

**GRADE 4**

**FIRST ADDITIONAL  
LANGUAGE  
LESSON PLAN  
ENGLISH**

**TERM 4 2021**

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## GRADE 4-6 EFAL ROUTINE

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

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

## GRADE 6 EFAL ALTERNATE ROUTINE

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

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

## GRADE 4-6 EFAL CLASSROOM CULTURE

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

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

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

### **Purpose:**

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

### **Using a Name Jar**

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

## Seating Arrangements and Group Management

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

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

### Attention Getters

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

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

## Transition Activities

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

### 1. Teacher Says

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

### 2. My chair and me

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

### 3. One minute dance party

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



## GRADE 4-6 EFAL CORE METHODOLOGIES

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

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

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

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

## ORAL ACTIVITIES: LSC / L&S

### Introduce the theme

#### Instructions

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

#### Purpose

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

### Activate background knowledge

#### Instructions

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

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

6. The K-W-L chart has three columns, titled:
  - K** - What I *know*
  - W** - What I *want* to know
  - L** - What I have *learnt*

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

## **Build and monitor learners' knowledge**

### ***Instructions***

1. Explain to learners that throughout the theme, it is important for learners to return to their graphic organisers, to build and monitor their knowledge on the theme.
  
2. Ask learners to think about what they have learnt about this theme.
  - Tell learners to turn and talk, and discuss this with a partner.
  - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the L column.
  
3. Next, ask learners to think about what else they still want to know about this theme.
  - Tell learners to turn and talk, and discuss this with a partner.
  - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the W column.
  
4. Finally, ask individual learners to share some of their ideas, and write these on the class K-W-L chart on the board.
  - Tell learners that they may add any of the class ideas to their own L column.
  - Tell learners that they may add any of the class ideas to their own W column.

1. As you work through this process, and especially at the end of the theme, make the following points clear to learners:
  - Being aware of what we have learnt helps us to remember what we learn.
  - The more we learn and know about a theme, the easier it will be for us to understand and learn new things about the theme.
  - For this reason, it is important for us to monitor or keep track of our own knowledge.

### **Purpose**

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

### **Build vocabulary**

#### **Instructions**

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

6. Once you have taught the theme vocabulary for the week, learners must add the new theme vocabulary to their personal dictionaries, together with their own definition, and/or picture and sentence.

### ***Purpose***

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

## **Document vocabulary in personal dictionaries**

### ***Instructions***

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

### ***Purpose***

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

## Question of the day

### Instructions

1. Divide the class into 4 or 8 x 'question of the day' groups.
  - These groups should be mixed ability groups.
  - They should be groups of convenience, i.e.: groups of learners who sit close together in class.
  - Train learners to know which group they belong to for this activity.
  
2. Write the 'question of the day' elements on the board.
  - Do this before the lesson begins.
  - Write the question of the day and the answer frame on one side of the board.
  - Draw a graph below this, with the answer options filled in.
  
3. For example:

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

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

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

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

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

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

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

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

### **Purpose**

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

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

## Rhyme / Song

### **Instructions:**

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

### Purpose:

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



## LANGUAGE STRUCTURE & CONVENTIONS

### Introduce the LSC in context

#### **Instructions:**

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

#### **Purpose:**

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

## Teach and practise using the LSC

### **Instructions:**

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

### **Purpose**

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

## LISTENING & SPEAKING

### Listening Lesson

#### Instructions:

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

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

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

1. Finally, on the third read, read the text fluently and then ask learners questions about the text.
  - Again, embed meaning as you read.
  - After reading each part of the text, ask the question in the third column.
  - Direct and distribute these questions in order to include many learners in the lesson.
  - If a learner provides a partial answer, ask prompting and probing questions to try and complete the answer.

***Purpose:***

The listening lesson is very important for the following reasons:

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

## Speaking Lesson

### *Instructions:*

1. Divide the class into 'small discussion' groups.
  - These groups should be mixed ability groups.
  - Groups should have between 3-5 members, but ideally 4 members.
  - These groups should be set up based on proximity – arrange groups so that learners can easily and quickly get into these groups. For example, the teacher could form groups of four by asking learners at every second desk to turn around and face their partners.
  - Train learners to know which group they belong to for this activity.
2. Prepare groups for their discussions by training them to a simple procedure and rules, as follows:
  - Explain that every learner in the group will take a turn to answer each discussion question.
  - Talking and listening may be controlled by a 'talking stick' or some other strategy.
  - Explain that the person who is holding the 'talking stick' gets to talk. Once he or she is finished, the stick is passed to the next person.
  - At first, groups should move the 'talking stick' in a routine manner: each group member should answer question 1, then each group member should answer question 2, and so on.
  - Once learners have mastered this, you should train them to start doing this in a more 'conversational' manner, with learners responding to, building on or asking questions about each other's points. When doing this, it is important to ensure that each group member still gets a chance to share their points.
  - Make it clear to learners that there should be no judgement of answers to open-ended questions – differing answers and opinions should be welcomed and respected.
  - Finally, encourage learners to use as much English as possible for their discussions, but for the more challenging and complex questions, allow them to hold some multilingual discussion first, in order to develop their critical thinking skills, and to build new knowledge. At the same time, encourage learners to learn and use some of the new English vocabulary required.

1. Finally, on the third read, read the text fluently and then ask learners questions about the text.
  - Again, embed meaning as you read.
  - After reading each part of the text, ask the question in the third column.
  - Direct and distribute these questions in order to include many learners in the lesson.
  - If a learner provides a partial answer, ask prompting and probing questions to try and complete the answer.

***Purpose:***

The listening lesson is very important for the following reasons:

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

## Phonics Review

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

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

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

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

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

### Paired and Independent Reading

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

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

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

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

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

<b>Text: Schoolgirls save boy's life</b>	
<b>Words I don't understand</b>	<b>Important words</b>
unconscious	fallen
handling	knocked head
wound	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.

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

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

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



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

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

## Shared Reading: Post-Read

### **Instructions:**

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

### **Instructions for a written comprehension:**

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

### **Instructions for the oral recount or written summary:**

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

**Instructions for a visualisation activity:**

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

**Purpose:**

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

## GROUP GUIDED READING

### ***Assigning Group Guided Reading groups and text selection:***

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

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

**What to do with each group during Group Guided Reading:**

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

**What to do with struggling readers during Group Guided Reading:**

1. Keep groups of struggling readers as small as possible, preferably 2-4 learners per group.
2. Call the group to come and work with you.
3. Practice sounding out the week's phonic words with learners.
4. Next, practice reading the sight words with learners.
  - Ask learners to take note of the first sound in the word.
  - Then, tell the learners to look at the spelling of the word.
  - Finally, revise the meaning of the word with learners if applicable – this can help them to remember the word.

5. Then, give learners a chance to try and read the decodable texts silently, on their own.
6. Tell them to ask you if they need help.
7. Finally, listen to each learner read a text on his or her own.
  
8. As each learner reads, do the following:
  - Be kind and patient.
  - Give the learner some time to try and work out the word alone.
  - Then, help the learner to sound out the word.
  - If the word is irregular and cannot be sounded out, then say the word and get the learner to repeat it.
  - Once the learner has managed to read all the words in a sentence, get him or her to reread the sentence.
  - Thank learners for their efforts, and praise learners for any improvements.

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

**Purpose:**

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

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

## INDEPENDENT AND PAIRED READING AND COMPREHENSION

### Independent or Paired Reading Activities

#### **Instructions:**

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



**Purpose:**

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

## WRITING & PRESENTING

### Process writing: Teach the Genre

#### **Instructions:**

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

#### **Purpose:**

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

## Process Writing: Planning

### Instructions:

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

### Purpose:

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

## Process Writing: Drafting

### *Instructions:*

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

**Purpose:**

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

**Process Writing: Editing****Instructions:**

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

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

**Purpose:**

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

## Process Writing: Publishing & Presenting

### **Instructions:**

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

### **Publishing:**

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

### **Presenting:**

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

### **Purpose:**

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

## WRITING STRATEGIES

### Introduction

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

### Strategy: Teacher models writing first

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

### Strategy: Writers think before they write

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

### Strategy: Writers turn and talk

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



**Strategy: Writers may create a framework**

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

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

**Strategy: Writers use resources to write words**

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

**Strategy: Writers read what they write**

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

**Strategy 8: Hold mini-conferences**

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

# GRADE 4 - TERM 4

WEEK  
1

**THEME:**  
**FOOD AROUND THE WORLD**

'First we eat, then we do everything else.'

- M.F.K Fisher

## TERM 4: WEEK 1

OVERVIEW	
THEME	<b>Food around the world</b>
THEME VOCABULARY	Jewish, Passover, ritual, seder, symbolism, fried, stewed, roasted, grilled, prepare
LSC	Using question marks
COMPREHENSION STRATEGY	<b>Search the text</b>
WRITING GENRE	Personal letter
WRITING TOPIC	Write a personal letter to someone to thank them for a traditional meal.
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous term.</li> <li>2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>3. Try to find some reading material for your theme table, for example: a book about food.</li> <li>4. Try to find some pictures of different foods from around the world.</li> <li>5. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.</li> </ol>

## WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME &amp; ORAL ACTIVITIES

INTRODUCE THE THEME		
PICTURE	<ol style="list-style-type: none"> <li>1. Tell learners to turn to DBE Workbook 1 page 132</li> <li>2. Instruct learners to look at the title, headings and pictures in the text</li> </ol>	
INTRODUCE THE THEME	<ol style="list-style-type: none"> <li>1. Tell learners the title of the theme.</li> <li>2. Activate learners' background knowledge about the theme.</li> <li>3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.</li> <li>4. Fill in the first part of the K-W-L chart.</li> </ol>	
SONG / RHYME <i>(Tune: If you're happy and you know it clap your hands)</i>	Lyrics	Actions
	If you like to eat great food, say yum yum!	<i>Shout yum yum and rub your tummy</i>
	If you like to eat great food, say yum yum!	<i>Shout yum yum and rub your tummy</i>
	If you like to eat great food, even when you're in a mood	--
	If you like to eat great food, say yum yum!	<i>Shout yum yum and rub your tummy</i>
THEME VOCABULARY	Jewish, Passover, ritual, seder, symbolism	
QUESTION OF THE DAY		
Question	Have you ever heard of a Passover seder?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow-up questions		
<b>Question</b>	<b>How many learners have heard of a Passover seder?</b>	
Answer	__ learners have heard of a Passover seder.	
<b>Question</b>	<b>How many learners have never heard of a Passover seder?</b>	
Answer	__ learners have never heard of a Passover seder.	
<b>Question</b>	<b>Have more learners ever heard of a Passover seder or not?</b>	
Answer	More learners have / have never heard of a Passover seder.	
<b>Question</b>	<b>Have fewer learners ever heard of a Passover seder or not?</b>	
Answer	Fewer learners have / have never heard of a Passover seder.	
<b>Question</b>	<b>Have you ever heard of a Passover seder?</b>	
Answer	Yes, I have heard of a Passover seder.	

Answer	No, I have never heard of a Passover seder.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

## WEEK 1: MONDAY / DAY 1: LISTENING

## LISTEN TO...

1. Remind learners of the theme for the cycle.
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **Food around the world**
4. This week, learners will listen to **a story: Rachel's Passover Seder**
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
Rachel was very excited because it was the first night of Passover. Rachel loved the eight-day celebration of Passover, because it celebrated the bible story of how the Jews escaped slavery in Egypt. Every year, her family talked about the story from the bible. But, they also talked about how Passover symbolizes the struggles that people still fight for freedom.	<b>What</b> is Passover? I learn that Passover is a celebration.	<ol style="list-style-type: none"> <li>1. How long is Passover? (<i>It is an eight-day celebration</i>)</li> <li>2. Why was Rachel excited? (<i>Because it was the first night of Passover</i>)</li> </ol>
During Passover, Rachel's family, like many other Jewish families, read about the ten plagues and the Exodus.	<b>What</b> religion does Rachel's family practice? Oh, I learn here that they are Jewish.	<ol style="list-style-type: none"> <li>1. How many plagues are in the story of Exodus? (<i>There are ten plagues.</i>)</li> </ol>

<p>In this story, God instructed Moses to go to the Pharaoh and to ask him to free the Jews. Each time the Pharaoh said no, God sent a plague down on Egypt. The tenth and final plague was the killing of the first born by the angel of death.</p>	<p>That is why they celebrate Passover.</p>	<p>2. Why is the holiday called Passover? <i>(Because the Jews put lamb's blood on their doors so the Angel of Death would pass over them.)</i></p>
<p>In order to protect their first-born children, the Jewish slaves marked their doors with lamb's blood, so the angel of death would pass over them. Rachel learnt that this is why the holiday was called 'Passover' or 'Pesach' in Hebrew.</p>		
<p>Rachel's favourite night during Passover was the first night, because of the special meal called 'Seder. On this first night, Jewish families come together for religious rituals, storytelling, and to share food, wine and songs. Rachel loved the whole night, but mostly, she loved helping to prepare the food and the Seder Plate, a special plate of food that was placed in the centre of the Passover Table.</p>	<p><b>What</b> is special about the first night of Passover? Oh, I learn that there is a special meal, that includes religious rituals, storytelling, special foods, wine and songs.</p>	<p>1. What is Rachel's favourite night of Passover? <i>(The first night.)</i> 2. What happens on the first night of Passover? <i>(There is a special meal called a 'Seder'.)</i></p>
<p>Rachel stood in the kitchen watching her grandmother prepare the Seder Plate. She watched her grandmother put a roasted lamb bone on one section of the plate. Rachel's grandmother looked at her, 'Rachel, do you know that every food on the Seder Plate represents something and has a meaning?'</p>	<p><b>What</b> is special about the Seder Plate? I learn here that every food on the Seder plate symbolises something. Each food has a special meaning!</p>	<p>1. Who is preparing the Seder plate? <i>(Rachel's grandmother.)</i> 2. What is a special name that Rachel calls her grandmother? <i>(She calls her Bubbe.)</i></p>

<p>Rachel shook her head, ‘No, <i>Bubbe</i>. What does the roasted lamb bone mean?’</p> <p>Rachel’s grandmother carefully picked up the lamb bone as she spoke, ‘This lamb bone represents the two lambs that were sacrificed by the Jews on the night before the Exodus – the very first Passover.’</p>		<p>3. What does the lamb bone on the Seder plate represent? <i>(It represents the lambs that were slaughtered the night before the Exodus.)</i></p>
<p>Rachel pointed at the egg that was on the Seder Plate. ‘What does the egg symbolise, <i>Bubbe</i>?’</p> <p>Rachel’s grandmother looked at the egg, ‘The egg symbolizes the circle of life.’</p> <p>Next to the egg, there was a mixture of bitter herbs. Rachel’s grandmother explained that the bitter herbs represented the bitterness of slavery.</p>	<p><b>What</b> are Rachel and her grandmother talking about? Oh, I read that her grandmother is teaching her about the special foods on the Seder Plate.</p>	<p>1. What does the egg on the Seder plate symbolise? <i>(It symbolises the circle of life.)</i></p> <p>2. What is next to the egg? <i>(A mixture of bitter herbs.)</i></p> <p>3. What do the bitter herbs represent? <i>(The bitterness of slavery.)</i></p>
<p>There was also a mixture of apples, nuts, raisins, spices and wine on the Seder plate. ‘What does this mixture symbolise, <i>Bubbe</i>?’ asked Rachel.</p> <p>Rachel’s grandmother pointed at the mixture, ‘This is called <i>haroset</i> and it symbolises the mortar that the Jewish slaves used for building. It symbolises the paste that they used to keep stones together, just like builders use cement to keep bricks together,’ explained her grandmother.</p>	<p><b>What</b> does the haroset symbolise? Oh, I learn that it represents the mortar or cement the Jewish slaves had to use for building.</p>	<p>1. What is in <i>haroset</i>? <i>(Apples, nuts, raisins, spices, and wine.)</i></p> <p>2. What is mortar? <i>(It is the paste used to keep stones together when building.)</i></p>



