"> 1. Does my newspaper article answer who, what, when, where and why? 2. Does my newspaper article have at least one quotation? 3. Does my article discuss information from the graph in the worksheet? 4. Did I spell all words correctly? 5. Does each sentence begin with a capital letter? 6. Does each sentence end with proper punctuation? |
| EDIT | <ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their newspaper article sound more interesting. 7. Explain that learners may begin to publish when they are finished editing. |
| PUBLISH | <ol style="list-style-type: none"> 1. Explain that in the final draft, learners must give their articles a title, sub-title, and byline. 2. Use modelling to write a sample on the board, like: <p style="text-align: center;">A world survey <small>[centered]</small></p> <p style="text-align: center;"><i>World Health Organisation conduct interesting survey</i> <small>[centered]</small></p> <p style="text-align: center;"><small>[leave a line open]</small></p> <p style="text-align: right;"><i>By Sipiwe Nhlapo</i> <small>[right]</small></p> 3. Instruct learners to read through their corrections. 4. Instruct learners to rewrite their newspaper article, correcting any mistakes. 5. Instruct learners to rewrite the paragraph correctly, under their title, sub-title and byline. 6. Tell learners that they may illustrate their article by drawing a picture with a caption, but it is not a requirement. |

| | |
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| SHARE | <ol style="list-style-type: none"> 1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partners' writing. |
| HOMEWORK | If learners have not fully completed their final draft, they must do so as homework. |

A world survey

World Health Organisation conduct interesting survey

By Siphwe Nhlapo

In 2019 the World Health Organisation conducted a survey about physical activity around the world. The survey was conducted with 2000 people from 7 different countries. The survey was about why some people do not get enough physical activity.

One section of the survey looked at the reasons why people do not get enough physical activity. It was found that crime is a big reason why people do not get enough physical activity.

The survey has shown that we need to find solutions for people to do more physical activities. One of the surveyors said, "We want everyone to know how important physical activity is and to get people to do more physical activities. For more information you can visit the World Health Organisation website."

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

GRADE 6 - TERM 3

WEEK 9

THEME: FAMILY COMMUNICATION

"Honest communication is built on truth and integrity and upon respect of the one for the other."

- Benjamin E. May

| TERM 3: WEEK 9 | |
|------------------------|---|
| OVERVIEW | |
| THEME | Family communication |
| THEME VOCABULARY | excelled, average, ashamed, communication, confide |
| LSC | Spelling: Word families |
| COMPREHENSION STRATEGY | I wonder... Make inferences |
| WRITING GENRE | Dialogue / Play |
| WRITING TOPIC | Write a dialogue with siblings as characters. One of the character is trying to honestly communicate about something he or she is feeling angry or upset about. |
| CLASSROOM PREPARATION | <ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: an article about the importance of communication. 5. Try to find some pictures of people communicating well with each other. 6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners. |

| WEEK 9: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES | | |
|---|---|---|
| INTRODUCE THE THEME | | |
| PICTURE | <ol style="list-style-type: none"> 1. Tell learners to turn to DBE Workbook 1 page 60 2. Instruct learners to look at the title, headings and pictures in the text. | |
| INTRODUCE THE THEME | <ol style="list-style-type: none"> 1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart. | |
| SONG / RHYME | Lyrics | Actions |
| | Don't criticise | <i>Shake your head</i> |
| | Don't shout | <i>Say the word 'shout' loudly</i> |
| | Don't interrupt | <i>Hold your hands up</i> |
| | Or walk out | <i>Take a few steps</i> |
| | Just listen and be kind | <i>Make a heart shape with your hands</i> |
| | Just listen and be kind | <i>Make a heart shape with your hands</i> |
| THEME VOCABULARY | excelled, average, ashamed, communication, confide | |
| QUESTION OF THE DAY | | |
| Question | Who would you confide in if you felt ashamed? | |
| Graph | 3 COLUMN GRAPH | |
| Options | my best friend's mother / my friend / a coach or a teacher | |
| Follow-up questions | | |
| Question | How many learners would confide in their best friend's mother? | |
| Answer | ___ learners would confide in their best friend's mother. | |
| Question | How many learners would confide in their friend? | |
| Answer | ___ learners would confide in their friend. | |
| Question | How many learners would confide in a coach or teacher? | |
| Answer | ___ learners would confide in a coach or teacher. | |

| | |
|--------------------------|---|
| Question | Who would most learners confide in if they felt ashamed? |
| Answer | Most learners would confide in ___. |
| Question | Who would fewest learners confide in if they felt ashamed? |
| Answer | Fewest learners would confide in ___. |
| Question | Who would you confide in if you felt ashamed? |
| Answer | I would confide in my best friend's mother. |
| Answer | I would confide in my friend. |
| Answer | I would confide in a coach or teacher. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 9: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. 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: **Family communication**
4. This week, learners will listen to **a story: A Tale of Two Sisters!**
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 |
|--|---|--|
| Busisiwe was a Grade 6 learner. She had many friends at school, she was an average student and she really enjoyed drawing and reading. Busisiwe was an easy child who never asked for much from her family, and she never complained about anything. | I can infer that Busisiwe never gives her parents a hard time! | <ol style="list-style-type: none"> 1. What are two things that Busi enjoyed? (<i>Drawing and reading.</i>) 2. What did Busi complain about? (<i>She never complained about anything.</i>) |
| Busisiwe's older sister, Khethiwe was an amazing athlete. Khethiwe excelled at long-distance running and had already broken many records. When Khethiwe ran, she was a picture of speed and grace. She looked strong and beautiful as she ran. It was amazing to watch Khethiwe run. | I can infer that Khethiwe is different from her sister. The previous paragraph described Busisiwe as average. This paragraph uses the word amazing to describe Khethiwe. | <ol style="list-style-type: none"> 1. What did Khethiwe excel at? (<i>She excelled at long-distance running.</i>) 2. What can we infer that Busi excelled at? (<i>We can infer that she didn't excel at anything, because she is described as average.</i>) 3. How did Khethiwe look when she ran? (<i>She looked strong and beautiful.</i>) |