<p>The fifth type of food found on the Seder Plate was a mixture of green herbs and vegetables. Rachel's grandmother explained that this last mixture was a symbol of springtime and new beginnings.</p>	<p><b>What</b> was the fifth food Bubbe showed Rachel? It was a mixture of green herbs and vegetables.</p>	<ol style="list-style-type: none"> <li>1. How many foods are on the Seder Plate? <i>(Five different kinds of food.)</i></li> <li>2. What does the mixture of green herbs and vegetables symbolise? <i>(It symbolises springtime and new beginnings.)</i></li> </ol>
<p>The family sat down for dinner, and the rituals and storytelling began. When it came time to talk about the Seder Plate, Rachel's grandmother stood up and cleared her throat, 'This year, Rachel is going to explain the Seder Plate, and what each food symbolises. Rachel, I hope you were listening carefully,' said her grandmother with a smile.</p>	<p><b>Why</b> did Rachel's grandmother tell Rachel 'I hope you were listening carefully'? Oh! I learn that Rachel will tell everyone about the Seder Plate. That means she will need to explain all the things her grandmother told her about the Seder Plate!</p>	<ol style="list-style-type: none"> <li>1. Who do you think usually explains the Seder Plate? <i>(Rachel's grandmother.)</i></li> <li>2. Who will explain the Seder Plate this year? <i>(Rachel)</i></li> <li>3. What must you do when you explain the Seder Plate? <i>(You must explain what each food on the plate symbolises.)</i></li> <li>4. Why do you think Rachel's bubbe spent so much time teaching her about the Seder Plate? <i>(Because she wanted Rachel to explain the Seder Plate to everyone else.)</i></li> </ol>
<p>Rachel excitedly stood up and told her entire family about the Seder Plate. She felt honoured that her grandmother asked to do such an important job.</p>	<p><b>How</b> did Rachel learn about the Seder Plate? I remember that her grandmother taught her all about the foods on the Seder Plate.</p>	<ol style="list-style-type: none"> <li>1. How did Rachel feel when her grandmother asked her to explain the Seder Plate? <i>(She felt honoured.)</i></li> </ol>

## WEEK 1: TUESDAY / DAY 2: SPEAKING

## DISCUSS...

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

## WEEK 1: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/kn/ /ea/ /ow/									
Activity	<ol style="list-style-type: none"> <li>1. Write the following sounds on the chalkboard: <b>kn, ea, ow</b></li> <li>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</li> <li>3. Explain that in the sound /<b>kn</b>/, the k is silent, we just say the 'n'.</li> <li>4. Explain that the sound /<b>ow</b>/ makes two different sounds, like in 'cow' and 'know'.</li> <li>5. Write the following words on the chalkboard and sound each word out as follows:           <ol style="list-style-type: none"> <li>a. /kn/ - /ee/ = knee</li> <li>b. /b/ - /ea/ - /d/ = bead</li> <li>c. /l/ - /ow/ = low (same sound as know)</li> <li>d. /h/ - /ow/ = how (same sound as cow)</li> </ol> </li> <li>6. Ask learners to sound out and read each word after you.</li> </ol>									
Word find	<p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>kn</td> <td>ea</td> <td>ow</td> </tr> <tr> <td>ee</td> <td>t</td> <td>ch</td> </tr> <tr> <td>b</td> <td>l</td> <td>d</td> </tr> </table> <p><b>MODEL</b></p> <ol style="list-style-type: none"> <li>1. Review all of the sounds on the chalkboard.</li> <li>2. Tell learners to copy the table into their books.</li> <li>3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.</li> <li>4. Show learners how to build one or two words, like: <b>know</b> or <b>deed</b></li> <li>5. Possible words (this is not a complete list): <b>know, knee, knead, knot, teach, beach, bead, cheat, tow, low, bow, bowl, bee, tee, etc.</b></li> </ol>	kn	ea	ow	ee	t	ch	b	l	d
kn	ea	ow								
ee	t	ch								
b	l	d								

WEEK 1: TUESDAY / DAY 2: PRE-READING	
TITLE	<i>Celebrating our differences</i>
DBE WORKBOOK 2, PAGE	132
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
<b>PRE-READING ACTIVITY</b>	
<ol style="list-style-type: none"> <li>1. Remind learners of the theme for this cycle: food around the world.</li> <li>2. Remind them of the text that they listened to and discussed in the previous lessons.</li> <li>3. Explain that you are now going to move on to another text, but it is still related to the theme.</li> </ol>	

4. Ask a learner to read the title: ***Celebrating our differences***
5. Explain the meaning of the title, e.g. *People are different in lots of ways. When we talk about celebrating differences, it means that we try to appreciate and recognise ways people are different from each other.*
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. 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 concept: **food***
7. Explain that learners should **circle** any new words in the text that they don't know.
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 list on the board. Ask learners to explain why they have chosen to underline certain words.
11. Ask learners: Which words did you circle?
12. As learners list the words, make a list on the board. Help learners to define these words in context.
13. Instruct learners to think about the title, the pictures, and the words they underlined.
14. Ask learners predictive questions:
  - a. What do you think will happen in this story?
  - b. What do you think might happen at the end of this story?
  - c. Who are the characters in the story? What do you think you know about them?
  - d. Does anyone talk in this story? How do you know?
  - e. Do you think this story will be fiction or nonfiction? Why?
15. 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 (Tune: <i>If you're happy and you know it clap your hands</i> )	<b>Lyrics</b>	<b>Actions</b>
	If you like to eat great food, say yum yum!	<i>Shout yum yum and rub your tummy</i>
	If you like to eat great food, say yum yum!	<i>Shout yum yum and rub your tummy</i>
	If you like to eat great food, even when you're in a mood	--
	If you like to eat great food, say yum yum!	<i>Shout yum yum and rub your tummy</i>
THEME VOCABULARY	fried, stewed, roasted, grilled, prepare	
<b>QUESTION OF THE DAY</b>		
Question	Which kind of chicken do you think tastes best?	
Graph	4 COLUMN GRAPH	
Options	fried chicken / stewed chicken / roasted chicken / grilled chicken	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think fried chicken tastes best?</b>	
Answer	__ learners think fried chicken tastes best.	
<b>Question</b>	<b>How many learners think stewed chicken tastes best?</b>	
Answer	__ learners think stewed chicken tastes best.	
<b>Question</b>	<b>How many learners think roasted chicken tastes best?</b>	
Answer	__ learners think roasted chicken tastes best.	
<b>Question</b>	<b>How many learners think grilled chicken tastes best?</b>	
Answer	__ learners think grilled chicken tastes best.	
<b>Question</b>	<b>Which kind of chicken do most learners think tastes best?</b>	
Answer	Most learners think __ tastes best.	
<b>Question</b>	<b>Which kind of chicken do fewest learners think tastes best?</b>	
Answer	Fewest learners think __ tastes best.	
<b>Question</b>	<b>Which kind of chicken do you think tastes best?</b>	
Answer	I think fried chicken tastes best.	

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

## WEEK 1: WEDNESDAY / DAY 3: FIRST READ

TITLE	<i>Celebrating our differences</i>	
DBE WORKBOOK 2, PAGE	132	
ACTIVITY	FIRST READ	
COMPREHENSION STRATEGY	<b>Search the text</b>	
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.	
<ol style="list-style-type: none"> <li>1. Hand out the DBE workbooks.</li> <li>2. Instruct learners to turn to the story on <b>page 132</b>.</li> <li>3. Allow learners a few minutes to try and read the story on their own, in silence.</li> <li>4. Explain that you will read the story to learners. They must <b>follow along</b> as you read.</li> <li>5. Read the story with fluency and expression to learners.</li> <li>6. Read the <b>Text</b> first, and then say the comment in the <b>First Read</b> column.</li> </ol>		
	<b>Text</b>	<b>Think Aloud: First Read</b>
	Mandla's school needed to have a fundraiser so they could earn money to buy more computers.	<b>What</b> does Mandla's school need? Oh, I learn that they need money for more computers.

<p>Mandla knew that many of his classmates' families were from different countries around the world. They had many special traditions, spoke many different languages, and ate many different types of food.</p>	<p><b>Where</b> are Mandla's classmates from? I read here that they are from all different countries around the world.</p>
<p>Mandla had a brilliant idea for a fundraiser! He suggested that every student could bring in their favourite dish and hold an ethnic dinner night. He knew parents and members of the community would be glad to pay money in order to try foods from all over the world! "That's a great idea," Mandla's teacher said. "Let's call it 'Dinner around the World'."</p>	<p><b>What</b> is an ethnic dinner night? Oh, I learn it is when every family brings something special to eat from their home country.</p>
<p>Mandla brought his favourite meal, chicken and pap. His friend Amina came from Ethiopia, an African country. She brought stewed beef with spices over rice pilaf with Ethiopian bread. Ibrahim, from Morocco, brought a dish of spiced grilled lamb over white rice with fried eggplant and hummus with pita bread. Juan, from Mexico, brought chicken fajitas with Spanish rice and tortilla chips with cheese dip. Rajat, whose family is from India, brought in chicken curry over rice with raita, a sauce of yogurt mixed with cucumber. August, a vegetarian, brought a meal with no meat. She brought lentil soup, dinner rolls, and a salad. There was fruit salad and ice cream for dessert. Something enjoyed by all!</p>	<p><b>Where</b> are the children in Mandla's class from? I learn that there are children from Ethiopia, Morocco, Mexico, and India in Mandia's class.</p>
<p>The fundraiser was a success. Everyone enjoyed seeing, smelling, and tasting foods from so many different cultures.</p>	<p><b>What</b> did everyone enjoy? I learn that they enjoyed all the different foods!</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>What is Mandla's school raising money for?</p>	<p>They are raising money for more computers.</p>
<p>Where do chicken fajitas come from?</p>	<p>From Mexico, like Juan.</p>

Why question	Possible response
<p>Why did Mandla’s class have a fundraiser called ‘Dinner around the world’?</p>	<ul style="list-style-type: none"> <li>• Because Mandla’s school needed to raise money for new computers.</li> <li>• Because Mandla new that many of his classmates came from different countries, so he had the idea to have a fundraiser where they brought foods from their cultures.</li> <li>• Because Mandla thought people would like to try food from all over the world.</li> <li>• Because Mandla’s teacher thought he had a good idea.</li> <li>• Because Mandla’s teacher thought they should name their fundraiser ‘Dinner around the world’.</li> </ul>
<p><b>Introduce the LSC in context</b></p>	
<ol style="list-style-type: none"> <li>1. Explain to learners that this cycle, they will be learning about: <b>Using question marks</b></li> <li>2. Point out the following example of this:  <i>What is Mandla’s school raising money for?</i>  <i>Where do chicken fajitas come from?</i> </li> <li>3. Introduce this LSC as follows: <i>We use question marks, rather than a full stop, when we write a question. Questions often begin with question words, like: who, what, when, where, why, how.</i></li> </ol>	



WEEK 1: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Celebrating our differences</i>
DBE WORKBOOK 2, PAGE	132
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Search the text</b>
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
<ol style="list-style-type: none"> <li>Before the lesson begins, write the <b>follow-up questions</b> on the board: <ol style="list-style-type: none"> <li><i>Which kind of food would you most like to try from the 'Dinner around the world'?</i></li> <li><i>Who brought curry to the 'Dinner around the world'?</i></li> <li><i>Why did all the children in Mandla's class bring different kinds of food?</i></li> </ol> </li> <li>Read the <b>follow-up questions</b> out loud to learners.</li> <li>Hand out the DBE workbooks.</li> <li>Instruct learners to turn to the story on <b>page 132</b>.</li> <li>Explain that you will read the story to learners. They must <b>follow along</b> with the text as you read.</li> <li>Read the story with fluency and expression to learners.</li> <li>Read the <b>Text</b> first, and then say the comment in the <b>Second Read</b> column.</li> <li>Next, instruct learners to <b>turn and talk</b> with a partner.</li> <li>Instruct learners to take turns <b>reading the story</b> to each other.</li> <li>Tell learners to <b>orally</b> discuss the <b>follow-up questions</b> together.</li> </ol>	
Text	Think Aloud: Second Read
Mandla's school needed to have a fundraiser so they could earn money to buy more computers.	<b>Why</b> does Mandla's school need to have a fundraiser? I learn that they need to raise money so that they can buy some computers.
Mandla knew that many of his classmates' families were from different countries around the world. They had many special traditions, spoke many different languages, and ate many different types of food.	<b>Why</b> do the children in Mandla's class eat many different types of food? Oh, I learn that it is because their families come from all different countries around the world. And I am learning this week that people in different countries eat different kinds of food!

<p>Mandla had a brilliant idea for a fundraiser! He suggested that every student could bring in their favourite dish and hold an ethnic dinner night. He knew parents and members of the community would be glad to pay money in order to try foods from all over the world!</p> <p>“That’s a great idea,” Mandla’s teacher said. “Let’s call it ‘Dinner around the World.’”</p>	<p><b>Why</b> did Mandla’s suggest an ethnic dinner night for the fundraiser? Oh it is because he thinks that people will want to pay money if they can try new and different kinds of foods.</p>
<p>Mandla brought his favourite meal, chicken and pap.</p> <p>His friend Amina came from Ethiopia, an African country. She brought stewed beef with spices over rice pilaf with Ethiopian bread.</p> <p>Ibrahim, from Morocco, brought a dish of spiced grilled lamb over white rice with fried eggplant and hummus with pita bread.</p> <p>Juan, from Mexico, brought chicken fajitas with Spanish rice and tortilla chips with cheese dip.</p> <p>Rajat, whose family is from India, brought in chicken curry over rice with raita, a sauce of yogurt mixed with cucumber.</p> <p>August, a vegetarian, brought a meal with no meat. She brought lentil soup, dinner rolls, and a salad.</p> <p>There was fruit salad and ice cream for dessert. Something enjoyed by all!</p>	<p><b>What</b> kinds of food were at the ‘Dinner around the world’? There were so many different kinds of food – Ethiopian, Moroccan, Mexican, Vegetarian, and South African food. I learn that Mandla has a very diverse class.</p>
<p>The fundraiser was a success. Everyone enjoyed seeing, smelling, and tasting foods from so many different cultures.</p>	<p><b>Who</b> enjoyed the fundraiser? Everyone enjoyed the fundraiser. I think Mandla was right – people were happy to pay money to try new foods!</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>Which kind of food would you most like to try from the ‘Dinner around the world’?</p>	<p><i>I would most like to try...</i></p>
<p>Who brought curry to the ‘Dinner around the world’?</p>	<p>Rajat brought curry.</p>

Why question	Possible response
<p>Why did all the children in Mandla's class bring different kinds of food?</p>	<ul style="list-style-type: none"> <li>• Because their families come from different places.</li> <li>• Because they brought food from all their different cultures.</li> <li>• Because they all had different favourite foods.</li> <li>• Because they wanted people to try the food from their culture.</li> <li>• Because they thought it would make more money if they all brought different kinds of food.</li> <li>• Because they felt proud of the food from their cultures and they wanted to share!</li> </ul>
<p><b>Ask learners to formulate a question about the text</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to independently think of a question that they can ask about the text.</li> <li>2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.</li> <li>3. Tell learners to turn and talk, and share their questions with each other.</li> <li>4. Then, ask a few learners to share their questions with the class.</li> <li>5. Give other learners the opportunity to answer these questions.</li> </ol>	

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

<p><b>Modelling (I DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that this week, we have been working on <b>searching the text</b>.</li> <li>2. Explain that when we search the text, we look for information that is stated in the text.</li> <li>3. Hand out the DBE workbooks to learners.</li> <li>4. Instruct learners to open to: <b>page 132</b></li> <li>5. <b>Ask learners:</b> <i>What food did Mandla's friend Amina bring?</i></li> <li>6. Explain that to answer this question quickly, we can search the text for the name 'Amina' because the question is about her. Her name is a helpful <b>key word</b> in the question!</li> <li>7. Use <b>modelling</b> to search the text for the name <i>Amina</i>. Scan the text and stop when you find it: <i>His friend Amina came from Ethiopia, an African country. She brought stewed beef with spices over rice pilaf with Ethiopian bread.</i></li> <li>8. Now we can answer the question: <i>Amina brought Ethiopian food. She brought stewed beef, rice pilaf, and Ethiopian bread.</i></li> <li>9. Explain that when we search the text, we usually answer questions about:             <ol style="list-style-type: none"> <li>a. Who</li> <li>b. What</li> <li>c. When</li> <li>d. Where</li> <li>e. How</li> <li>f. Why</li> </ol> </li> <li>10. When we search the text, we:             <ol style="list-style-type: none"> <li>a. think about the question word – what is being asked?</li> <li>b. look for information in the words that are written.</li> <li>a. look for key words to help us find the answer more easily!</li> </ol> </li> </ol>
<p><b>Work with learners (WE DO)</b></p>	<ol style="list-style-type: none"> <li>1. <b>Ask learners:</b> What is a vegetarian?</li> <li>2. <b>Ask learners:</b> What key word/s do you think you could try to find?             <ol style="list-style-type: none"> <li>a. Explain that <b>vegetarian</b> is the key word.</li> </ol> </li> <li>3. Instruct learners to search the text for the answer to this question.</li> <li>4. Call on learner to answer the question:             <ol style="list-style-type: none"> <li>a. August is a <b>vegetarian</b>. She brings a meal with no meat.</li> <li>b. We can <b>infer</b> that a <b>vegetarian</b> is someone who doesn't eat meat.</li> </ol> </li> </ol>

<p><b>Pair work (YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that now, learners will work with a partner to search the text.</li> <li>2. <b>Ask learners:</b> What are some examples of Indian food?</li> <li>3. Instruct learners to discuss this with their partners.</li> <li>4. After 3-5 minutes, call learners back together.</li> <li>5. Call on a learner to share their answer to the question: chicken curry, rice, raita</li> <li>6. Ask learners: What key words did you look for to help you answer this question?</li> <li>7. Explain that to answer this question, we could have searched for the key word: <b>India</b></li> </ol>
<p><b>NOTES</b></p>	<p><b>Look at the notes below. If your learners have not copied these into their exercise books, they should do so now.</b></p> <p><b><u>Search the text</u></b></p> <p>Answer questions!</p> <p>I must:</p> <ul style="list-style-type: none"> <li>- Think about the question word. What kind of information must I find?</li> <li>- Think about key words.</li> <li>- Look at the text. Think about the meaning.</li> <li>- Put information from the text together.</li> </ul> <p><b>2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).</b></p>

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

TITLE	<i>Celebrating our differences</i>
DBE WORKBOOK 2, PAGE	132
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	<b>Summarise</b> <b>Search the text</b>
PURPOSE	Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.

## POST-READING

1. Explain that today we will be **summarising the main points** of the text. *This means that we will think about the most important parts of the text.*
2. Explain that we will also be recounting **details** from the text. *This means we will be remembering small pieces of information from the text.*
3. Ask learners: How can you tell a friend about the story in **3-5 sentences**?
4. Instruct learners to use the frame to answer the question:  
**This text is about...**  
**One interesting detail in this story was...**  
**Another interesting detail was...**  
**Overall, I enjoyed / didn't enjoy reading this story because...**
5. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
6. Give learners time to think about the most important parts of the text. Explain that learners may **skim** or **scan** the text if they need help remembering what the text was about.
7. Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.
8. Call the class back together. Call a few learners up to the front of the classroom to present to the class.
9. Come up with a class summary, like: ***This text is about*** *a fundraiser at Mandla's school. The fundraiser is an ethnic dinner night, where different learners bring their favourite cultural foods!* ***One interesting detail in this story was*** *that there is a special kind of Ethiopian bread.* ***Another interesting detail was*** *that raita is an Indian dish made of yogurt mixed with cucumber.* ***Overall, I enjoyed reading this story because*** *I learned about some different foods around the world.*

WEEK 1: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
PERSONAL LETTER	To inform and maintain a relationship	<ul style="list-style-type: none"> <li>• Address, date and salutation</li> <li>• Structure of message will vary depending on purpose (e.g. catch up on news, congratulate, sympathise)</li> <li>• May use personal recount text type</li> <li>• Closing, signature</li> </ul>	<ul style="list-style-type: none"> <li>• Usually informal in style but can vary, e.g. letter of condolence will be more formal</li> <li>• Language features will vary according to purpose of message</li> </ul>
INTRODUCE THE GENRE	<p>1. Explain that in this cycle, learners will write a personal letter.</p> <p><b>Explain a personal letter</b></p> <ol style="list-style-type: none"> <li>1. A personal letter is a method of communication that is used by friends or family.</li> <li>2. Personal letters are written to share information.</li> <li>3. They are also written to keep the relationship going.</li> </ol> <ol style="list-style-type: none"> <li>1. <b>In terms of the text structure, a personal letter must have:</b> <ol style="list-style-type: none"> <li>a. an address in the top right hand corner</li> <li>b. the date below the address</li> <li>c. a salutation (greeting) on the left side</li> <li>d. a few paragraphs – one main idea per paragraph</li> <li>e. a closing message and salutation</li> <li>f. a name or signature</li> </ol> </li> <li>2. <b>In terms of language features, the personal letter:</b> <ol style="list-style-type: none"> <li>a. Uses informal language</li> </ol> </li> <li>3. Show learners an example of a personal letter. Write the following example on the board:</li> </ol>		

<p>READ THE SAMPLE TEXT</p>	<p style="text-align: right;">3 Rose Street Henley Reading United Kingdom RG9</p> <p style="text-align: right;">5 June 2021</p> <p>Dear Phindi</p> <p>Hello again! I hope you are well. Thank you for the pictures you sent of your traditional food.</p> <p>In England, we eat traditional food on special days like Christmas. For Christmas, we eat a roast turkey, cranberry sauce, roast potatoes and vegetables. We also have a special Christmas pudding made with fruit.</p> <p>I hope you can come and visit me sometime.</p> <p>Your friend, Mary</p>
<p>DISCUSS</p>	<p><b>Personal Letter</b></p> <ol style="list-style-type: none"> <li>1. Where is the address written?</li> <li>2. What is the number at the bottom of the address?</li> <li>3. Where does this letter come from?</li> <li>4. What comes after the address?</li> <li>5. We call the greeting a salutation. What is the salutation in this letter?</li> <li>6. What is the first paragraph about?</li> <li>7. What is the second paragraph about?</li> <li>8. What is the closing message?</li> <li>9. How can you end your letter? Do you have to say 'Your friend'?</li> <li>10. Must you sign with your name and surname, or just name? Why?</li> </ol>



NOTES	<p><b>Tell learners to open their exercise books, and to write down the following heading and notes:</b></p> <p><b><u>Personal Letter</u></b></p> <ol style="list-style-type: none"><li>1. Communication between family and friends.</li><li>2. To share information and to keep the relationship going.</li><li>3. <b>In terms of the text structure, a personal letter must have:</b><ol style="list-style-type: none"><li>a. Address in top right</li><li>b. Date under address</li><li>c. Salutation on left side</li><li>d. Few paragraphs – one idea per paragraph</li><li>e. Closing message</li><li>f. Name</li></ol></li><li>4. <b>In terms of language, a personal letter uses:</b><ol style="list-style-type: none"><li>a. Informal language</li></ol></li></ol>
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**GRADE 4 - TERM 4**



**THEME:**  
**FOOD AROUND THE WORLD**

'Food is our common ground, a universal experience.'

- James Beard

## TERM 4: WEEK 2

## OVERVIEW

THEME	<b>Food around the world</b>
THEME VOCABULARY	Jewish, Passover, ritual, seder, symbolism, fried, stewed, roasted, grilled, prepare, flavour, spicy, bitter, sweet, mixture, Moroccan, Ethiopian, Mexican, fundraiser, culture
LSC	Using question marks
COMPREHENSION STRATEGY	<b>Search the text</b>
WRITING GENRE	Personal letter
WRITING TOPIC	Write a personal letter to someone to thank them for a traditional meal.

WEEK 2: MONDAY / DAY 1: PLANNING					
TOPIC	Write a personal letter to someone to thank them for a traditional meal.				
GENRE	Personal letter				
PLANNING STRATEGY	List				
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Explain to learners that this week, they will write a friendly letter.</li> <li>3. Show learners how you think about the topic: <p style="text-align: center;"><i>Hmm, I will write a letter to my friend Lee, to thank her for a traditional Chinese meal. I will say how much I liked the soup, dumplings and fish.</i></p> </li> <li>4. Tell learners that you will plan your letter by answering a list of questions.</li> <li>5. Have the list written on one side of the board.</li> <li>6. Show learners how you complete the plan by answering the questions.</li> <li>7. Do this on the other side of the board.</li> </ol>				
	<table border="1"> <thead> <tr> <th><u>Planning: Personal Letter</u></th> <th><u>Planning: Personal Letter</u></th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> <li>1. What is your address?</li> <li>2. What is the date?</li> <li>3. Which friend are you writing to?</li> <li>4. What will you say in your opening paragraph?</li> <li>5. What did you eat at your friend's house?</li> <li>6. What did you like?</li> <li>7. What will you say in your closing?</li> </ol> </td> <td> <ol style="list-style-type: none"> <li>1. Elandsfontein 26418, Green Park, Carltonville, 2499</li> <li>2. 20 February 2021</li> <li>3. Lee</li> <li>4. How are you? Thank you for inviting me to your Chinese New Year party.</li> <li>5. We ate soup, dumplings and fish. We ate oranges and fortune cookies for dessert.</li> <li>6. I loved the dumplings – they were delicious.</li> <li>7. I enjoyed learning about your culture.</li> </ol> </td> </tr> </tbody> </table>	<u>Planning: Personal Letter</u>	<u>Planning: Personal Letter</u>	<ol style="list-style-type: none"> <li>1. What is your address?</li> <li>2. What is the date?</li> <li>3. Which friend are you writing to?</li> <li>4. What will you say in your opening paragraph?</li> <li>5. What did you eat at your friend's house?</li> <li>6. What did you like?</li> <li>7. What will you say in your closing?</li> </ol>	<ol style="list-style-type: none"> <li>1. Elandsfontein 26418, Green Park, Carltonville, 2499</li> <li>2. 20 February 2021</li> <li>3. Lee</li> <li>4. How are you? Thank you for inviting me to your Chinese New Year party.</li> <li>5. We ate soup, dumplings and fish. We ate oranges and fortune cookies for dessert.</li> <li>6. I loved the dumplings – they were delicious.</li> <li>7. I enjoyed learning about your culture.</li> </ol>
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LEARNERS USE THE PLANNING STRATEGY (YOU DO)	<ol style="list-style-type: none"> <li>1. Make sure that all learners have copied down the questions in their exercise books.</li> <li>2. Then, tell learners that before they must answer the questions to complete their plan.</li> <li>3. They may turn and talk with a partner to discuss ideas.</li> <li>4. As learners complete their plans, walk around and hold mini-conferences.</li> </ol>
HOMEWORK	Learners complete the plans for homework.

### Planning: Personal letter

1. Elandsfontein, 26 418, Green Park, Carltonvil, 2499
2. 20 February 2021
3. Lee
4. How are you? Thank you for inviting me to Chinese New Year.
5. We ate soup, dumplings and fish. (I loved the dumplings.) We ate oranges and cookies.
7. I enjoyed learning about your culture.

**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 (Tune: <i>If you're happy and you know it clap your hands</i> )	<b>Lyrics</b>	<b>Actions</b>
	If you like to eat great food, say yum yum!	<i>Shout yum yum and rub your tummy</i>
	If you like to eat great food, say yum yum!	<i>Shout yum yum and rub your tummy</i>
	If you like to eat great food, even when you're in a mood	--
If you like to eat great food, say yum yum!	<i>Shout yum yum and rub your tummy</i>	
THEME VOCABULARY	flavour, spicy, bitter, sweet, mixture	
<b>QUESTION OF THE DAY</b>		
Question	What kind of foods do you enjoy?	
Graph	3 COLUMN GRAPH	
Options	spicy foods / bitter foods / sweet foods	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners enjoy spicy foods?</b>	
Answer	___ learners enjoy spicy foods.	
<b>Question</b>	<b>How many learners enjoy bitter foods?</b>	
Answer	___ learners enjoy bitter foods.	
<b>Question</b>	<b>How many learners enjoy sweet foods?</b>	
Answer	___ learners enjoy sweet foods.	
<b>Question</b>	<b>What kind of foods do most learners enjoy?</b>	
Answer	Most learners enjoy ___.	
<b>Question</b>	<b>What kind of foods do fewest learners enjoy?</b>	
Answer	Fewest learners enjoy ___.	
<b>Question</b>	<b>What kind of foods do you enjoy?</b>	
Answer	I enjoy spicy foods.	
Answer	I enjoy bitter foods.	
Answer	I enjoy sweet foods.	



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

### WEEK 2: 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	Uses question marks
LSC MODELLING (I DO)	<ol style="list-style-type: none"> <li>1. Write a question mark on the board: ?</li> <li>2. Remind learners that when we write a question, we must use a question mark rather than a full stop.</li> <li>3. Explain that today, we will practice writing questions and using question marks.</li> </ol>
LSC Ask learners for help (WE DO)	<ol style="list-style-type: none"> <li>1. Write the following sentences on the board:               <ol style="list-style-type: none"> <li>a. I like to eat meat.</li> <li>b. My favourite food is cheese.</li> <li>c. She loves spicy food.</li> </ol> </li> <li>2. Ask learners: How could we change these sentences into questions?</li> <li>3. Brainstorm some ideas with learners, like:               <ol style="list-style-type: none"> <li>a. Do you like to eat meat?</li> <li>b. What is your favourite food?</li> <li>c. Do you like to eat spicy food?</li> </ol> </li> <li>4. Remind learners that questions often begin with question words, like: who, what, when, where, why, how.</li> </ol>
LSC Pair work (YOU DO)	<ol style="list-style-type: none"> <li>1. Hand out the DBE workbooks and instruct learners to turn to page 132.</li> <li>2. Hand out learners' exercise books.</li> <li>3. <b>Ask learners: What are some questions you would like to ask the children or parents about the food they brought to the 'Dinner around the world'?</b></li> <li>4. Explain that learners must think of at least two questions they would like to ask. They must write down the questions in their exercise books.</li> <li>5. Instruct learners who finish early to write more questions.</li> </ol> <p><b>Sharing</b></p> <ol style="list-style-type: none"> <li>1. Call learners back together. Call on random learners to read one of their questions to the class.</li> <li>2. Help learners read the question as a question – with fluency and expression.</li> <li>3. Help make sure learners understand using question marks.</li> </ol>

TOPIC	<b>Write a personal letter to someone to thank them for a traditional meal.</b>	
PLANS	Before class begins, rewrite the planning frame on the board:	
	<b><u>Planning: Personal Letter</u></b>	<b><u>Planning: Personal Letter</u></b>
	<ol style="list-style-type: none"> <li>1. What is your address?</li> <li>2. What is the date?</li> <li>3. Which friend are you writing to?</li> <li>4. What will you say in your opening paragraph?</li> <li>5. What did you eat at your friend's house?</li> <li>6. What did you like?</li> <li>7. What will you say in your closing?</li> </ol>	<ol style="list-style-type: none"> <li>1. Elandsfontein 26418, Green Park, Carltonville, 2499</li> <li>2. 20 February 2021</li> <li>3. Lee</li> <li>4. How are you? Thank you for inviting me to your Chinese New Year party.</li> <li>5. We ate soup, dumplings and fish. We ate oranges and fortune cookies for dessert.</li> <li>6. I loved the dumplings – they were delicious.</li> <li>7. I enjoyed learning about your culture.</li> </ol>
WRITING FRAME	<ol style="list-style-type: none"> <li>1. Next, tell learners that they must use the writing frame to turn their plans into a personal letter.</li> <li>2. Have the writing frame written on the chalkboard.</li> <li>3. Explain the frame to learners.</li> </ol> <div style="text-align: right; margin-right: 20px;">       Address line 1        Address line 2        Address line 3        Postal code        Date        (<i>skip a line</i>)     </div> <p>Salutation, (<i>skip a line</i>)</p> <p>Paragraph 1 – greeting, introduction, thanks, etc. (<i>skip a line</i>)</p> <p>Paragraph 2 – say what you ate at your friend's house and what you liked. (<i>skip a line</i>)</p> <p>Paragraph 3 - closing comment. (<i>skip a line</i>)</p> <p>Salutation Name</p>	

DRAFT	<ol style="list-style-type: none"> <li>1. Hand out learners' exercise books.</li> <li>2. Settle learners so you have their attention.</li> <li>3. Remind learners that they will write a friendly letter to someone, to thank them for a traditional meal.</li> <li>4. Remind learners that they must use their plans and writing frames.</li> <li>5. Instruct learners to find their plans from Monday and to think about their ideas.</li> <li>6. Instruct learners to complete the writing frame using their plans.</li> <li>7. Tell learners that they can add more words or details to their drafts if they have time.</li> <li>8. Remind learners of the strategies they can use to help them.</li> <li>9. As learners write, walk around the classroom and hold mini-conferences.</li> </ol>
HOMEWORK	Learners must complete the drafts.

Draft: Personal letter

Elandsfontein 26418

Green park

Carltonville ~~2499~~

2499

20 February 2021

x x x

Dear Lee,

x x x

How are you? Thank you for inviting me to Chinese New Year.

x x

We ate soup, dumplings and fish. Then we ate oranges and fortune cookies. I loved the dumplings the most!

x x

I enjoyed learning about your culture.

x x

Your friend

Mpumi

**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 <i>(Tune: If you're happy and you know it clap your hands)</i>	<b>Lyrics</b>	<b>Actions</b>
	If you like to eat great food, say yum yum!	<i>Shout yum yum and rub your tummy</i>
	If you like to eat great food, say yum yum!	<i>Shout yum yum and rub your tummy</i>
	If you like to eat great food, even when you're in a mood	--
	If you like to eat great food, say yum yum!	<i>Shout yum yum and rub your tummy</i>
THEME VOCABULARY	Moroccan, Ethiopian, Mexican, fundraiser, culture	
<b>QUESTION OF THE DAY</b>		
Question	<i>Explain to learners that in English, when we discuss things (like food, traditions, people) who come from a different country, we add different endings to the name of the country. For example, we can add the ending -an, like: South African, Mexican. We also sometimes add the ending -ian, like: Egyptian, Ethiopian, Ghanian. There are other endings that are less common, like -ish, -ese, like: Senegalese, Swedish, and Congolese. Ask learners: Which food would you like to buy at a fundraiser?</i>	
Graph	3 COLUMN GRAPH	
Options	Jewish food / Ethiopian food / Mexican food / Moroccan food	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners would like to buy Jewish food?</b>	
Answer	__ learners would like to buy Jewish food.	
<b>Question</b>	<b>How many learners would like to buy Ethiopian food?</b>	
Answer	__ learners would like to buy Ethiopian food.	
<b>Question</b>	<b>How many learners would like to buy Mexican food?</b>	
Answer	__ learners would like to buy Mexican food.	
<b>Question</b>	<b>How many learners would like to buy Moroccan food?</b>	
Answer	__ learners would like to buy Moroccan food.	
<b>Question</b>	<b>Which food would most learners like to buy at a fundraiser?</b>	
Answer	Most learners would like to buy __.	