| | | |
|---|---|---|
| <p>Busisiwe’s parents put a lot of their time and energy into Khethiwe’s athletic career. They spent many hours taking her to training and they watched every single one of her races. They also spent a lot of money getting her the best coaching and athletics gear.</p> | <p>I can infer that Busi’s parents give a lot more of their attention to Khethiwe. I wonder how that makes Busi feel?</p> | <ol style="list-style-type: none"> 1. What did Busisiwe’s parents did spend time and energy on? (<i>Khethiwe’s athletic career, taking her to training, and watching all of her races.</i>) 2. What did Busisiwe’s parents spend a lot of money on? (<i>Getting Khethiwe coaching and athletics gear.</i>) |
| <p>Just like her parents, Busisiwe was very proud of Khethiwe and she wanted her to succeed as an athlete. However, Busisiwe sometimes wished that her parents were just a little bit more interested in her. Busisiwe didn’t want much from their parents, just some of their time and interest. Eventually, Busi confided in her best friend’s mother. Her friend’s mother listened kindly, and then told Busi that she should speak openly and honestly to her parents about her feelings.</p> | <p>I infer that Busisiwe isn’t jealous of her sister’s running talents. However, I can infer that she is jealous of how much time and attention her parents give to Khethiwe.</p> | <ol style="list-style-type: none"> 1. How does Busisiwe feel about Khethiwe’s talents? (<i>She feels very proud of her sister. / She wants her sister to succeed!</i>) 2. How can we infer that Busisiwe trusts her best friend’s mother? (<i>We can infer that she trusts her because she confides in her – she tells her a secret.</i>) 3. What advice did Busi’s best friend’s mother give her? (<i>She said that Busi must speak openly and honestly to her parents about her feelings.</i>) |

| | | |
|---|--|--|
| <p>That night, Busisiwe asked her parents if she could speak to them alone. She told them that she wished they would spend a bit more time with her. She said that sometimes she felt unimportant and not good enough. Busisiwe also told her parents that sometimes she felt alone because they were always with Khethiwe.</p> | <p>I can infer that Busisiwe trusted her friend's mother, because she confided in her and because she took her advice to speak honestly to her parents!</p> | <ol style="list-style-type: none"> 1. What does Busisiwe want her parents to do? <i>(To spend a bit more time with her.)</i> 2. Why do you think Busi ask to speak with her parents alone? <i>(Because she didn't want Khethiwe to hear. / Because she didn't want Khethiwe to feel bad. / Because she wanted to have a private conversation with her parents. / etc.)</i> |
| <p>Busi's parents felt ashamed of their behaviour. They felt guilty that they had let their daughter down. They were grateful that Busisiwe was brave enough to speak to them about her feelings. From that day, Busi's parents made big changes. They made an effort to get to know their child and to do things that she liked to do too!</p> | <p>I infer that Busi's parents didn't realise that Busi felt so bad before she spoke with them. This tells me that it was important for her to speak honestly with them. I infer that communication is important for solving problems!</p> | <ol style="list-style-type: none"> 1. Why did Busi's parents feel guilty? <i>(Because they have let their child down!)</i> 2. What effect did the conversation have on Busi's parents' behaviour? <i>(They changed their behaviour.)</i> 3. How do you think this story relates to the theme of: Family Communication? <i>(I think this story relates to the theme because...)</i> |

WEEK 9: TUESDAY / DAY 2: SPEAKING

DISCUSS...

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

WEEK 9: TUESDAY / DAY 2: PHONICS REVIEW

| | | | | | | | | | | | | | |
|-----------|---|----|----|---|---|---|---|----|----|---|-------|---|----|
| Sounds | /sl/ /ee/ | | | | | | | | | | | | |
| Activity | <ol style="list-style-type: none"> 1. Write the following sounds on the chalkboard: sl and ee 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Write the following words on the chalkboard and sound each word out as follows: /sl/ - /a/ - /p/ = slap /tr/ - /ee/ = tree 4. Ask learners to sound out and read each word after you. | | | | | | | | | | | | |
| Word find | <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>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>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: sleep or pan 5. Possible words (this is not a complete list): tree, green, peel, sheen, tripe, slap, slaps, sleep, sleeps, sleet, slot, posh, shop, sheep, etc. | 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>The prodigal brothers</i> |
| DBE WORKBOOK 2, PAGE | 60 |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | Predict |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story. |
| PRE-READING ACTIVITY | |
| <ol style="list-style-type: none"> 1. 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: <i>The prodigal brothers</i> 5. Explain the meaning of the title, e.g. <i>This title tells me we will read about brothers. Prodigal means reckless or wasteful. But this terms actually comes from a bible story. In the bible, the prodigal son was a young man who asked his father for his inheritance and then left home for a far away country, where he wasted all the money he had been given! But, in the end he comes back to his father and his father forgives him. This title tells me that the story might have a similar story line!</i> 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: <ol style="list-style-type: none"> a. What do you think will happen in this scene? b. How do you know that this play must continue? c. Who are the characters in the play? What do you think you know about them? d. What do you think the setting of this play is? 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 9: WEDNESDAY / DAY 3: ORAL ACTIVITIES | | |
|--|--|---|
| SONG / RHYME | Lyrics | Actions |
| | Don't criticise | <i>Shake your head</i> |
| | Don't shout | <i>Say the word 'shout' loudly</i> |
| | Don't interrupt | <i>Hold your hands up</i> |
| | Or walk out | <i>Take a few steps</i> |
| | Just listen and be kind | <i>Make a heart shape with your hands</i> |
| | Just listen and be kind | <i>Make a heart shape with your hands</i> |
| THEME VOCABULARY | critical, criticise, interrupt, disgruntled, misfortune | |
| QUESTION OF THE DAY | | |
| Question | How do you feel when someone interrupts you? | |
| Graph | 3 COLUMN GRAPH | |
| Options | furious / disgruntled / upset | |
| Follow-up questions | | |
| Question | How many learners feel furious? | |
| Answer | ___ learners feel furious. | |
| Question | How many learners feel disgruntled? | |
| Answer | ___ learners feel disgruntled. | |
| Question | How many learners feel upset? | |
| Answer | ___ learners feel upset. | |
| Question | How do most learners feel when someone interrupts them? | |
| Answer | Most learners feel ___. | |
| Question | How do fewest learners feel when someone interrupts them? | |
| Answer | Fewest learners feel ___. | |
| Question | How do you feel when someone interrupts you? | |
| Answer | I feel furious. | |
| Answer | I feel disgruntled. | |