<b>Question</b>	<b>Which food would fewest learners like to buy at a fundraiser?</b>
Answer	Fewest learners would like to buy ___.
<b>Question</b>	<b>Which food would you like to buy at a fundraiser?</b>
Answer	I would like to buy Jewish food.
Answer	I would like to buy Ethiopian food.
Answer	I would like to buy Mexican food.
Answer	I would like to buy Moroccan food.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

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

##### GROUP GUIDED READING

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

##### INDEPENDENT OR PAIRED READING

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

## WEEK 2: FRIDAY / DAY 5: EDITING AND PUBLISHING

<p>EDITING CHECKLIST (Write this on the board <b>before</b> the class begins)</p>	<p><b>Personal Letter</b></p> <ol style="list-style-type: none"> <li>1. Is the address on the right?</li> <li>2. Is the date below the address?</li> <li>3. Is there a salutation on the left?</li> <li>4. Are there three paragraphs?</li> <li>5. Does the first paragraph thank your friend?</li> <li>6. Does the second paragraph explain what you ate and what you liked?</li> <li>7. Is the third paragraph a closing comment?</li> <li>8. Is there a final salutation?</li> <li>9. Is there a name?</li> <li>10. Is all spelling and punctuation correct?</li> </ol>
<p>EDIT</p>	<ol style="list-style-type: none"> <li>1. Instruct learners to open their books to the completed drafts.</li> <li>2. Go through the editing checklist on the chalkboard with learners.</li> <li>3. Instruct learners to read their own writing.</li> <li>4. Instruct learners to make sure that the answer to each question is yes.</li> <li>5. Instruct learners to fix any mistakes they find.</li> <li>6. Explain that learners may begin to publish when they are finished editing.</li> </ol>
<p>PUBLISH</p>	<ol style="list-style-type: none"> <li>1. Instruct learners to read through their corrections.</li> <li>2. Instruct learners to redraft their personal letters in their exercise books.</li> </ol>
<p>SHARE</p>	<ol style="list-style-type: none"> <li>1. Instruct learners to <b>turn and talk</b> with a partner.</li> <li>2. Instruct learners to read their <b>personal letters</b> aloud to their partners.</li> <li>3. Instruct learners to tell their partners 1-2 things they liked about their writing.</li> </ol>



Elandsfontein 26418  
Green Park  
Carltonville  
2499  
20 February 2021

Dear Lee

How are you? Thank you for inviting me to Chinese New Year at your house.

It was my first time to eat soup, dumplings and fish. I loved the dumplings the most! And I liked the oranges and fortune cookies for dessert.

I enjoyed learning about your culture.

Thanks again!

Your friend,

Mpumi ♥

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

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

**INDEPENDENT OR PAIRED READING**

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

**WEEK 2: CONCLUSION****Find 10-15 minutes at the end of the week to do the following:**

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

**GRADE 4 - TERM 4**

**WEEK**  
**3**

**THEME:**

**ARCHAEOLOGY AND PALAEOLOGY**

'In archaeology, you uncover the unknown.'

- Thomas Pickering

TERM 3: WEEK 3	
OVERVIEW	
THEME	<b>Archaeology and Palaeontology</b>
THEME VOCABULARY	archaeology, palaeontology, archaeologist, palaeontologist, ancient, extinct, skull, fossil, discover, discovery
LSC	Connecting words to show addition and sequence
COMPREHENSION STRATEGY	<b>Make connections</b>
WRITING GENRE	Poster
WRITING TOPIC	Make a poster to teach someone about any creature of your choice. This poster must include a diagram.
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>4. Try to find some reading material for your theme table, for example: a book about ancient discoveries, some animal bones.</li> <li>5. Try to find some pictures of ancient discoveries (fossils, skulls, extinct species, etc.).</li> <li>6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.</li> </ol>

## WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME &amp; ORAL ACTIVITIES

## INTRODUCE THE THEME

PICTURE	<ol style="list-style-type: none"> <li>1. Tell learners to turn to DBE Workbook 1 page 98</li> <li>2. Instruct learners to look at the title, headings and pictures in the text</li> </ol>	
INTRODUCE THE THEME	<ol style="list-style-type: none"> <li>1. Tell learners the title of the theme.</li> <li>2. Activate learners' background knowledge about the theme.</li> <li>3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.</li> <li>4. Fill in the first part of the K-W-L chart.</li> </ol>	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I'm an archaeologist, I learn a lot	<i>Pretend to dig</i>
	From human bones, plates and pots!	<i>Point to your bones, pretend to hold a pot</i>
	I'm a palaeontologist, I also learn	<i>Pretend to dig</i>
	About plants and animals – each in turn!	<i>Hold up one hand and then the other</i>
THEME VOCABULARY	Archaeology, Palaeontology, Archaeologist, Palaeontologist, ancient	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Remind learners that both archaeologists and palaeontologists dig ancient things up to study them. Archaeologists study ancient humans. Palaeontologists study ancient creatures and plants.</i></p> <p><i>Ask learners: Which career sounds more interesting?</i></p>	
Graph	2 COLUMN GRAPH	
Options	an archaeologist / a palaeontologist	
<b>Follow-up questions</b>		
Question	<b>How many learners think being an archaeologist sounds more interesting?</b>	
Answer	___ learners think being an archaeologist sounds more interesting.	
Question	<b>How many learners think being a palaeontologist sounds more interesting?</b>	
Answer	___ learners think being a palaeontologist sounds more interesting.	

Question	<b>Which career do more learners think sounds more interesting?</b>
Answer	More learners think __ sounds more interesting.
Question	<b>Which career do fewer learners think sounds more interesting?</b>
Answer	Fewer learners think __ sounds more interesting.
Question	<b>Which career sounds more interesting?</b>
Answer	I think being an archaeologist sounds more interesting.
Answer	I think being a palaeontologist sounds more interesting.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

## WEEK 3: 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: Archaeology and Paleontology
4. This week, learners will listen to an information text: **Importance of the Taung Child AND The Discovery of 'The Boy King's Tomb'**
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
<b>Importance of the Taung Child</b> <i>By Sibusiso Dlamini</i>	This is an article. When I <b>connect</b> this to other articles I have read, I know that I am about to learn about something factual and new!	--

<p>In December 1924 a great discovery was made by miners working in a quarry in Taung, in the Northwest Province of South Africa. These miners often found fossils and ancient artifacts lying in the quarry.</p>	<p>This text is giving me facts. It is a text that tells about something true. That is like the text we listened to last term about snakes' <b>Breeding season!</b></p>	<p>1. What kinds of items did the miners find in the quarry? <i>(They found many fossils and ancient artifacts.)</i></p>
<p>A box of these items made their way to Professor Raymond Dart who was an archaeologist at the University of the Witwatersrand. In the box, Professor Dart found a preserved skull of a child. This skull became one of the most important archeological discoveries ever made.</p>	<p>--</p>	<p>1. Who was the the archaeologist who received the box of items? <i>(His name was Raymond Dart.)</i></p> <p>2. What was the most special or important item in the box? <i>(The skull of a child.)</i></p>
<p>Professor Dart discovered that the skull was more than two million years old, and that it was different to any skull ever discovered before! Professor Dart called this species Australopithecus africanus. He nicknamed the skull 'Taung Child' because the skull belonged to a child (aged between 2 – 3 years old) and it was found in the area of Taung.</p>	<p>I think it is so interesting that archaeologists can learn information from a skull! I wouldn't have known that an old skull could teach us anything!</p>	<p>1. How old was the skull? <i>(More than two million years old.)</i></p> <p>2. Why did Professor Dart nickname the skull 'Taung Child'? <i>(Because the skull belonged to a small child and came from the Taung region.)</i></p>
<p>The Taung Child's skull was important because it showed us that the first human species was similar to modern day humans. The Taung Child's skull showed that he walked upright, on two legs, just as human beings do today.</p>	<p>--</p>	<p>1. What are two important facts we can learn from the Taung skull? <i>(It showed that the first human species was similar to modern humans. / It showed that early humans walked on two legs.)</i></p>

<p>The Taung child is also very important because it showed that Southern Africa was the birthplace of the human species. When Professor Dart discovered Taung Child, many professors and scientists from around the world did not want to believe that the first humans lived in Africa. Many scientists and professors believed that the first humans came from Europe or Asia.</p>	<p>I can <b>connect</b> this information to other facts I know about the world. I think that in 1924, many scientists and professors around the world were racist towards black Africans. They wouldn't have wanted to believe that all humans came from a common ancestor in Africa.</p>	<ol style="list-style-type: none"> <li>1. Where did many professors and scientists believe the first humans came from before the Taung skull was discovered? (<i>From Europe or Asia.</i>)</li> <li>2. What does it mean for modern humans if the earliest human species come from Africa? (<i>It means that humans first developed in Africa and then spread around the world later.</i>)</li> </ol>
<p><b>The Discovery of 'The Boy King's Tomb'</b> By Aharon Gamal</p>	<p>We will read a second article and make connections to the first article about the Taung child. When we read, it is important to <b>connect</b> what we are reading to other texts we have read before!</p>	<p>--</p>
<p>Ancient Egypt was one of the greatest civilizations in history. The kings were called Pharaohs, and when they died, they were buried in huge pyramids or tombs. The pyramids were built above the ground. But the tombs were built below the ground and were difficult to find.</p>	<p>I <b>wonder</b> why they wanted to find a tomb? I know a tomb is where someone is buried. And I just learned that we can find out a lot of information from skulls. So, maybe they wanted to find the tomb to study the bones inside and learn more about the Ancient Egyptians?</p>	<ol style="list-style-type: none"> <li>1. What were Ancient Egyptian kings called? (<i>Pharaohs</i>)</li> <li>2. Why were the tombs difficult to find? (<i>Because they were built below ground.</i>)</li> </ol>



<p>In 1917, a British archaeologist, Mr Howard Carter, was hired to excavate a place called ‘the Valley of Kings’. Mr Carter and his team searched and searched, but they could not find any tombs – that is until the 4th November, when a young water-boy stumbled over a rock and fell. This rock turned out to be the top of a flight of stairs! Howard Carter got his team to dig out these stairs, which led to a tomb filled with gold and treasures!</p>	<p>Wow! Howard Carter got so lucky to find the tomb. That <b>reminds me</b> of Raymond Dart. He also got very lucky that someone sent him an ancient skull!</p>	<ol style="list-style-type: none"> <li>1. When was Howard Carter hired to excavate ‘the Valley of Kings’? (<i>He was hired in 1917.</i>)</li> <li>2. How did Carter find a tomb? (<i>He found the tomb after the young boy tripped over a rock which turned out to be the top of a flight of stairs.</i>)</li> <li>3. What was the tomb filled with? (<i>Gold and other treasures.</i>)</li> </ol>
<p>This tomb belonged to the ‘boy king’, Tutankhamun (often called King Tut). He was the Pharaoh of Egypt from the age of 9 to the age of 19, when he died. His preserved body was able to tell archaeologists many things. He had a cleft palate, and a curved spine. Tests showed that he had birth defects. More tests proved that his mother and father were brother and sister.</p>	<p>I can make a <b>connection</b> to the Taung Child. I see that archaeologists learn a lot from studying skulls and other bones!</p>	<ol style="list-style-type: none"> <li>1. Who did the tomb belong to? (<i>The ‘boy king’ / King Tutankhamun / King Tut</i>)</li> <li>2. What are two facts archaeologists learned from King Tut’s body? (<i>He had a cleft palate, a curved spine, and birth defects. His mother and father were brother and sister.</i>)</li> </ol>

<p>The tomb of King Tutankhamun was one of the most important archeological finds. This is because the tomb was so well preserved and intact. The King's body was perfectly intact. He was buried with the bodies of his two unborn children. They had died before birth because Tutankhamun also married his own sister. He was also buried with many beautiful treasures. His tomb told the world many things about Ancient Egyptian life.</p>	<p>I <b>wonder</b> what other fascinating things we learned from the treasures in his tomb?</p>	<ol style="list-style-type: none"><li>1. Who was King Tut buried with? (<i>He was buried with the bodies of his two unborn children.</i>)</li><li>2. Why was the discovery of King Tut's tomb one of the most important archeological finds? (<i>Because it was so well preserved and intact.</i>)</li></ol>
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## WEEK 3: TUESDAY / DAY 2: SPEAKING

## DISCUSS...

1. This week, learners will discuss a story: **Importance of the Taung Child AND The Discovery of 'The Boy King's Tomb'**
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	/oy/ /oi/ /ar/												
Activity	<ol style="list-style-type: none"> <li>Write the following sounds on the chalkboard: <b>oy, oi</b> and <b>ar</b></li> <li>Say the sounds and instruct learners to repeat the sounds. Do this three times.</li> <li>Explain that the sounds /oy/ and /oi/ sound the same, but we always use /oy/ at the end of a word, and /oi/ in the middle of a word. For example: enjoy boil</li> <li>Write the following words on the chalkboard and sound each word out as follows: <ol style="list-style-type: none"> <li>/t/ - /oy/ = toy</li> <li>/c/ - /oi/ - /n/ = coin</li> <li>/p/ - /ar/ - /t/ = part</li> </ol> </li> <li>Ask learners to sound out and read each word after you.</li> </ol>												
Word find	<p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="517 976 975 1256"> <tr> <td>oy</td> <td>oi</td> <td>ar</td> </tr> <tr> <td>b</td> <td>l</td> <td>c</td> </tr> <tr> <td>j</td> <td>n</td> <td>t</td> </tr> <tr> <td>ea</td> <td>a</td> <td>ch</td> </tr> </table> <p><b>MODEL</b></p> <ol style="list-style-type: none"> <li>Review all of the sounds on the chalkboard.</li> <li>Tell learners to copy the table into their books.</li> <li>Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.</li> <li>Show learners how to build one or two words, like: <b>boy</b> or <b>start</b></li> <li>Possible words (this is not a complete list): <b>boy, toy, coy, joy, coin, join, art, chart, cart, tart, nab, tab, each, beach, teach, etc.</b></li> </ol>	oy	oi	ar	b	l	c	j	n	t	ea	a	ch
oy	oi	ar											
b	l	c											
j	n	t											
ea	a	ch											

WEEK 3: TUESDAY / DAY 2: PRE-READING	
TITLE	<i>Workbookpedia</i>
DBE WORKBOOK 2, PAGE	98
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
<ol style="list-style-type: none"> <li>1. Remind learners of the theme for this cycle.</li> <li>2. Remind them of the text that they listened to and discussed in the previous lessons.</li> <li>3. Explain that you are now going to move on to another text, but it is still related to the theme.</li> <li>4. Ask a learner to read the title: <b><i>Workbookpedia</i></b></li> <li>5. Explain the meaning of the title, e.g. <i>Explain that this is a made-up word. It is the name of a pretend website.</i></li> <li>6. Remind learners that when we scan the text, we look for <i>particular</i> words.</li> <li>7. Instruct the learners to scan the text for <b>dinosaur names</b>. <i>Explain that learners should scan the text and underline any words they think are dinosaur names.</i></li> <li>8. Explain that learners should <b>circle</b> any new words in the text that they don't know.</li> <li>9. Give learners 1 minute to scan the text. Remind learners they must try to scan the entire text quickly in this amount of time.</li> <li>10. Ask learners: Which words did you underline? Why?</li> <li>11. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.</li> <li>12. Ask learners: Which words did you circle?</li> <li>13. As learners list the words, make a list on the board. Help learners to define these words in context.</li> <li>14. Instruct learners to think about the title, the pictures, and the words they underlined.</li> <li>15. Ask learners predictive questions: <ol style="list-style-type: none"> <li>a. What do you think this text will teach you?</li> <li>b. Do you notice anything in common about the names of many dinosaurs?</li> <li>c. Who do you think this text was written for?</li> <li>d. When or why might someone want to read this text?</li> <li>e. Are you interested in reading this website? Why or why not?</li> </ol> </li> <li>16. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.</li> </ol>	

WEEK 3: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I'm an archaeologist, I learn a lot	<i>Pretend to dig</i>
	From human bones, plates and pots!	<i>Point to your bones, pretend to hold a pot</i>
	I'm a palaeontologist, I also learn	<i>Pretend to dig</i>
	About plants and animals – each in turn!	<i>Hold up one hand and then the other</i>
THEME VOCABULARY	extinct, skull, fossil, discover, discovery	
<b>QUESTION OF THE DAY</b>		
Question	What kind of fossil would you like to discover?	
Graph	2 COLUMN GRAPH	
Options	an ancient dinosaur skull / an ancient human skull	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners would like to discover an ancient dinosaur skull?</b>	
Answer	___ learners would like to discover an ancient dinosaur skull.	
<b>Question</b>	<b>How many learners would like to discover an ancient human skull?</b>	
Answer	___ learners would like to discover an ancient human skull.	
<b>Question</b>	<b>What kind of fossil would more learners like to discover?</b>	
Answer	More learners would like to discover ___.	
<b>Question</b>	<b>What kind of fossil would fewer learners like to discover?</b>	
Answer	Fewer learners would like to discover ___.	
<b>Question</b>	<b>What kind of fossil would you like to discover?</b>	
Answer	I would like to discover an ancient dinosaur skull.	
Answer	I would like to discover an ancient human skull.	
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>	

HOMEWORK	<ol style="list-style-type: none"> <li>Learners must complete their dictionary entries.</li> <li>Learners must learn the theme vocabulary.</li> </ol>
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WEEK 3: WEDNESDAY / DAY 3: FIRST READ	
TITLE	<i>Workbookpedia</i>
DBE WORKBOOK 2, PAGE	98
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Make connections</b>
PURPOSE	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"> <li>Hand out the DBE workbooks.</li> <li>Instruct learners to turn to the text on <b>page 98</b>.</li> <li>Allow learners a few minutes to try and read the story on their own, in silence.</li> <li>Explain that you will read the text to learners. They must <b>follow along</b> as you read.</li> <li>Read the text with fluency and expression to learners.</li> <li>Read the <b>Text</b> first, and then say the comment in the <b>First Read</b> column.</li> </ol>	
Text	Think Aloud: First Read
DINOSAURS lived on earth millions of years ago. They became extinct, which means they died out forever. No one has ever seen a dinosaur but we know about them because scientists dug up pieces of their bones and teeth. From these the scientists could work out how they looked and how they lived.	I can make a <b>connection</b> to the text we listened to about the Taung Child. The ancient artifacts that archaeologists and palaeontologists study are millions of years old. I see that we learn about these ancient dinosaurs and humans by digging up their skulls, bones, and teeth!
IGUANODON (pronounced i-GWAHN-o-don) iguanodon was a plant eating dinosaur that had a spike on each thumb. It was the second dinosaur discovered.	The Iguanodon was discovered, just like the Taung skull – they were both fossils of bones that were dug up from under the ground.