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

WEEK 9: WEDNESDAY / DAY 3: FIRST READ

| | | |
|------------------------|---|--|
| TITLE | <i>The prodigal brothers</i> | |
| DBE WORKBOOK 2, PAGE | 60 | |
| ACTIVITY | FIRST READ | |
| COMPREHENSION STRATEGY | In wonder... Make inferences | |
| PURPOSE | <p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> <p>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.</p> | |
| | <ol style="list-style-type: none"> 1. Hand out the DBE workbooks. 2. Instruct learners to turn to the story on page 60. 3. Allow learners a few minutes to try and read the story on their own, in silence. 4. Explain that you will read the story to learners. They must follow along as you read. 5. Read the story with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column. | |
| | Text | Think Aloud: First Read |
| | Scene 1 <i>The Rev. Doe's house. It is early in the day.</i> <i>Kofi and Nami are discussing their parents.</i> <i>They are critical and disgruntled.</i> | I can infer that Kofi and Nami are brothers, and that there is something making them angry! |

| | |
|--|--|
| <p>KOFI: Why is there so much talk in this house – and every sentence a question? You can’t do anything without being criticised.</p> <p>NAMI: Don’t ask me. I’m tired of slaps and being found fault with. We’re always in the wrong – to them.</p> <p>KOFI: Yes – and mother makes it worse by interrupting when I’m only trying to carry out pa’s instruction.</p> <p>NAMI: I think they’re so used to preaching to all the world that they don’t notice they are always going for us.</p> <p>KOFI: Have you noticed that one lesson often contradicts another?</p> <p>NAMI: Yes- and they’ll do nothing for themselves. “Give me this” and “Fetch me that”. One day I swear I’ll be asked to bath one of them. <i>(Laughs, in spite of his ill humour, at this prospect.)</i></p> <p>KOFI: I hope you’d use bush sponge and scrub till it hurts. <i>(Grins)</i></p> | <p>I can infer that Kofi and Nami feel that their parents are treating them unkindly.</p> |
| <p>NAMI: Mensah has just been telling me of a strange dream he had last night.</p> <p>KOFI: Oh! What was it?</p> <p>NAMI: He said someone came to his bedside and called him repeatedly. At first he was afraid and did not listen but eventually he heard a prophecy.</p> <p>KOFI: A prophecy?</p> <p>NAMI: Yes. He said old Pa would suffer a terrible misfortune.</p> <p>KOFI: I don’t believe it. Stuff and nonsense.</p> <p>NAMI: I tell you he did – and he said it was because Pa was not treating us properly.</p> | <p>Oh, I can infer that maybe they really are being treated unfairly because the prophecy accuses their father of being unkind.</p> |

| | |
|--|---|
| <p>KOFI: Aw! That's silly! Mensah is teasing you. He's jealous because he's only a servant in our father's house. He hates to see us having a good time.</p> <p>NAMI: We shall see. Oh! And he said the nation was going to suffer, too.</p> <p>KOFI: Ho! The nation now! First our family – now everybody. The more you tell me the more I laugh. Mensah is an old fool –</p> <p>NAMI: Well, I'm not so sure.</p> <p>KOFI: - and you're one for listening to him.</p> <p>NAMI: I wish I hadn't. I've been scared ever since he told me.</p> <p>KOFI: Coward! Scaredy! Fancy being frightened by a servant.</p> <p>NAMI: I can't help it, I-</p> | <p>I can infer from this, however, that Kofi might treat other people badly. He seems to think he is better than Mensah, just because Mensah works in their house. The way he talks about Mensah is very unkind.</p> |
| <p>KOFI: Come on. Let's plan our day. We've got to go to church but at least we can watch the girls as they come in- that is to say when father's not looking.</p> <p>NAMI: I'm not as bold as you are. Girls don't seem to take much notice of me.</p> <p>KOFI: That's because you are too timid.</p> <p>NAMI: You can watch the girls. As long as I have my stomach full of good food, I'm satisfied. Girls only make for trouble.</p> <p>KOFI: Go away. I'll tell you – <i>(He is interrupted by the church bell.)</i></p> <p>NAMI: Aw! Come on or we'll be late – and more trouble.</p> | <p>I can infer that these brothers do not enjoy going to church, even though their father is the Reverend.</p> |
| <p>Scene 2 <i>(Outside the church. We hear the last line of a hymn...)</i></p> | <p>I can infer that in the next scene of the play, something might happen as they are walking into church!</p> |
| <p>Follow up questions</p> | <p>Responses</p> |
| <p>Who are the characters in this scene of the play?</p> | <p>Kofi and Nami</p> |
| <p>Which character is more timid?</p> | <p>Nami is more timid than Kofi.</p> |

| Why question | Possible response |
|---|--|
| <p>The summary at the beginning of the scene says that Kofi and Nami are ‘critical and disgruntled.’ Why are they critical and disgruntled?</p> | <ul style="list-style-type: none"> • Because they feel like their parents are treating them unkindly. • Because they feel like they are always being criticized. • Because their parents don’t do anything for themselves, and they do not ask their sons kindly to do things for them. |
| <p>Introduce the LSC in context</p> | |
| <ol style="list-style-type: none"> 1. Explain to learners that this cycle, they will be learning about: Spelling: Word families 2. Point out the following example of this: bold, cold, told, came, blame, same, trying, dying, lying 3. Introduce this LSC as follows: <i>A word family is a group of words that all have the same spelling pattern. Thinking about these patterns in words help us become better spellers and readers!</i> | |