<p>TYRANNOSAURUS REX (pronounced ti-ran-o-SAWR-us) Tyrannosaurus rex (we call it T-Rex for short) was the biggest meat eater ever. It ate other dinosaurs, such as Triceratops. T-Rex was about 6 metres tall. It walked on two long back legs. It had very short arms with two clawed fingers. Its jaws and teeth were very strong – perfect for eating other animals.</p>	<p>This tells me that the T-rex walked on two legs. We must know this from fossils! I can make a <b>connection</b> to the Taung Child, because the Taung Child’s skull showed that he walked upright, on two legs too!</p>
<p>TRICERATOPS (pronounced try-SER-a-tops) this dinosaur had three horns and a frill on its head. Triceratops means “three-horned face”.</p>	<p>I make a <b>connection</b> to the first paragraph. I think we know about what Triceratops ate from the scientists who discovered and studied their teeth.</p>
<p>Triceratops hatched from eggs. They lived in herds and protected their babies. They had strong beaks but no teeth. They ate plants.</p>	
<p>The BRONTOSAURUS (pronounced bront-O-SAWR-us, also called the Apatosaurus) was one of the largest land animals that ever lived. It had a long skull and a very tiny brain. This plant-eater had a long neck. Its nostrils were located on top of the head.</p>	<p>I can make a <b>connection</b> to the Taung Child. I think that scientists examine and learn from skulls.</p>
<p>STEGOSAURUS (steg-o-SAWR-us) this was a plant-eating dinosaur with rows of plates on its back and spikes on its tail. It was very big. It had a very small head and a small brain. It had a beak and it ate plants.</p>	<p>I can <b>connect</b> the Stegosaurus to the Triceratops and the Iguanodon because I see in the diagrams that they all have ‘toothless beaks’ and they all were plant-eaters. It makes sense that a toothless dinosaur could only eat plants!</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>When did dinosaurs live?</p>	<ul style="list-style-type: none"> <li>• They lived millions of years ago.</li> </ul>
<p>How do we know about dinosaurs?</p>	<ul style="list-style-type: none"> <li>• We know about them from fossils.</li> <li>• We know about them from their bones and teeth.</li> </ul>
<p><b>Why question</b></p>	<p><b>Possible response</b></p>
<p>Would you rather study ancient humans like the Taung child or ancient dinosaurs? Why?</p>	<ul style="list-style-type: none"> <li>• I would rather study ancient humans because...</li> <li>• I would rather study ancient dinosaurs because...</li> </ul>



**Introduce the LSC in context**

1. Explain to learners that this cycle, they will be learning about: **Connecting words to show addition and sequence**
2. Point out the following example of this in the text:

**Paragraph 4**

*“Triceratops hatched from eggs. They lived in herds and protected their babies. They had strong beaks but no teeth.*

*“Triceratops hatched from eggs. They lived in herds and protected their babies.*

***Additionally**, they had strong beaks but no teeth.*

3. Introduce this LSC as follows: *We can use different words to show addition (like when we add more information to what we are saying or writing) and words to show sequence (words that tell about the order in which something happened. These are words like:*
  - Additionally
  - In addition
  - Afterwards
  - Then

## WEEK 3: THURSDAY / DAY 4: SECOND READ

TITLE	<i>Workbookpedia</i>
DBE WORKBOOK 2, PAGE	98
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Make connections</b>
PURPOSE	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!

- Before the lesson begins, write the **follow-up questions** on the board:
  - What is one fact you learned from this Workbookpedia text?*
  - What kind of text is this?*
  - Why might someone use Workbookpedia?*
- Read the **follow-up questions** out loud to learners.
- Hand out the DBE workbooks.
- Instruct learners to turn to the story on **page 98**.
- Explain that you will read the text to learners. They must **follow along** with the text as you read.
- Explain that today, we will be **making connections** with a text we read in Term 3: *Which animals lay eggs?* on **page 18**.
- 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
DINOSAURS lived on earth millions of years ago. They became extinct, which means they died out forever. No one has ever seen a dinosaur but we know about them because scientists dug up pieces of their bones and teeth. From these the scientists could work out how they looked and how they lived.	I can make a <b>connection</b> to the text we read on <b>page 18</b> because they both come from <i>Workbookpedia</i> .
IGUANODON (pronounced i-GWAHN-o-don) iguanodon was a plant eating dinosaur that had a spike on each thumb. It was the second dinosaur discovered.	I can <b>connect</b> the two Workbookpedia texts: Both of these texts from <i>Workbookpedia</i> are non-fiction and teach me about different kinds of creatures.

<p>TYRANNOSAURUS REX (pronounced ti-ran-o-SAWR-us) Tyrannosaurus rex (we call it T-Rex for short) was the biggest meat eater ever. It ate other dinosaurs, such as Triceratops. T-Rex was about 6 metres tall. It walked on two long back legs. It had very short arms with two clawed fingers. Its jaws and teeth were very strong – perfect for eating other animals.</p>	<p>I <b>remember</b> that the Workbookpedia text we read on page 18 taught us about different animals that lay eggs. It gave a few facts about each! I can make a <b>connection</b>. This Workbookpedia page is teaching me about different dinosaurs. It is giving a few facts about each!</p>
<p>TRICERATOPS (pronounced try-SER-a-tops) this dinosaur had three horns and a frill on its head. Triceratops means “three-horned face”. Triceratops hatched from eggs. They lived in herds and protected their babies. They had strong beaks but no teeth. They ate plants.</p>	<p>I think Triceratops could have been part of the text on page 18, because they hatch from eggs, just like turtles, snakes, frogs, and fish.</p>
<p>The BRONTOSAURUS (pronounced bront-0-SAWR-us, also called the Apatosaurus) was one of the largest land animals that ever lived. It had a long skull and a very tiny brain. This plant-eater had a long neck. Its nostrils were located on top of the head.</p>	<p>I <b>remember</b> that the Workbookpedia text on page 18 focused on eggs – where different animals laid eggs and how the babies hatched. This text has a different focus – it is focused on what different dinosaurs looked like and what they ate.</p>
<p>STEGOSAURUS (steg-o-SAWR-us) this was a plant-eating dinosaur with rows of plates on its back and spikes on its tail. It was very big. It had a very small head and a small brain. It had a beak and it ate plants.</p>	<p>I can make a <b>connection</b>: I always learn something new about animals or creatures when I read Workbookpedia.</p>
<p><b>Follow up questions</b></p>	<p><b>Responses</b></p>
<p>What is one fact you learned from this Workbookpedia text?</p>	<ul style="list-style-type: none"> <li>• Iguanodon was a plant eating dinosaur.</li> <li>• Iguanodon had a spike on each thumb.</li> <li>• Iguanodon was the second dinosaur discovered.</li> <li>• T-Rex ate other dinosaurs, such as Triceratops.</li> <li>• Etc...</li> </ul>
<p>What kind of text is this?</p>	<p>This is a non-fiction text. It tells us facts about dinosaurs.</p>

Why question	Possible response
Why might someone use Workbookpedia?	<ul style="list-style-type: none"> <li>• To learn about animals or creatures.</li> <li>• To learn facts.</li> <li>• To learn about something new.</li> </ul>

**Ask learners to formulate a question about the text.**

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

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

<p><b>Modelling (I DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that this week, we have been working on making connections.</li> <li>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.</li> <li>3. Explain that today, we will practice making text-to-text connections.</li> <li>4. Hand out the DBE workbooks to learners.</li> <li>5. Instruct learners to work in partners. One partner must open to: page 98 The other partner must open to: page 18</li> <li>6. Point out the layout of the text. Explain that the layout is how the text looks on the page.</li> <li>7. Explain that we can connect the layout of these two pages because they are both Workbookpedia texts. They are both texts that come from a web page.</li> <li>8. Another connection we can make is that in both texts, each paragraph is accompanied by a picture to help us understand the information more clearly.</li> </ol>
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<p><b>Work with learners (WE DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that now, we will think more about the content of the text.</li> <li>2. Ask learners:             <ol style="list-style-type: none"> <li>a. <i>What is the topic of the text on page 18? (Animals that lay eggs)</i></li> <li>b. <i>What is the topic of the text on page 98? (Dinosaurs)</i></li> </ol> </li> <li>3. Explain that both of these texts have a main idea that connects all the other ideas on the page.</li> <li>4. Ask learners: What connection can you make when you think about the topic and you look at the rest of the text on the page?</li> <li>5. Listen to learners' ideas, like:             <ol style="list-style-type: none"> <li>a. <i>Both texts have a main focus.</i></li> <li>b. <i>Each text gives lots of examples of the main topic. The first gives lots of examples of animals that lay eggs. The second gives lots of examples of dinosaurs.</i></li> </ol> </li> </ol>
<p><b>Pair work (YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Write the following questions on the board:             <ol style="list-style-type: none"> <li>a. <i>What is one connection you can make between the text on page 18 and the text on page 98?</i></li> </ol> </li> <li>2. Explain that now, learners will think about a connection they can make between the two texts.</li> <li>3. Give learners a few minutes to skim through and compare the two texts.</li> <li>4. Instruct learners to turn and talk and discuss their connection with a partner.</li> <li>5. After 10 minutes, call learners back together.</li> <li>6. Call on as many learners as possible to share their text-to-text connections.</li> </ol>
<p><b>NOTES</b></p>	<ol style="list-style-type: none"> <li>1. <b>Look at the notes below. If your learners have not copied these into their exercise books, they should do so now.</b> <p><b><u>Make connections</u></b></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> <p>To make a connection between to texts, we:</p> <p>Think about how the two texts are similar in their layout, their information and how the information is presented.</p> <p>Say: That reminds me of another text because... or:That's like when I read...</p> </li> <li>2. <b>If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).</b></li> </ol>

## WEEK 3: FRIDAY / DAY 5: POST-READING

TITLE	<i>Workbookpedia</i>
DBE WORKBOOK 2, PAGE	98
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	<b>Summarise</b> <b>Make connections</b>
PURPOSE	<p>Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding.</p> <p>Making 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!</p>

## 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.

**Workbookpedia**

1. Which kind of dinosaur had three horns?  
*...had three horns.*
2. Which dinosaurs were plant-eaters?  
*... ate plants.*
3. What does it mean that dinosaurs became extinct?  
*It means that...*
4. What connection can you make between dinosaurs and the Taung child?  
*I can make the connection that...*
5. What connection can you make between the Workbookpedia on page 18 and 98?  
*Both Workbookpedia...*

**Workbookpedia**

1. Which kind of dinosaur had three horns?  
*Triceratops had three horns.*
2. Which dinosaurs were plant-eaters?  
*Triceratops, Brontosaurus, Iguanodon, and Stegosaurus all ate plants.*
3. What does it mean that dinosaurs became extinct?  
*It means that they all died – they do not exist anymore.*
4. What connection can you make between dinosaurs and the Taung child?  
*I can make the connection that we learn about both of them by studying their bones.*
5. What connection can you make between the Workbookpedia on page 18 and 98?  
*Both Workbookpedia tell us facts about creatures.*

**WEEK 3: FRIDAY / DAY 5: TEACH THE GENRE**

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
<b>ADVERTISEMENT POSTERS and NOTICES</b>	To persuade someone to buy something or use a service or <i>to educate someone about something</i>	<ul style="list-style-type: none"> <li>• Can take a variety of forms</li> <li>• Make use of slogans and logos.</li> <li>• Usually have a visual, design element.</li> <li>• Use advertising techniques.</li> <li>• Use design to make the advertisement eye-catching and memorable.</li> </ul>	Figurative language and poetic devices used to create impact and make the language memorable, e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm
<b>INTRODUCE THE GENRE</b>	<ol style="list-style-type: none"> <li>1. Explain that this cycle, learners will write a visual text: <b>a poster</b>.</li> <li>2. Explain that in a poster, we try to persuade people to buy something or to use a service. A poster or notice can also educate (or teach) people about something new and important!</li> <li>3. Explain that to educate (teach) someone about something, we can:               <ol style="list-style-type: none"> <li>a. Use simple, clear and interesting facts.</li> <li>b. Use pictures, diagrams, or charts to help present information clearly.</li> </ol> </li> </ol>		

READ THE SAMPLE TEXT	<p style="text-align: center;"><b><i>Australopithecus africanus</i></b></p> <p style="text-align: center;">Lived: <b>South Africa</b> When? <b>About 3.3 to 2.1 million years ago</b> Discovered: <b>1924</b></p> <p style="text-align: center;">Au. africanus is currently the oldest known early human from southern Africa!</p>
DISCUSS	<ol style="list-style-type: none"> <li>1. What is the purpose of this poster?</li> <li>2. Who do you think might have written this poster?</li> <li>3. Who do you think the poster was written for?</li> <li>4. What do you think is the most interesting fact about this poster?</li> </ol>
NOTES	<p><b>Tell learners to open their exercise books, and write down the following heading and notes:</b></p> <p><b><u>Poster (Educate / Teach)</u></b></p> <ol style="list-style-type: none"> <li>1. Is meant to make someone want to buy something, use a service, or learn more about something.</li> <li>2. I use pictures and different sizes or styles of writing.</li> <li>3. I use simple, clear and interesting facts.</li> <li>4. I use pictures, diagrams, or charts to help show information clearly.</li> </ol>



**GRADE 4 - TERM 4**

**WEEK**  
**4**

**THEME:**  
**ARCHAEOLOGY**  
**AND PALAEOLOGY**

'History may be accurate, but archaeology is precise.'

- Dough Scott

## TERM 3: WEEK 4

## OVERVIEW

THEME	<b>Archaeology and Palaeontology</b>
THEME VOCABULARY	archaeology, palaeontology, archaeologist, palaeontologist, ancient, extinct, skull, fossil, discover, discovery, trade, abandoned, underground, gold, quarry, artifacts, ruins, dig / dug, buried, hole
LSC	Connecting words to show addition and sequence
COMPREHENSION STRATEGY	<b>Make connections</b>
WRITING GENRE	Poster
WRITING TOPIC	Make a poster to teach someone about any creature of your choice. This poster must include a diagram.