| WEEK 9: THURSDAY / DAY 4: SECOND READ | |
|--|---|
| TITLE | <i>The prodigal brothers</i> |
| DBE WORKBOOK 2, PAGE | 60 |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | I wonder... Make inferences |
| PURPOSE | <p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p> <p>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.</p> |
| <ol style="list-style-type: none"> Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> <i>What was Mensah's dream?</i> <i>How can we infer that Kofi looks down on Mensah?</i> <i>How can we infer that something bad might happen later in this play?</i> Read the follow-up questions out loud to learners. Hand out the DBE workbooks. Instruct learners to turn to the story on page 60. Explain that you will read the story to learners. They must follow along with the text as you read. Read the story with fluency and expression to learners. Read the Text first, and then say the comment in the Second Read column. Next, instruct learners to turn and talk with a partner. Instruct learners to take turns reading the story to each other. Tell learners to orally discuss the follow-up questions together. | |
| Text | Think Aloud: Second Read |
| Scene 1 <i>The Rev. Doe's house. It is early in the day.</i> <i>Kofi and Nami are discussing their parents.</i> <i>They are critical and disgruntled.</i> | -- |

| | |
|--|--|
| <p>KOFI: Why is there so much talk in this house – and every sentence a question? You can’t do anything without being criticised.</p> <p>NAMI: Don’t ask me. I’m tired of slaps and being found fault with. We’re always in the wrong – to them.</p> <p>KOFI: Yes – and mother makes it worse by interrupting when I’m only trying to carry out pa’s instruction.</p> <p>NAMI: I think they’re so used to preaching to all the world that they don’t notice they are always going for us.</p> <p>KOFI: Have you noticed that one lesson often contradicts another?</p> <p>NAMI: Yes- and they’ll do nothing for themselves. “Give me this” and “Fetch me that”. One day I swear I’ll be asked to bath one of them. <i>(Laughs, in spite of his ill humour, at this prospect.)</i></p> <p>KOFI: I hope you’d use bush sponge and scrub till it hurts. <i>(Grins)</i></p> | <p>I wonder why Kofi and Nami’s parents are always asking them questions and criticizing them. I wonder if the boys are naughty or if the parents are being unfair?</p> |
| <p>NAMI: Mensah has just been telling me of a strange dream he had last night.</p> <p>KOFI: Oh! What was it?</p> <p>NAMI: He said someone came to his bedside and called him repeatedly. At first he was afraid and did not listen but eventually he heard a prophecy.</p> <p>KOFI: A prophecy?</p> <p>NAMI: Yes. He said old Pa would suffer a terrible misfortune.</p> <p>KOFI: I don’t believe it. Stuff and nonsense.</p> <p>NAMI: I tell you he did – and he said it was because Pa was not treating us properly.</p> | <p>I wonder why Kofi doesn’t believe the prophecy, but Nami does? I can infer that he might not believe the prophecy because he looks down on other people, like Mensah.</p> |

| | |
|--|---|
| <p>KOFI: Aw! That's silly! Mensah is teasing you. He's jealous because he's only a servant in our father's house. He hates to see us having a good time.</p> <p>NAMI: We shall see. Oh! And he said the nation was going to suffer, too.</p> <p>KOFI: Ho! The nation now! First our family – now everybody. The more you tell me the more I laugh. Mensah is an old fool –</p> <p>NAMI: Well, I'm not so sure.</p> <p>KOFI: - and you're one for listening to him.</p> <p>NAMI: I wish I hadn't. I've been scared ever since he told me.</p> <p>KOFI: Coward! Scaredy! Fancy being frightened by a servant.</p> <p>NAMI: I can't help it, I-</p> | <p>Foreboding is when we hear something in a story or play that gives us a hint about what might happen later. I can infer that this prophecy might be important later in the play. I wonder what terrible thing might happen?</p> |
| <p>KOFI: Come on. Let's plan our day. We've got to go to church but at least we can watch the girls as they come in- that is to say when father's not looking.</p> <p>NAMI: I'm not as bold as you are. Girls don't seem to take much notice of me.</p> <p>KOFI: That's because you are too timid.</p> <p>NAMI: You can watch the girls. As long as I have my stomach full of good food, I'm satisfied. Girls only make for trouble.</p> <p>KOFI: Go away. I'll tell you – <i>(He is interrupted by the church bell.)</i></p> <p>NAMI: Aw! Come on or we'll be late – and more trouble.</p> | <p>I can infer that Kofi is bossier than Nami. I infer this because Nami says that he is not as bold as Kofi. Also, Nami is worried about getting in trouble, but Kofi doesn't seem to care...</p> |
| <p>Scene 2 <i>(Outside the church. We hear the last line of a hymn...)</i></p> | <p>--</p> |
| <p>Follow up questions</p> | <p>Responses</p> |
| <p>What was Mensah's dream?</p> | <p>Mensah's dream was that he heard a prophecy that a terrible misfortune would come to Rev. Doe and to the nation.</p> |

| <p>How can we infer that Kofi looks down on Mensah?</p> | <ul style="list-style-type: none"> • Because Kofi says that Mensah is ‘only a servant in our father’s house.’ • Because Kofi calls him a fool. • Because Kofi calls his brother a fool for believing a servant. • Because Kofi teases Nami for being ‘frightened by a servant’. |
|--|---|
| <p>Why question</p> | <p>Possible response</p> |
| <p>How can we infer that something bad might happen later in this play?</p> | <ul style="list-style-type: none"> • Because there is a prophecy made that something bad will happen. • Because the prophecy said something terrible would happen to Rev. Doe for not treating his sons properly. • Because the prophecy also says something bad will happen to the nation. Maybe something bad will happen to their family and to all those people around them! • Because the brothers feel disgruntled and upset. Something bad might happen in the family. |
| <p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. | |