WEEK 4: MONDAY / DAY 1: PLANNING	
TOPIC	Make a poster to teach someone about any creature of your choice. This poster must include a diagram.
GENRE	Poster
PLANNING STRATEGY	Use a mind-map
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Explain that this week, learners will design a poster. Explain that learners can choose any interesting creature to write and draw about.</li> <li>3. Explain that a <b>diagram</b> is a picture with labels. Learners will need to include some kind of diagram about their creature. This might be a creatures' body parts. Or, it might a diagram of where the creature lives, how it eats, etc.</li> <li>4. Show learners that you <b>think before you write</b>.</li> <li>5. Use <b>modelling</b> to show learners some ideas you have for your poster, like: <p><i>I remember we learned about insects in Term 2. We even read a poem about insects, which told us about different insect body parts. I think I am going to use what I learned then to make a poster about insects. I like ants because they always work in teams, so I am going to make a poster about an ant.</i></p> </li> <li>6. Have the writing topic written on one side of the chalkboard.</li> <li>7. Write the planning frame below on the other side of the chalkboard.</li> </ol> <p>On the other side of the chalkboard, show learners how you make a mind-map.</p>

**Poster**

```

graph TD
    MC[My creature] --> F[What are some interesting facts?]
    MC --> D[What will you make a diagram of?]
    MC --> L[What labels will you need for the diagram?]
    MC --> I[Where can someone find out more information?]
    
```

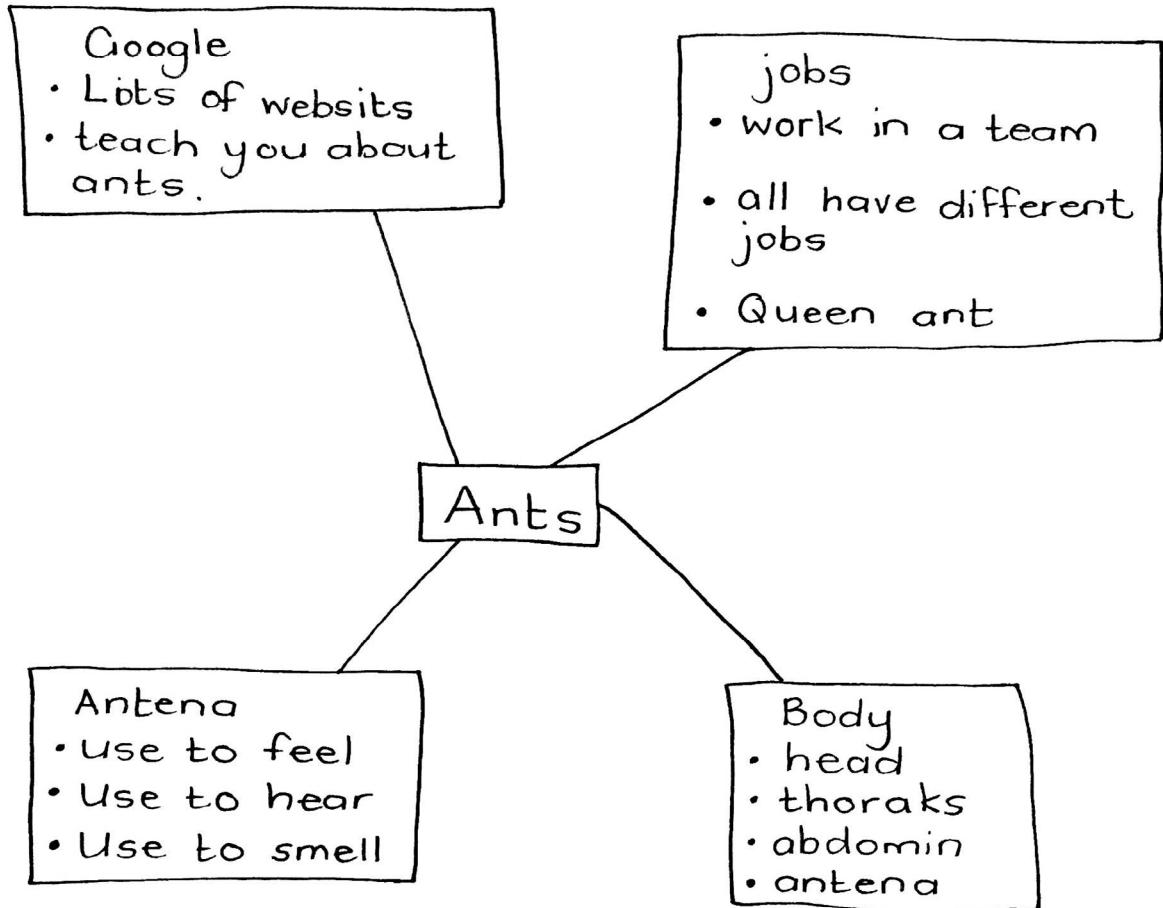
**Poster**

```

graph TD
    A[Ants] --> T1[Ants work in a team.]
    A --> T2[Different ants have different specialised jobs to do.]
    A --> T3[There is a queen ant.]
    A --> T4[Diagram of Ant]
    A --> T5[Head]
    A --> T6[Thorax]
    A --> T7[Abdomen]
    A --> T8[Antennae]
    A --> T9[Google! There are lots of science website for kids that can teach you more about insects.]
    
```

LEARNERS USE  
THE PLANNING  
STRATEGY  
(YOU DO)

1. Instruct learners to close their eyes and think of any creature they want to make a poster about. Their poster will help educate (or teach) other learners something new.
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 poster, just like you did.
4. Tell learners not to copy your plan – they must write their **own** ideas.
5. As learners work, walk around the room and hold mini-conferences.



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

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
	I'm an archaeologist, I learn a lot	<i>Pretend to dig</i>
	From human bones, plates and pots!	<i>Point to your bones, pretend to hold a pot</i>
	I'm a palaeontologist, I also learn	<i>Pretend to dig</i>
	About plants and animals – each in turn!	<i>Hold up one hand and then the other</i>
THEME VOCABULARY	trade, abandoned, underground, gold, quarry	
QUESTION OF THE DAY		
Question	Which item would you like to discover in your garden?	
Graph	3 COLUMN GRAPH	
Options	an ancient dinosaur fossil / some ancient gold coins / a rock	
Follow-up questions		
<b>Question</b>	<b>How many learners would like to discover an ancient dinosaur fossil?</b>	
Answer	__ learners would like to discover an ancient dinosaur fossil.	
<b>Question</b>	<b>How many learners would like to discover some ancient gold coins?</b>	
Answer	__ learners would like to discover some ancient gold coins.	
<b>Question</b>	<b>How many learners would like to discover a rock?</b>	
Answer	__ learners would like to discover a rock.	
<b>Question</b>	<b>Which item would most learners like to discover?</b>	
Answer	Most learners would like to discover __.	
<b>Question</b>	<b>Which item would fewest learners like to discover?</b>	
Answer	Fewest learners would like to discover __.	
<b>Question</b>	<b>Which item would you like to discover in your garden?</b>	
Answer	I would like to discover an ancient dinosaur fossil.	
Answer	I would like to discover some gold coins.	
Answer	I would like to discover a rock.	

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

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

##### GROUP GUIDED READING

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

##### INDEPENDENT OR PAIRED READING

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

## WEEK 4: WEDNESDAY / DAY 3: LSC AND DRAFTING

LSC	Connecting words to show addition and sequence
LSC MODELLING <b>(I DO)</b>	<ol style="list-style-type: none"> <li>1. Explain that we already know and use lots of connecting words, like: and, but, then, next.</li> <li>2. Explain that today we will learn about some new connecting words and phrases that help make our writing and speaking better!</li> <li>3. Explain that today we will learn words that show <b>addition</b> (like when we add more information to what we are saying or writing) and <b>sequence</b> (words that tell about the order in which something happened).</li> <li>4. Write the following connecting words on the board:               <ul style="list-style-type: none"> <li>o Additionally</li> <li>o In addition</li> <li>o Afterwards</li> <li>o Then</li> </ul> </li> <li>5. Write the following sentences on the board: <b><i>Lintle ate some eggs. She ate some bacon.</i></b></li> <li>6. Explain that both of these sentences are about the same topic – they are both about what Lintle ate. Therefore, we can use <b>addition</b> words, like:  <u>Lintle ate some eggs. <b>Additionally</b>, she ate some bacon.</u>  <u>Lintle ate some eggs. <b>In addition</b>, she ate some bacon.</u> </li> <li>7. If we want to talk about the order in which Lintle ate, we can also use <b>sequence</b> words, like:  <u>Lintle ate some eggs. <b>Afterwards</b>, she ate some bacon.</u>  <u>Lintle ate some eggs. <b>Then</b> she ate some bacon.</u> </li> </ol>
LSC Ask learners for help <b>(WE DO)</b>	<ol style="list-style-type: none"> <li>1. Write the following sentence on the board: <b><i>Mangi went shopping. He bought a new shirt. He bought new shoes.</i></b></li> <li>2. <b>Ask learners:</b> <ul style="list-style-type: none"> <li>• Do you think we should use an <b>addition</b> word or a <b>sequence</b> word?</li> <li>• What words can we use to connect these sentences better?</li> </ul> </li> <li>3. Explain that we could use either an addition word or a sequence word.</li> <li>4. Brainstorm some ideas with learners and write them on the board, like:               <ul style="list-style-type: none"> <li>• Mangi went shopping. He bought a new shirt. <b>Afterwards</b>, he bought new shoes.</li> <li>• Mangi went shopping. He bought a new shirt. <b>In addition</b>, he bought new shoes.</li> </ul> </li> <li>5. Write the following sentence on the board: <b><i>She woke up. She got dressed. She brushed her teeth.</i></b></li> </ol>



6. **Ask learners:**

- Do you think we should use an **addition** word or a **sequence** word?
- What words can we use to connect these sentences better?

7. Explain that the sentences tell us about the order in which someone did something. Therefore, we should use **sequence** words to connect the sentences.

8. Brainstorm some ideas with learners and write them on the board, like:

- She woke up. **Then** she got dressed. **Afterwards**, she brushed her teeth.

LSC  
Pair work  
**(YOU DO)**

1. Write the following sentences on the board:
  - a. **Sunni walked all the way home. She felt tired.**
  - b. **Gavin wanted to travel to Kenya. He wanted to travel to Egypt. He wanted to travel to Malawi.**
2. Instruct learners to **turn and talk** in small groups (4 learners) and to use connecting words to connect these sentences better.
3. After 3-5 minutes, give each group a piece of chalk. Explain that they must choose one learner from their group to come and write one of their new sentences that includes a connecting word.
4. After each group has written one sentence on the board, call learners back together.
5. Go through each sentence with the class. Discuss the connecting word that has been used. Correct any mistakes that you find.
6. Sample Answers:
  - a. *Sunni walked all the way home. Then she felt tired.*
  - b. *Gaven wanted to travel to Kenya. Additionally, he wanted to travel to Egypt and Malawi.*

**TOPIC**                      **Make a poster to teach someone about any creature of your choice. This poster must include a diagram.**

**PLANS**                      Before class begins, rewrite the planning frames on the board:

<p><b>Poster</b></p>	<p><b>Poster</b></p>
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WRITING FRAME	<ol style="list-style-type: none"> <li>1. Next, tell learners that they must design and write a poster.</li> <li>2. Explain that the words on a poster do <b>not</b> have to be written in full sentences.</li> <li>3. Explain that a poster might use a lot of exclamation marks!</li> <li>4. On a poster, the ideas do <b>not</b> need to be written in any particular order – they might even be spaced around the page!</li> <li>5. When writing a poster, learners must think about how it <b>looks</b>, because it is meant to catch people’s attention!</li> <li>6. Remind learners that this poster must include a <b>diagram</b>: a picture with labels. If learners need an example of a diagram, they may look at the diagrams of dinosaurs on page 98.</li> </ol>
DRAFT	<ol style="list-style-type: none"> <li>1. Hand out learners’ exercise books.</li> <li>2. Settle learners so you have their attention.</li> <li>3. Remind learners that they will write a poster using the frame.</li> <li>4. Instruct learners to write the date and heading: <b>Poster: Draft</b></li> <li>5. Instruct learners to find their plan from Monday and think about their ideas.</li> <li>6. Instruct learners to complete the writing frame using their plans.</li> <li>7. Tell learners that they can add more words or details if they have time.</li> <li>8. Remind learners of the strategies they can use to help them.</li> <li>9. As learners write, walk around the classroom and help learners who are struggling.</li> </ol>
HOMEWORK	Learners must complete the draft.

Poster : Draft

# ANTS

They work  
in  
teams

They all have  
different jobs!



They have a  
Queen

They use their antena to

- \* feel
- \* hear
- \* smell

TO LEARN MORE ABOUT AMAZING ANTS  
JUST GOOGLE it!

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

**GROUP GUIDED READING**

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

**INDEPENDENT OR PAIRED READING**

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

WEEK 4: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	I'm an archaeologist, I learn a lot	<i>Pretend to dig</i>
	From human bones, plates and pots!	<i>Point to your bones, pretend to hold a pot</i>
	I'm a palaeontologist, I also learn	<i>Pretend to dig</i>
	About plants and animals – each in turn!	<i>Hold up one hand and then the other</i>
THEME VOCABULARY	artifacts, ruins, dig / dug, buried, hole	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Remind learners that in our worksheet texts, we learn about the Great Zimbabwe Ruins. Nomalanga's father says the Ruins are his favourite place in the whole world. Last week, we also learned that Cradle of Humankind is a place where ancient artifacts have been found and where tourists like to visit.</i></p> <p><b>Ask learners:</b> Where would you rather visit?</p>	
Graph	3 COLUMN GRAPH	
Options	Great Zimbabwe Ruins / the ocean / Cradle of Humankind	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners would rather visit the Great Zimbabwe Ruins?</b>	
Answer	__ learners would rather visit the Great Zimbabwe Ruins.	
<b>Question</b>	<b>How many learners would rather visit the ocean?</b>	
Answer	__ learners would rather visit the ocean.	
<b>Question</b>	<b>How many learners would rather visit the Cradle of Humankind?</b>	
Answer	__ learners would rather visit the Cradle of Humankind.	
<b>Question</b>	<b>Where would most learners rather visit?</b>	
Answer	Most learners would rather visit __.	
<b>Question</b>	<b>Where would fewest learners rather visit?</b>	
Answer	Fewest learners would rather visit __.	
<b>Question</b>	<b>Where would you rather visit?</b>	
Answer	I would rather visit the Great Zimbabwe Ruins.	
Answer	I would rather visit the ocean.	
Answer	I would rather visit the Cradle of Humankind.	

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

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

**GROUP GUIDED READING**

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

**INDEPENDENT OR PAIRED READING**

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

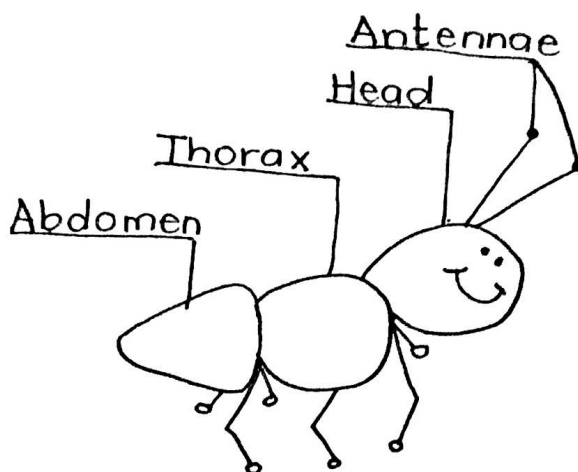
## WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING

<p>EDITING CHECKLIST <i>(Write this on the board <b>before</b> class begins)</i></p>	<ol style="list-style-type: none"> <li>1. Does my poster give some (at least 2) interesting facts about my creature?</li> <li>2. Did I include a diagram with labels?</li> <li>3. Did I use proper punctuation?</li> <li>4. Will I include some different sizes or styles of writing in my final draft?</li> <li>5. Did I spell all words correctly?</li> </ol>
<p>EDIT</p>	<ol style="list-style-type: none"> <li>1. Instruct learners to open their exercise books to the completed draft.</li> <li>2. Write the editing checklist on the board.</li> <li>3. Instruct learners to read their own writing.</li> <li>4. Instruct learners to make sure the answer to each of these questions is yes.</li> <li>5. Instruct learners to fix any mistakes they find.</li> <li>6. Instruct learners to change words if it will help their poster sound better and more interesting.</li> <li>7. Explain that learners may begin to publish when they are finished editing.</li> </ol>
<p>PUBLISH</p>	<ol style="list-style-type: none"> <li>1. Instruct learners to read through their corrections.</li> <li>2. Instruct learners to rewrite their poster, correcting any mistakes.</li> <li>3. Instruct learners to rewrite the paragraph correctly, under the heading: <b>Poster: Final Draft</b></li> <li>4. Tell learners that they should add different design elements, like pictures or different sizes of writing to their final draft!</li> </ol>
<p>SHARE</p>	<ol style="list-style-type: none"> <li>1. Learners will not share their writing this week, as this is a formal assessment task.</li> </ol>
<p>ASSESSMENT</p>	<p>Collect learners' books and assess using the rubric below.</p>

# ANTS

They work  
in a  
TEAM

They all have  
different jobs!



They have  
a  
Queen

They use their antennae to  
**FEEL HEAR SMELL**

TO LEARN MORE  
ABOUT AMAZING  
ANTS, JUST  
**GOOGLE IT!**

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

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

**INDEPENDENT OR PAIRED READING**

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

**WEEK 4: CONCLUSION****Find 10-15 minutes at the end of the week to do the following:**

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



# GRADE 4 - TERM 4

# WEEK 5

**THEME:**  
**FRIENDSHIP**

'A real friend is one who walks in when the rest of the world walks out.'

- Walter Winchell

## TERM 4: WEEK 5

## OVERVIEW

THEME	<b>Friendship</b>
THEME VOCABULARY	friendship, selfless, thoughtful, grateful, trait, sigh, depressed, struggle, encourage, ceiling
LSC	REVISE: Direct speech
COMPREHENSION STRATEGY	<b>Make inferences</b>
WRITING GENRE	Story (narrative essay) with dialogue
WRITING TOPIC	Write a story about someone who is a selfless friend! This story must include a conversation (dialogue) between two characters.
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>4. Try to find some reading material for your theme table, for example: a story about friends.</li> <li>5. Try to find some pictures of friends doing things together.</li> <li>6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.</li> </ol>

## WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME &amp; ORAL ACTIVITIES

## INTRODUCE THE THEME

PICTURE	<ol style="list-style-type: none"> <li>1. Tell learners to turn to DBE Workbook 1 page 108</li> <li>2. Instruct learners to look at the title, headings and pictures in the text</li> </ol>	
INTRODUCE THE THEME	<ol style="list-style-type: none"> <li>1. Tell learners the title of the theme.</li> <li>2. Activate learners' background knowledge about the theme.</li> <li>3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.</li> <li>4. Fill in the first part of the K-W-L chart.</li> </ol>	
SONG / RHYME  <i>(Tune: Count on me, Whitney Houston)</i>	<b>Lyrics</b>	<b>Actions</b>
	Count on me through thick and thin,	<i>Link arms with the person next to you</i>
	A friendship that will never end.	<i>Link arms with the person next to you</i>
	When you are weak I will be strong,	<i>Flex your arms</i>
	Helping you to carry on.	<i>Point to your friend</i>
	Call on me, I will be here,	<i>Pretend to make a phone call</i>
	Don't be afraid! You can count on me!	<i>Point to your friend, point to yourself</i>
THEME VOCABULARY	friendship, selfless, thoughtful, grateful, trait	
<b>QUESTION OF THE DAY</b>		
Question	What trait do you think makes someone a good friend?	
Graph	3 COLUMN GRAPH	
Options	they are selfless / they are thoughtful / they are helpful	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think a good friend is selfless?</b>	
Answer	___ learners think a good friend is selfless.	
<b>Question</b>	<b>How many learners think a good friend is thoughtful?</b>	
Answer	___ learners think a good friend is thoughtful.	

<b>Question</b>	<b>How many learners think a good friend is helpful?</b>
Answer	__ learners think a good friend is helpful.
<b>Question</b>	<b>What trait do most learners think makes someone a good friend?</b>
Answer	Most learners think a good friend is__.
<b>Question</b>	<b>What trait do fewest learners think makes someone a good friend?</b>
Answer	Fewest learners think a good friend is__.
<b>Question</b>	<b>What trait do you think makes someone a good friend?</b>
Answer	I think a good friend is selfless.
Answer	I think a good friend is thoughtful.
Answer	I think a good friend is helpful.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

### WEEK 5: MONDAY / DAY 1: LISTENING

#### LISTEN TO...

1. Remind learners of the theme for the cycle.
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **Friendship**
4. This week, learners will listen to **a story: In Good Times and Bad**
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>The Tshabalala family was going through hard times. Mrs Tshabalala had lost her job when the company she worked for shut down. Without her salary, Mrs Tshabalala, her mother, Gogo Masela, and the three children would have to tighten their belts.</p>	<p>I can <b>infer</b> that Mrs Tshabalala is the only person in the family who earns a salary. The money she makes supports the rest of the family.</p>	<ol style="list-style-type: none"> <li>1. Who is part of the Tshabalala family? (<i>Mrs Tshabalala, Gogo Masela and the three children.</i>)</li> <li>2. Why was the Tshabalala family going through hard times? (<i>Because Mrs Tshabalala had lost her job and she wasn't earning a salary anymore.</i>)</li> </ol>
<p>After supper, Mrs Tshabalala and Gogo Masela sat together at the table, thinking of what to do. 'Don't worry,' said Gogo Masela to her daughter. 'We will be fine, you will see. We have been through hard times before. Our friends and family always see to us.' Mrs Tshabalala shook her head and sighed. She knew that times were hard for everyone, their friends and family were also suffering. She had to find a job soon, and in the meantime, they had to make Gogo's pension money stretch far.</p>	<p>I can <b>infer</b> that Mrs Tshabalala feels very worried about what will happen to her family. I can make this inference because her mother says 'don't worry' and because of her sighing and shaking her head.</p>	<ol style="list-style-type: none"> <li>1. What money does the family have? (<i>The have Gogo's pension money.</i>)</li> <li>2. Why isn't Gogo Masela worried? (<i>Because she thinks their friends and family will help them.</i>)</li> </ol>
<p>Just then, she heard a sound, 'Ping!' Mrs Tshabalala looked at her cellphone. Her friend, Mrs Ngoma had just sent her some airtime! What a kind and thoughtful thing to do. Mrs Tshabalala felt tears in her eyes as she got ready for bed.</p>	<p>I can infer that Mrs Tshabalala was so grateful for Mrs Ngoma's ping, because it made her tear up. Sometimes when we are happy or someone does something very kind for us, it can make us cry a little bit!</p>	<ol style="list-style-type: none"> <li>1. What did Mrs Ngoma send to Mrs Tshabalala? (<i>She sent her some airtime.</i>)</li> <li>2. Why do you think Mrs Tshabalala felt tears in her eyes? (<i>Because she was so happy. / She was touched by her friend's thoughtful and kind actions.</i>)</li> </ol>

<p>The next week, Mrs Tshabalala heard a knock at the door. When she opened it, her friends Ruth and Nancy were standing there, with shopping bags in their hands.</p> <p>‘We have just been to the market,’ said Nancy, as she handed a bag to Mrs Tshabalala. ‘There was such a good special on butternut, potatoes and spinach, we bought some for you too.’</p> <p>‘And then at Pick ‘n Pay, the tea and sugar were on special,’ said Ruth, handing Mrs Tshabalala another bag. Mrs Tshabalala shook her head, smiled, and hugged them both tightly.</p>	<p>I can <b>infer</b> that Mrs Tshabalala has selfless and kind friends. They went out of their way to buy and bring her some groceries – even though she didn’t ask them for help.</p>	<ol style="list-style-type: none"> <li>1. Who showed up at Mrs Tshabalala’s door? (<i>Her friends Ruth and Nancy.</i>)</li> <li>2. What did Ruth and Nancy bring? (<i>They brought butternut, potatoes, spinach, tea and sugar.</i>)</li> <li>3. Why do you think Ruth and Nancy brought Mrs Tshabalala groceries? (<i>Because they know she is going through a hard time. / Because they want to help her.</i>)</li> </ol>
<p>At the end of the second month, Mrs Tshabalala could not pay all her bills. At church that Sunday, she gave a deep sigh.</p> <p>‘What’s wrong, Zinhle?’ asked Mrs Tshabalala’s cousin, Tryphina.</p> <p>‘Not having a job is getting to me,’ answered Mrs Tshabalala. ‘I feel like going to bed and sleeping for ages. I don’t feel like seeing anyone, and it is even a struggle to eat.’</p> <p>‘I think you are feeling depressed, cousin,’ said Tryphina. ‘Let’s go for a run later today, exercise often makes me feel better. And then, we can sit together and you can talk about how you feel. I promise to just listen to you.’</p>	<p>I can <b>infer</b> that Tryphina has felt depressed before, because she recognised the signs of depression so easily. Also, she had some good ideas to help her friend feel better!</p>	<ol style="list-style-type: none"> <li>1. What is Mrs Tshabalala’s first name? (<i>Zinhle</i>)</li> <li>2. How does Tryphina know that Mrs Tshabalala is feeling depressed? (<i>Because she feels like going to bed and sleeping for ages, doesn’t feel like seeing anyone, and is struggling to eat.</i>)</li> <li>3. How does Tryphina offer to help Mrs Tshabalala? (<i>She offers to run together with Mrs Tshabalala and to sit with her and listen.</i>)</li> </ol>

<p>Mrs Tshabalala smiled at her cousin, and at Gogo Masela, who had heard their conversation. Gogo was right, thought Mrs Tshabalala, they really did have kind and caring friends and family. Even though there were hard times ahead, she knew that she had special people to support her.</p>	<p>I can <b>infer</b> that Gogo Masela has gone through hard times before, and has seen how kind and helpful good friends really are. That must be how she knew their friends would care for them through hard times!</p>	<ol style="list-style-type: none"> <li>1. How can we infer that Gogo Masela has gone through difficult times in the past? <i>(Because she knew their friends would help them out, and she was right!)</i></li> <li>2. Why did Mrs Tshabalala think that Gogo Masela was right? <i>(Because Gogo had said that she shouldn't worry, because they had friends and family who would help them. In the story, Mrs Tshabalala has had friends help her in lots of different ways.)</i></li> </ol>
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## WEEK 5: TUESDAY / DAY 2: SPEAKING

## DISCUSS...

1. This week, learners will discuss a story: **In Good Times and Bad**
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	/qu/ /ow/. /aw/												
Activity	<ol style="list-style-type: none"> <li>Write the following sounds on the chalkboard: <b>qu</b>, <b>ow</b> and <b>aw</b></li> <li>Say the sounds and instruct learners to repeat the sounds. Do this three times.</li> <li>Write the following words on the chalkboard and sound each word out as follows:             <ol style="list-style-type: none"> <li>/qu/ - /i/ - /ck/ = quick</li> <li>/n/ - /ow/ = now</li> <li>/s/ - /aw/ = saw</li> </ol> </li> <li>Ask learners to sound out and read each word after you.</li> </ol>												
Word find	<p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="501 745 959 1023"> <tr> <td>qu</td> <td>ow</td> <td>aw</td> </tr> <tr> <td>ck</td> <td>a</td> <td>ee</td> </tr> <tr> <td>n</td> <td>br</td> <td>l</td> </tr> <tr> <td>s</td> <td>h</td> <td>i</td> </tr> </table> <p><b>MODEL</b></p> <ol style="list-style-type: none"> <li>Review all of the sounds on the chalkboard.</li> <li>Tell learners to copy the table into their books.</li> <li>Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.</li> <li>Show learners how to build one or two words, like: <b>how</b> or <b>quin</b></li> <li>Possible words (this is not a complete list): <b>quick, queen, quack, sow, how, now, brow, saw, lawn, see, heel, etc.</b></li> </ol>	qu	ow	aw	ck	a	ee	n	br	l	s	h	i
qu	ow	aw											
ck	a	ee											
n	br	l											
s	h	i											

## WEEK 5: TUESDAY / DAY 2: PRE-READING

TITLE	<i>A birthday</i>
DBE WORKBOOK 2, PAGE	108
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.

## PRE-READING ACTIVITY

1. Remind learners of the theme for this cycle: **Friendship**
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: ***A birthday***
5. Remind learners that when we scan the text, we look for particular words.
6. Instruct the learners to scan the text and to search for details about the birthday party in the story. This means that learners will need to search for words like: birthday, party.
7. Instruct learners to circle any words that they don't know.
8. Give learners 1 minute to scan the text. Remind learners they must try to look at the words connected to birthday and party in the text.
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. Ask learners: Which words did you circle?
12. As learners list the words, make a class list on the board. Help learners to figure out the words in context.
13. Instruct learners to think about the title, the pictures, and the words they underlined.
14. Ask learners predictive questions:
  - a. What do you think will happen in this story?
  - b. What do you think you know about the birthday party?
  - c. Who are the characters in the story? What do you think you know about them?
  - d. Who talks in this story? How do you know?
  - e. What do you think might happen at the end of this story?
15. 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  <i>(Tune: Count on me, Whitney Houston)</i>	<b>Lyrics</b>	<b>Actions</b>
	Count on me through thick and thin,	<i>Link arms with the person next to you</i>
	A friendship that will never end.	<i>Link arms with the person next to you</i>
	When you are weak I will be strong,	<i>Flex your arms</i>
	Helping you to carry on.	<i>Point to your friend</i>
	Call on me, I will be here,	<i>Pretend to make a phone call</i>
	Don't be afraid! You can count on me!	<i>Point to your friend, point to yourself</i>
THEME VOCABULARY	sigh, depressed, struggle, encourage, ceiling	
<b>QUESTION OF THE DAY</b>		
Question	How does Tryphina <b>infer</b> that her friend feels depressed?	
Graph	3 COLUMN GRAPH	
Options	because her friend wants to stay in bed all day / because her friend doesn't want to eat / because her friend doesn't want to see anyone	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think it's because her friend wants to stay in bed all day?</b>	
Answer	___ learners think it's because her friend wants to stay in bed all day.	
<b>Question</b>	<b>How many learners think it's because her friend doesn't want to eat?</b>	
Answer	___ learners think it's because her friend doesn't want to eat.	
<b>Question</b>	<b>How many learners think it's because her friend doesn't want to see anyone?</b>	
Answer	___ learners think it's because her friend doesn't want to see anyone.	
<b>Question</b>	<b>How do most learners think Tryphina infers that her friend feels depressed?</b>	
Answer	Most learners think it's because ___.	

Question	How do fewest learners think Tryphina infers that her friend feels depressed?
Answer	Fewest learners think it's because ___.
Question	How does Tryphina <u>infer</u> that her friend feels depressed?
Answer	I think it's because her friend wants to stay in bed all day.
Answer	I think it's because her friend doesn't want to eat.
Answer	I think it's because her friend doesn't want to see anyone.
EXPLAIN	<i>Explain that Tryphina is able to infer that her friend might feel depressed because of all three of these facts. Depression is like a very deep sadness. When someone feels depressed, exercise and talking can help. But, sometimes people also need a doctor's help when they feel depressed – it isn't always something friends can fix!</i>
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

WEEK 5: WEDNESDAY / DAY 3: FIRST READ	
TITLE	<i>A birthday</i>
DBE WORKBOOK 2, PAGE	108
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Make inferences</b>
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
<ol style="list-style-type: none"> <li>1. Hand out the DBE workbooks.</li> <li>2. Instruct learners to turn to the story on <b>page 108</b>.</li> <li>3. Allow learners a few minutes to try and read the story on their own, in silence.</li> <li>4. Explain that you will read the story to learners. They must <b>follow along</b> as you read.</li> <li>5. Read the story with fluency and expression to learners.</li> <li>6. Read the <b>Text</b> first, and then say the comment in the <b>First Read</b> column.</li> </ol>	
Text	Think Aloud: First Read
It is such an exciting time of the year. It is my best friend's birthday, and my cousin is getting married in KwaZulu-Natal. It's also time for celebrating Diwali, Christmas, Chanukah and lots of other special occasions.	I can <b>infer</b> that this story takes place in December, because I know that Christmas is in December.
This year, my best friend, Nokuzola, didn't know what we planned at school. My teacher's birthday and her birthday are on the same day. We planned a big surprise party for our teacher and for her – but she didn't know. She was in for a big surprise.	I can <b>infer</b> that the narrator is a thoughtful friend because she is planning a special surprise for her best friend Nokuzola!
Yesterday we all hung coloured streamers from the ceiling. Nokuzola helped us but you could see she couldn't understand why no-one had said anything about her birthday.	Oh, I <b>infer</b> that Nokuzola knew about the party, but she thought the party was only for the teacher – not for her!