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

| | |
|--|---|
| <p>Modelling (I DO)</p> | <ol style="list-style-type: none"> 1. Explain that this week, we have been working on making inferences. 2. Explain that we make an inference when we use what is written and what we already know to figure something out. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 60 5. Read out loud while learners follow along: KOFI: Why is there so much talk in this house – and every sentence a question? You can't do anything without being criticised. NAMI: Don't ask me. I'm tired of slaps and being found fault with. We're always in the wrong – to them. 6. Explain we can make inferences that: <ol style="list-style-type: none"> a. Kofi and Nami are frustrated. b. Kofi and Nami are frustrated with the same people. c. Nami doesn't think he is really doing wrong all the time, but his parents always think he is doing something wrong. |
| <p>Work with learners (WE DO)</p> | <ol style="list-style-type: none"> 1. Read out loud while learners follow along: KOFI: Coward! Scaredy! Fancy being frightened by a servant. 2. Ask learners: What inferences can you make about Kofi you read these sentences? 3. Listen to learners' ideas, like: <ol style="list-style-type: none"> a. Kofi does not respect servants / people who work for his family. b. Kofi is not kind to others. c. Kofi thinks he is better than people who work for his family. d. Kofi isn't always nice to his brother. He is trying to make him feel ashamed. |
| <p>Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Explain that now, learners will work with a partner to make an inference. 2. Read out loud while learners follow along: KOFI: Come on. Let's plan our day. We've got to go to church but at least we can watch the girls as they come in- that is to say when father's not looking. 3. Ask learners: What inferences can you make about what Kofi now? How? 4. Instruct learners to discuss this with their partners. 5. After 3-5 minutes, call learners back together. 6. Call on 2-3 learners to share their answer to the question, like: <ol style="list-style-type: none"> a. I infer that Kofi doesn't like going to church – he is only thinking about watching girls there. b. Kofi's father doesn't like when he looks at the girls too much! c. Kofi doesn't care that much about his father's wishes / rules |

| | |
|--------------|---|
| NOTES | <p>1. Look at the notes below. If your learners have not copied these into their exercise books, they should do so now.</p> <p><u>Making Inferences</u></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> <p>2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).</p> |
|--------------|---|

| WEEK 9: FRIDAY / DAY 5: POST-READING | |
|---|---|
| TITLE | <i>The prodigal brothers</i> |
| DBE WORKBOOK 2, PAGE | 60 |
| ACTIVITY | DRAMATISATION |
| COMPREHENSION STRATEGY | Summarise |
| 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 | |
| <ol style="list-style-type: none"> 1. Explain that today we will be summarising the main points of the text. <i>This means that we will think about the most important parts of the text.</i> 2. Ask learners: How can you tell a friend about the story in 3-5 sentences? 3. Instruct learners to summarise the text using the starter: This play is about... 4. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts. 5. Give learners time to think about the most important parts of the text. Explain that learners may skim or scan the text if they need help remembering what the text was about. 6. Instruct learners to turn and talk with a partner. Partners will take turns presenting their short summary and listening. 7. Explain that we will also be dramatising the text. <i>This means we will be acting out the text. A play is meant to be acted. It is meant to be acted out on a stage, for others to watch!</i> 8. Instruct learners to work in pairs. One learner must act as Kofi and one learner must act as Nami. 9. Instruct learners to try to read their lines like they are really that character! <i>This means they must try to read the lines as if they are really speaking them.</i> 10. At the end of the lesson, ask two learners to come to the front of the room and act out the scene! | |

| WEEK 9: FRIDAY / DAY 5: TEACH THE GENRE | | | |
|---|--|--|---|
| TEXT TYPE | PURPOSE | TEXT STRUCTURE | LANGUAGE FEATURES |
| DIALOGUE | It is a record of the exchanges as they occur, directly from the speakers' point of view | <p>When writing a dialogue;</p> <ul style="list-style-type: none"> • write the names of the characters on the left side of the page; • use a colon after the name of the character who is speaking; • use a new line to indicate each new speaker; • advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken; • sketch a scenario before you start writing. | <p>When the dialogue involves family or close friends the casual style is used. Well-known formulae for requests, questions, orders, suggestions and acknowledgement are used.</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> |
| INTRODUCE THE GENRE | <ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a dialogue. 2. Explain that our dialogue is like a play, just like <i>The prodigal brothers</i> that we have read this week. 3. Explain that a dialogue is a conversation between two or more people. When we write a dialogue, we write exactly what the people in the conversation say to each other. 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. | | |

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: (Baone and Bonolo are sitting with their parents in the lounge at their home).
3. Next, write the first character's name on the board. Remind learners they must write the name, following by a colon, like:
Baone:
4. Explain that before we write what he will say, we need to think about how he is feeling, or what he is doing.
5. Write an example of stage directions, like:

| | |
|--------|---|
| Baone: | (Looking upset. He is clenching his fists). |
|--------|---|

6. Write an example of the line, like:

| | |
|--------|---|
| Baone: | (Looking upset. He is clenching his fists). Nobody listens to me in this house! It makes me so angry! |
|--------|---|

WE DO (TEACHER AND LEARNERS DO TOGETHER)

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

| | |
|---------|---|
| Baone: | (Looking upset. He is clenching his fists). Nobody listens to me in this house! It makes me so angry! |
| Bonolo: | |

8. Explain that Baone has just told Bonolo that he is very angry.
9. Ask learners: How do you think Bonolo is feeling? What is she doing?
10. Write an example of the line, like:

| | |
|--------|---|
| Baone: | (Looking upset. He is clenching his fists). Nobody listens to me in this house! It makes me so angry! |
|--------|---|

| | | | | | |
|---------|---|--------|---|---------|---|
| | <p>11. Add in stage directions for Bonolo. Explain that the beginning of the stage directions must line up with the lines above, like:</p> <table border="1" data-bbox="538 277 1475 472"> <tr> <td data-bbox="538 277 753 395">Baone:</td> <td data-bbox="753 277 1475 395">(Looking upset. He is clenching his fists). Nobody listens to me in this house! It makes me so angry!</td> </tr> <tr> <td data-bbox="538 395 753 472">Bonolo:</td> <td data-bbox="753 395 1475 472">(Looking frustrated. Shaking her head.)</td> </tr> </table> <p>12. Ask learners: What do you think Bonolo responds to her brother Baone? What will Bonolo say?</p> | Baone: | (Looking upset. He is clenching his fists). Nobody listens to me in this house! It makes me so angry! | Bonolo: | (Looking frustrated. Shaking her head.) |
| Baone: | (Looking upset. He is clenching his fists). Nobody listens to me in this house! It makes me so angry! | | | | |
| Bonolo: | (Looking frustrated. Shaking her head.) | | | | |
| DISCUSS | <ol style="list-style-type: none"> 1. What is the setting? (When and where did this take place?) 2. Who are the characters? 3. What decision does Bonolo make in the story? 4. Who is talking in this story? 5. How can we know that this is a dialogue / play? <p>YOU DO (LEARNERS DO INDEPENDENTLY)</p> <ol style="list-style-type: none"> 1. Read the lines and the stage directions silently. Visualise the characters saying them on a stage. How do they sound? What are they doing? 2. Turn and talk with a partner. Act out the lines as you read them together. | | | | |
| NOTES | <p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Dialogue / play:</u></p> <ol style="list-style-type: none"> 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. 2. Write the characters' names on the left side of the page. 3. Use a colon after the name of the character who is speaking. 4. Use a new line to indicate each new speaker. 5. Use stage directions to show how characters should speak and act. Stage directions should be in brackets before whatever the character must say. | | | | |

GRADE 6 - TERM 3

WEEK 10

THEME: **FAMILY COMMUNICATION**

"Lack of communication is the key to any successful relationship going wrong."

- Pepa

TERM 3: WEEK 10

OVERVIEW

| | |
|---------------------------|---|
| THEME | Family Communication |
| THEME VOCABULARY | excelled, average, ashamed, communication, confide, critical, criticise, interrupt, disgruntled, misfortune, fail, failure, success, succeed, support, confront, confrontation, uncomfortable, appropriate, inappropriate |
| LSC | Spelling: Word families |
| COMPREHENSION STRATEGY | I wonder... Make inferences |
| WRITING GENRE | Dialogue / play |
| WRITING TOPIC | Write a dialogue with siblings as characters. One of the character is trying to honestly communicate about something he or she is feeling angry or upset about. |

| WEEK 10: MONDAY / DAY 1: PLANNING | | | | | |
|---|---|---------------------------------------|---------------------------------------|---|--|
| TOPIC | Write a dialogue with siblings as characters. One of the character is trying to honestly communicate about something he or she is feeling angry or upset about. | | | | |
| GENRE | Dialogue / Play | | | | |
| PLANNING STRATEGY | Write a list | | | | |
| MODEL THE PLANNING STRATEGY (I DO) | <ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally, 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. Peter is angry with his brother for ruining the jersey he loaned to him. He is honestly confronting him to explain he will not loan him clothes if he doesn't take good care of them.</i></p> 4. Have the planning frame written on one side of the chalkboard. 5. Show learners how you make a list by answering the questions. 6. Complete the plan on the other side of the chalkboard. | | | | |
| | <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Communicating with siblings...</u></th> <th style="text-align: left;"><u>Communicating with siblings...</u></th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> 1. Who are the characters in your dialogue? (There should be two!) 2. What are the characters in your dialogue talking about? What is happening? 3. When does this dialogue take place? 4. Where does your dialogue take place? 5. Why are the characters having this dialogue? 6. How are these characters feeling? </td> <td> <ol style="list-style-type: none"> 1. Peter and Tafadzwa. 2. Peter is telling Tafadzwa he is angry about his ruined jersey. He is being honest that sometimes Tafadzwa is careless, and that makes him not want to share! 3. Sunday while the boys are getting ready to visit their granny for lunch. 4. In their bedroom. 5. Because Peter is upset. He wants to communicate with his brother to fix the problem. 6. Peter feels angry. / Tafadzwa feels sorry. He apologizes to his brother. </td> </tr> </tbody> </table> | <u>Communicating with siblings...</u> | <u>Communicating with siblings...</u> | <ol style="list-style-type: none"> 1. Who are the characters in your dialogue? (There should be two!) 2. What are the characters in your dialogue talking about? What is happening? 3. When does this dialogue take place? 4. Where does your dialogue take place? 5. Why are the characters having this dialogue? 6. How are these characters feeling? | <ol style="list-style-type: none"> 1. Peter and Tafadzwa. 2. Peter is telling Tafadzwa he is angry about his ruined jersey. He is being honest that sometimes Tafadzwa is careless, and that makes him not want to share! 3. Sunday while the boys are getting ready to visit their granny for lunch. 4. In their bedroom. 5. Because Peter is upset. He wants to communicate with his brother to fix the problem. 6. Peter feels angry. / Tafadzwa feels sorry. He apologizes to his brother. |
| <u>Communicating with siblings...</u> | <u>Communicating with siblings...</u> | | | | |
| <ol style="list-style-type: none"> 1. Who are the characters in your dialogue? (There should be two!) 2. What are the characters in your dialogue talking about? What is happening? 3. When does this dialogue take place? 4. Where does your dialogue take place? 5. Why are the characters having this dialogue? 6. How are these characters feeling? | <ol style="list-style-type: none"> 1. Peter and Tafadzwa. 2. Peter is telling Tafadzwa he is angry about his ruined jersey. He is being honest that sometimes Tafadzwa is careless, and that makes him not want to share! 3. Sunday while the boys are getting ready to visit their granny for lunch. 4. In their bedroom. 5. Because Peter is upset. He wants to communicate with his brother to fix the problem. 6. Peter feels angry. / Tafadzwa feels sorry. He apologizes to his brother. | | | | |

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 confrontation 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** copy your plan.
6. As learners work, walk around the room and hold mini-conferences.

Communicating with siblings

1. Lesego and Oratile
2. Lesego is telling Oratile that it hurts her feelings when Oratile teases her.
3. After Oratile teases Lesego about being fat.
4. In their room
5. Because Lesego does not want ~~to~~ Oratile to tease her any more.
6. Lesego feels sad and Oratile feels bad for being so mean.

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 | Lyrics | Actions |
| | Don't criticise | <i>Shake your head</i> |
| | Don't shout | <i>Say the word 'shout' loudly</i> |
| | Don't interrupt | <i>Hold your hands up</i> |
| | Or walk out | <i>Take a few steps</i> |
| | Just listen and be kind | <i>Make a heart shape with your hands</i> |
| | Just listen and be kind | <i>Make a heart shape with your hands</i> |
| THEME VOCABULARY | fail, failure, success, succeed, support | |
| QUESTION OF THE DAY | | |
| Question | Who would you feel most comfortable talking to if you felt like a failure? | |
| Graph | 3 COLUMN GRAPH | |
| Options | my mom / my dad / my granny | |
| Follow-up questions | | |
| Question | How many learners would feel most comfortable talking to their mom? | |
| Answer | __ learners would feel most comfortable talking to their mom. | |
| Question | How many learners would feel most comfortable talking to their dad? | |
| Answer | __ learners would feel most comfortable talking to their dad. | |
| Question | How many learners would feel most comfortable talking to their granny? | |
| Answer | __ learners would feel most comfortable talking to their granny. | |
| Question | Who would most learners feel most comfortable talking to? | |
| Answer | Most learners would feel most comfortable talking to __. | |
| Question | Who would fewest learners feel most comfortable talking to? | |
| Answer | Fewest learners would feel most comfortable talking to __. | |

| | |
|-----------------------|---|
| Question | Who would you feel most comfortable talking to if you felt like a failure? |
| Answer | I would feel most comfortable talking to my mom. |
| Answer | I would feel most comfortable talking to my dad. |
| Answer | I would feel most comfortable talking to my granny. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 10: 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 | | | | | | |
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| LSC | Spelling: Word families | | | | | |
| LSC MODELLING (I DO) | <ol style="list-style-type: none"> 1. Explain that this term, we have been reviewing some phonic sounds and words. Today, we will be reviewing this words and sorting them into word families. 2. Explain that a word family is a group of words that all have the same spelling pattern. For example: tried, cried, lied are all in the same word family, because they all have -ied in them. 3. Explain that thinking about word families and the patterns in words can help us be better spellers and quicker readers. | | | | | |
| LSC Ask learners for help (WE DO) | <ol style="list-style-type: none"> 1. Write the following phonic words from the term on the board: spoke, poke, broke, bake, make, flake, sank, tank, bank, blank, kite, bite, sleep, sheep, see, tree, sink, blink 2. Work together with learners to identify one of the word families, like: -ank 3. Identify the pattern, like: <table border="1" style="margin-left: 40px;"> <tr><td>-ank</td></tr> <tr><td>sank</td></tr> <tr><td>tank</td></tr> <tr><td>bank</td></tr> <tr><td>blank</td></tr> </table> | -ank | sank | tank | bank | blank |
| -ank | | | | | | |
| sank | | | | | | |
| tank | | | | | | |
| bank | | | | | | |
| blank | | | | | | |
| LSC Pair work (YOU DO) | <ol style="list-style-type: none"> 1. Instruct learners to split into small groups of 3-4 learners. Give each group one piece of paper. 2. Instruct the learners to fold the paper in half, and then in half again, so that they have four boxes. 3. Instruct learners to work together to identify four other word families. <p>Sharing</p> <ol style="list-style-type: none"> 1. At the end of the lesson, call the learners back together. 2. Instruct each group to nominate a speaker. This is someone who will speak for the group. 3. Call on each group speaker to share one word family that their group identified. | | | | | |

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| <p>TOPIC</p> | <p>Write a dialogue with siblings as characters. One of the character is trying to honestly communicate about something he or she is feeling angry or upset about.</p> | | | | | |
| <p>PLANS</p> | <p>Before class begins, rewrite the planning frames on the board:</p> <p><u>Communicating with siblings...</u></p> <ol style="list-style-type: none"> Who are the characters in your dialogue? (There should be two!) What are the characters in your dialogue talking about? What is happening? When does this dialogue take place? Where does your dialogue take place? Why are the characters having this dialogue? How are these characters feeling? | <p><u>Communicating with siblings...</u></p> <ol style="list-style-type: none"> Peter and Tafadzwa. Peter is telling Tafadzwa he is angry about his ruined jersey. He is being honest that sometimes Tafadzwa is careless, and that makes him not want to share! Sunday while the boys are getting ready to visit their granny for lunch. In their bedroom. Because Peter is upset. He wants to communicate with his brother to fix the problem. Peter feels angry. / Tafadzwa feels sorry. He apologizes to his brother. | | | | |
| <p>WRITING FRAME</p> | <ol style="list-style-type: none"> Explain that they must use the information in their frame to help them decide what will happen in the dialogue. 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! Write the following frame on the chalkboard, and explain it to learners: <p><u>A surprise...</u></p> <p>(Set the scene: Where are the character? What is happening?)</p> <table border="1" data-bbox="519 1813 1450 2088"> <tr> <td data-bbox="519 1813 731 1926"> <p>Character 1:</p> </td> <td data-bbox="731 1813 1450 1926"> <p>(Stage directions: What is the character feeling or doing?) What does the character say?</p> </td> </tr> <tr> <td data-bbox="519 1926 731 2088"> <p>Character 2:</p> </td> <td data-bbox="731 1926 1450 2088"> <p>Stage directions: What is the character feeling or doing?) What does the character say? <i>(REPEAT. Each character should speak 5 times!)</i></p> </td> </tr> </table> | | <p>Character 1:</p> | <p>(Stage directions: What is the character feeling or doing?) What does the character say?</p> | <p>Character 2:</p> | <p>Stage directions: What is the character feeling or doing?) What does the character say? <i>(REPEAT. Each character should speak 5 times!)</i></p> |
| <p>Character 1:</p> | <p>(Stage directions: What is the character feeling or doing?) What does the character say?</p> | | | | | |
| <p>Character 2:</p> | <p>Stage directions: What is the character feeling or doing?) What does the character say? <i>(REPEAT. Each character should speak 5 times!)</i></p> | | | | | |

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| DRAFT | <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a dialogue using the frame. 4. Instruct learners to write the date and heading: Dialogue: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more sentences or details if they have time. 8. Remind learners of the strategies they can use to help them. 9. As learners write, walk around the classroom and help learners who are struggling. |
| HOMEWORK | Learners must complete the draft. |

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| <u>Dialogue: Draft</u> | |
| <u>Communicating with siblings</u> | |
| Lesego and Oratile are sitting in there room. | |
| Lesego: | (sitting on her bed looking sad) Oratile, we need to talk about the way you tease me. |
| Oratile: | (looks at Lesego, she is confused) What do you meen? I don't tease you! |
| Lesego: | (Looks at Oratile surprized) You just told me that I am fat. |
| Oratile: | (Looking angry) I was just joking! |
| Lesego: | (Looking down) I didn't think it was funny. You really hurt my feelings when you say things like that. |
| Oratile: | (Looking sad) I'm sorry Lesego. I don't want to hurt your feelings. I don't think you are fat. |
| Lesego: | Thank you Oratile, do you think you could stop saying mean things now? |
| Oratile: | (smiling at Lesego) I will stop, I promise! I love you! |
| Lesego: | (smiling and hugging Oratile) Thank you Oratile, I love you to! |

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 | | |
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| SONG / RHYME | Lyrics | Actions |
| | Don't criticise | <i>Shake your head</i> |
| | Don't shout | <i>Say the word 'shout' loudly</i> |
| | Don't interrupt | <i>Hold your hands up</i> |
| | Or walk out | <i>Take a few steps</i> |
| | Just listen and be kind | <i>Make a heart shape with your hands</i> |
| | Just listen and be kind | <i>Make a heart shape with your hands</i> |
| THEME VOCABULARY | confront, confrontation, uncomfortable, appropriate, inappropriate | |
| QUESTION OF THE DAY | | |
| Question | <p><i>Explain that in our reading worksheet this week, we read about a character who confronts her father about a very important issue. She feels very nervous to actually speak to her father, but she is brave and does so anyway. In the end, she feels very relieved that she has spoken to him! Communication can be difficult, but it is very important.</i></p> <p>Ask learners: How do you feel when you confront someone about something important?</p> | |
| Graph | 3 COLUMN GRAPH | |
| Options | terrified / brave / uncomfortable | |
| Follow-up questions | | |
| Question | How many learners feel terrified? | |
| Answer | __ learners feel terrified. | |
| Question | How many learners feel brave? | |
| Answer | __ learners feel brave. | |
| Question | How many learners feel uncomfortable? | |
| Answer | __ learners feel uncomfortable. | |
| Question | How do most learners feel when they confront someone about something important? | |
| Answer | Most learners feel __. | |

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| Question | How do fewest learners feel when they confront someone about something important? |
| Answer | Fewest learners feel ___. |
| Question | How do you feel when you confront someone about something important? |
| Answer | I feel terrified. |
| Answer | I feel brave. |
| Answer | I feel uncomfortable. |
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| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 10: FRIDAY / DAY 5: EDITING AND PUBLISHING

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

Dialogue: Communicating with siblings

Lesego and Oratile are sisters. They are sitting in their room.

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| Lesego: | (sitting on her bed looking sad) Oratile, we need to talk about the way you tease me. |
| Oratile: | (looks at Lesego, she is confused) What do you mean? I don't tease you! |
| Lesego: | (looks at Oratile surprised) You just told me that I am fat! |
| Oratile: | (Looks angry) I was just joking! |
| Lesego: | (looking down) I didn't think it was funny. You really hurt my feelings when you say things like that. |
| Oratile: | (looks sad) I'm sorry Lesego. I don't want to hurt your feelings. I don't think you are fat. |
| Lesego: | (looking at Oratile and smiling) Thank you Oratile, do you think you could stop saying mean things now? |
| Oratile: | (smiling at Lesego) I will stop, I promise. I love you! |
| Lesego: | (smiling and hugging Oratile) Thank you Oratile, I love you too! |
| Oratile: | (taking Lesego's hand and walking outside) Come on, let's go play outside. |
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| 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. |

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| WEEK 10: CONCLUSION | |
| Find 10-15 minutes at the end of the week to do the following: | |
| UPDATE THE K-W-L CHART | <ul style="list-style-type: none"> • Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn. |
| SUMMARISE | <ul style="list-style-type: none"> • Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: <ul style="list-style-type: none"> o Theme vocabulary o LSC o The different texts that were read o The small group discussion o The comprehension strategy o The writing genre and task o All content from the theme |
| SHARE WITH FAMILIES | <ul style="list-style-type: none"> • Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class. |
| ACKNOWLEDGE AND CELEBRATE | <ul style="list-style-type: none"> • Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: <ul style="list-style-type: none"> o EFAL skills like reading or writing o Theme content o Tasks or activities o Behaviour in the class o Relationships with other learners o Attitude to EFAL o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed. |