<p>We love our teacher, Ms Maaku. She helps us and encourages us when we don't understand our work, and she gives us good marks when she can see we have tried hard. When it is someone's birthday, she makes the person a card and cookies. She is really super!</p> <p>We knew she wouldn't want us to buy her a present. We decided to make her a huge card that stretched all the way across the board, and a big cake.</p>	<p>Ms Maaku's learners really love her. I <b>infer</b> that they want to make her feel extra special and loved on her birthday.</p>
<p>This morning, we heard her coming down the corridor. We closed the curtains so that it was dark in the classroom. When she came inside, she switched on the light to see what was going on. We all jumped up and shouted "Happy birthday!" She was so surprised! But we were also surprised. Ms Maaku was holding a big tray of cookies and a big bunch of brightly coloured balloons.</p>	<p>I <b>infer</b> that Ms Maaku brought cookies and a card for Nokuzola – just like she usually does when it is one of her learner's birthdays!</p>
<p>"A surprise party for me?" asked Ms Maaku. She walked over to the giant card. "This is the most beautiful card I have ever seen." She turned to Nokuzola and said, "It makes my birthday card for you look very small." She gave Nokuzola the cookies and the balloons. "Happy birthday, Nokuzola. I was so pleased when I found out that you and I have the same birthday."</p> <p>"Happy birthday, Noks," everyone said. And we all sang our favourite birthday song.</p>	<p>I <b>infer</b> that Ms Maaku feels bad that she received a much bigger card than Nokuzola!</p>
<p>Children: Surprise! Surprise! Happy birthday Mrs Maaku!</p> <p>Mrs Maaku: What a big surprise. Is this my birthday party?</p> <p>Children: Yes Mrs Maaku. It is your birthday and Nokuzola's birthday today.</p> <p>Nokuzola: Is the party for me too?</p>	<p>This is the dialogue that tells us exactly what the character said to each other at the beginning of the party. From this dialogue, I can <b>infer</b> that Nokuzola is very surprised that the party is for her too!</p>

<p>Children: Yes, Noks and you didn't even realise you were helping to organise your own party.</p> <p>Mrs Maaku: What a surprise and who made this beautiful giant card. Thank you very much. You have all written wonderful messages to me. Nokuzola, here is a card I made for you. It looks so small.</p> <p>Children: [Sing loudly] Happy birthday to you. Happy birthday to you.</p> <p>Nokuzola: [Speaks softly to herself.] This is my first birthday party. I am so grateful.</p>	
<b>Follow up questions</b>	<b>Responses</b>
What did Nokuzola do to help get ready for the party?	She hung streamers from the ceiling.
Which two characters in the story shared a birthday?	Nokuzola and Ms Maaku shared a birthday in the story.
<b>Why question</b>	<b>Possible response</b>
Why was Nokuzola surprised at the end of the story?	<ul style="list-style-type: none"> <li>• Because she thought the surprise party was only for Ms Maaku.</li> <li>• Because she didn't know the party was for her.</li> <li>• Because no one had ever thrown her a party before!</li> <li>• Because she didn't realise she was helping to organise her own party.</li> <li>• Because she really didn't know the party was for her AND Ms Maaku.</li> </ul>
<b>Introduce the LSC in context</b>	
<ol style="list-style-type: none"> <li>1. Explain to learners that this cycle, they will be learning about: <b>Direct speech</b></li> <li>2. Point out the following example of this: <p><i>"A surprise party for me?" asked Ms Maaku.</i></p> <p><i>"Happy birthday, Noks," everyone said.</i></p> </li> <li>3. Introduce this LSC as follows: <i>We use direct speech when we want to write the words exactly as someone says them.</i></li> </ol>	

## WEEK 5: THURSDAY / DAY 4: SECOND READ

TITLE	<i>A birthday</i>
DBE WORKBOOK 2, PAGE	108
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Make inferences</b>
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.

1. Before the lesson begins, write the **follow-up questions** on the board:
  - a. *How does Nokuzola feel about her friends throwing her a party?*
  - b. *What question does Nokuzola ask that helps us infer that she was very surprised?*
  - c. *Why did Ms Maaku bring cookies and balloons to class?*
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 108**.
5. Explain that you will read the story to learners. They must **follow along** with the text 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 **Second Read** column.
8. Next, instruct learners to **turn and talk** with a partner.
9. Instruct learners to take turns **reading the story** to each other.
10. Tell learners to **orally** discuss the **follow-up questions** together.

Text	Think Aloud: Second Read
It is such an exciting time of the year. It is my best friend's birthday, and my cousin is getting married in KwaZulu-Natal. It's also time for celebrating Diwali, Christmas, Chanukah and lots of other special occasions.	--
This year, my best friend, Nokuzola, didn't know what we planned at school. My teacher's birthday and her birthday are on the same day. We planned a big surprise party for our teacher and for her – but she didn't know. She was in for a big surprise.	I can <b>infer</b> that the narrator feels so excited about surprising her best friend. I can make a <b>connection</b> to this because I always feel excited right before I give someone a gift!



<p>Yesterday we all hung coloured streamers from the ceiling. Nokuzola helped us but you could see she couldn't understand why no-one had said anything about her birthday.</p>	<p>Poor Nokuzola! I can <b>infer</b> that she feels upset because she thinks everyone has forgotten about her birthday!</p>
<p>We love our teacher, Ms Maaku. She helps us and encourages us when we don't understand our work, and she gives us good marks when she can see we have tried hard. When it is someone's birthday, she makes the person a card and cookies. She is really super!</p> <p>We knew she wouldn't want us to buy her a present. We decided to make her a huge card that stretched all the way across the board, and a big cake.</p>	<p>There are different kinds of friendships. We often have friendships with people our own age. Sometimes we also have friendships with our teachers or other adults. I can <b>infer</b> that the learners in Ms Maaku's class feel like she is their friend because she is so kind and helpful to them.</p>
<p>This morning, we heard her coming down the corridor. We closed the curtains so that it was dark in the classroom. When she came inside, she switched on the light to see what was going on. We all jumped up and shouted "Happy birthday!" She was so surprised! But we were also surprised. Ms Maaku was holding a big tray of cookies and a big bunch of brightly coloured balloons.</p>	<p>We should always treat our friends the way we want to be treated. I see the learners in Ms Maaku's class want to treat her the same kind way they like to be treated!</p>
<p>"A surprise party for me?" asked Ms Maaku. She walked over to the giant card. "This is the most beautiful card I have ever seen." She turned to Nokuzola and said, "It makes my birthday card for you look very small." She gave Nokuzola the cookies and the balloons. "Happy birthday, Nokuzola. I was so pleased when I found out that you and I have the same birthday."</p> <p>"Happy birthday, Noks," everyone said. And we all sang our favourite birthday song.</p>	<p>I can <b>infer</b> Ms Maaku is a very selfless person, because she was thinking about Nokuzola's birthday even though it is her birthday too!</p>

<p>Children: Surprise! Surprise! Happy birthday Mrs Maaku!</p> <p>Mrs Maaku: What a big surprise. Is this my birthday party?</p> <p>Children: Yes Mrs Maaku. It is your birthday and Nokuzola’s birthday today.</p> <p>Nokuzola: Is the party for me too?</p> <p>Children: Yes, Noks and you didn’t even realise you were helping to organise your own party.</p> <p>Mrs Maaku: What a surprise and who made this beautiful giant card. Thank you very much. You have all written wonderful messages to me. Nokuzola, here is a card I made for you. It looks so small.</p> <p>Children: [Sing loudly] Happy birthday to you. Happy birthday to you.</p> <p>Nokuzola: [Speaks softly to herself.] This is my first birthday party. I am so grateful.</p>	<p>I can <b>infer</b> that both Ms Maaku and Nokuzola feel so special and loved that their friends put time and thought into throwing them a party!</p>
Follow up questions	Responses
<p>How does Nokuzola feel about her friends throwing her a party?</p>	<p>She feels grateful.</p>
<p>What question does Nokuzola ask that helps us <b>infer</b> that she was very surprised?</p>	<p>She asks: Is the party for me too?</p>
Why question	Possible response
<p>Why did Ms Maaku bring cookies and balloons to class?</p>	<ul style="list-style-type: none"> <li>• Because she always brings cookies when one of her learners has a birthday.</li> <li>• Because it was Nokuzola’s birthday.</li> <li>• She brought cookies and balloons for Nokuzola.</li> <li>• She didn’t know that the learners had planned a surprise party for her and Nokuzola.</li> <li>• Because she is very kind and selfless.</li> </ul>

**Ask learners to formulate a question about the text.**

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

**WEEK 5: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY****Modelling  
(I DO)**

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 109**
5. Read through the **dialogue only** with learners. Explain that today we will discuss and make inferences just about the dialogue.
6. Explain that the notes in [brackets] tell us how someone acts or speaks.
7. Read the brackets: Nokuzola: [Speaks softly to herself.]
8. Explain that the notes in these brackets help us make the inference that:
  - a. Maybe Nokuzola is quite shy.
  - b. Maybe Nokuzola didn't want the others to know she had never had a birthday party before.
  - c. Nokuzola might just be reflecting – it is only meant for herself, and not for others to hear.
9. Explain that these are inferences because these are all things that aren't written, but we can guess when we read the text.

**Work with  
learners  
(WE DO)**

1. Refer learners once again to the dialogue on page 109.
2. Ask learners: How can we infer that Nokuzola is surprised that the party is actually for her?
3. Listen to learners ideas, like:
  - I can **infer** that she is surprised because she asks: Is the party for me too?
  - I can infer that she is surprised because the other children say: You didn't even realise you were helping to organise your own party.

<p><b>Pair work (YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that now, learners will work with a partner to make an inference about the dialogue on page 109.</li> <li>2. Ask learners: How do you think the other children in the story feel about the party?</li> <li>3. Instruct learners to discuss this with their partners.</li> <li>4. After 3-5 minutes, call learners back together.</li> <li>5. Call on 2-3 learners to share their answer to the question, like:             <ol style="list-style-type: none"> <li>a. I infer that they feel excited because there are exclamation marks when they say ‘surprise’ and also it tells me that they sing loudly.</li> <li>b. I think they are excited because it is fun to surprise people!</li> <li>c. I think they are happy because they are celebrating the birthdays of people who they love!</li> </ol> </li> </ol>
<p><b>NOTES</b></p>	<ol style="list-style-type: none"> <li>1. <b>Tell learners to open their exercise books, and copy down the following notes to remind them of what an inference is:</b> <p style="margin-left: 40px;"><b><u>Making Inferences</u></b> To make an inference, we take: what is written + what we already know and we make a good guess about the text.</p> </li> <li>2. <b>If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).</b></li> </ol>

WEEK 5: FRIDAY / DAY 5: POST-READING	
TITLE	<i>A birthday</i>
DBE WORKBOOK 2, PAGE	108
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	<b>Make inferences</b>
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
POST-READING	
<ol style="list-style-type: none"> <li>Before the lesson begins, write the following heading, questions and sentence starters on the board.</li> <li>Read through the questions with learners, and explain them if necessary.</li> <li>Tell learners that next, they are going to turn and talk and discuss these questions with a partner.</li> <li>Then, learners must open their exercise books, write the date and heading, and write the answers to the questions.</li> <li>Explain that learners do not have to write the questions, but they must write the sentence starters and the answers.</li> <li>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.</li> </ol>	
<p><b><u>A birthday</u></b></p> <ol style="list-style-type: none"> <li>Whose birthday was it? <b><i>It was...</i></b></li> <li>How can we infer that the story takes place in the month of December? <b><i>We can infer the story takes place in December because...</i></b></li> <li>Why do the children love their teacher, Ms Maaku? <b><i>They love their teacher because...</i></b></li> <li>How big was the card that the learners made for Ms Maaku? <b><i>The card was as big as...</i></b></li> <li>Why do you think Nokuzola was grateful? <b><i>I think she was grateful because...</i></b></li> <li>In the story it says: 'Nokuzola helped us but you could see she couldn't understand why no-one had said anything about her birthday.' How do you think Nokuzola was feeling? <b><i>I can infer that she must have been feeling...because...</i></b></li> </ol>	

**A birthday**

1. Whose birthday was it?  
***It was Nokuzola's birthday and Ms Maaku's birthday.***
2. How can we infer that the story takes place in the month of December?  
***We can infer the story takes place in December because it is time for celebrating Christmas, Chanukah and Diwali.***
3. Why do the children love their teacher, Ms Maaku?  
***They love their teacher because she encourages them, and she makes learners special cookies and cards for their birthday.***
4. How big was the card that the learners made for Ms Maaku?  
***The card was as big as the board.***
5. Why do you think Nokuzola was grateful?  
***I think she was grateful because her friends threw her a surprise party, and because she had never had a birthday party before!***
6. In the story it says: 'Nokuzola helped us but you could see she couldn't understand why no-one had said anything about her birthday.' How do you think Nokuzola was feeling?  
***I can infer that she must have been feeling sad because she thought her friends forgot her birthday.***

## WEEK 5: FRIDAY / DAY 5: TEACH THE GENRE

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

<p>READ THE SAMPLE TEXT</p>	<p><b><i>Best friends forever!</i></b>  <i>Lerato's mom was very ill, so she sent Lerato to get her some medicine after school. Lerato asked her best friend, Nomhle, to accompany her to the pharmacy at the local mall. "Okay Lerato. I'll come with you. But we must be quick or my parents will shout!" said Nomhle.</i>  <i>When they arrived at the pharmacy. Lerato searched her pockets. "Oh no!" she exclaimed, "I forgot the money!" She began to feel bad about making such a mistake, knowing that her mother was very ill and needed the medicine. Nomhle handed Lerato a R100 note. It was her pocket money for the week that her parents had given her.</i>  <i>Lerato was overwhelmed with gratitude, "Thanks Nomhle. You're the best friend in the whole world!"</i></p>
<p>DISCUSS</p>	<ol style="list-style-type: none"> <li>1. Who are the characters in this story?</li> <li>2. Who speaks in the story? What do they say?</li> <li>3. What is called when people speak to each other?</li> <li>4. What kind of ending did the story have – a sad ending or a happy ending?</li> <li>5. How do we know that this is a story?</li> </ol>
<p>NOTES</p>	<p><b>Tell learners to open their exercise books, find and read through their notes on writing a story (narrative essay) to remind them of how to write a story:</b>  <b><u>Story (narrative essay)</u></b></p> <ol style="list-style-type: none"> <li>1. <b><u>Beginning</u></b>: Tells about character and setting.</li> <li>2. <b><u>Middle</u></b>: A problem!</li> <li>3. <b><u>Ending</u></b>: How the problem gets solved.</li> <li>4. Entertains people!</li> </ol>



# GRADE 4 - TERM 4

WEEK

6

**THEME:**  
**FRIENDSHIP**

'A friend is someone who understands your past, believes in your future,  
and accepts you just the way you are.'

- Unknown

## TERM 4: WEEK 6

## OVERVIEW

THEME	<b>Friendship</b>
THEME VOCABULARY	friendship, selfless, thoughtful, grateful, trait, sigh, depressed, struggle, encourage, ceiling, reply, replied, selfish, survey, graph, chat, chatted, video call, lonely, cellphone
LSC	REVISE: Direct speech
COMPREHENSION STRATEGY	<b>Make inferences</b>
WRITING GENRE	Story (narrative essay) with dialogue
WRITING TOPIC	Write a story about someone who is a selfless friend! This story must include a conversation (dialogue) between two characters.

WEEK 6: MONDAY / DAY 1: PLANNING			
TOPIC	<b>Write a story about someone who is a selfless friend! This story must include a conversation (dialogue) between two characters.</b>		
GENRE	<b>Story (narrative essay)</b>		
PLANNING STRATEGY	<b>Write a list</b>		
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Show learners that you <b>think before you write</b>.</li> <li>3. Orally share some of your ideas about completing the writing topic, like: <p style="text-align: center;"><i>I think it is very selfless to help a friend who is hungry. I am going to write about a character who shares her snack with her friend who doesn't have any snack to eat.</i></p> </li> <li>4. Have the writing topic written on one side of the chalkboard.</li> <li>5. Write the planning frame below on the other side of the chalkboard. On the other side of the chalkboard, show learners how you make a list by answering the questions.</li> </ol>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>1. Who is the main character?</li> <li>2. What do we need to know about this character?</li> <li>3. Who are the other characters in the story?</li> <li>4. What is the setting of the story? (Where does the story happen?)</li> <li>5. Who is selfless in the story?</li> <li>6. How is this character selfless?</li> <li>7. Why is this character selfless?</li> <li>8. What will the characters have a conversation about?</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>1. Cwayita, age 9</li> <li>2. She is a very kind person. She is always thinking about others.</li> <li>3. Her best friend Zandi.</li> <li>4. Their school: Siyancoba Primary School</li> <li>5. Cwayita is selfless.</li> <li>6. She is enjoying her delicious snack of Simbas – they are her favourite food. But, when she sees Zandi has nothing to eat, she offers to share.</li> <li>7. Because she thinks about how she would feel if she were Zandi and she didn't have a good snack to eat.</li> <li>8. When Cwayita offer Zandi some Simbas.</li> </ol> </td> </tr> </table>	<p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>1. Who is the main character?</li> <li>2. What do we need to know about this character?</li> <li>3. Who are the other characters in the story?</li> <li>4. What is the setting of the story? (Where does the story happen?)</li> <li>5. Who is selfless in the story?</li> <li>6. How is this character selfless?</li> <li>7. Why is this character selfless?</li> <li>8. What will the characters have a conversation about?</li> </ol>	<p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>1. Cwayita, age 9</li> <li>2. She is a very kind person. She is always thinking about others.</li> <li>3. Her best friend Zandi.</li> <li>4. Their school: Siyancoba Primary School</li> <li>5. Cwayita is selfless.</li> <li>6. She is enjoying her delicious snack of Simbas – they are her favourite food. But, when she sees Zandi has nothing to eat, she offers to share.</li> <li>7. Because she thinks about how she would feel if she were Zandi and she didn't have a good snack to eat.</li> <li>8. When Cwayita offer Zandi some Simbas.</li> </ol>
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LEARNERS USE  
THE PLANNING  
STRATEGY  
(YOU DO)

1. Tell learners to close their eyes and **visualise** their characters and the setting of their story. Instruct learners to think about what happens in the story – Instruct learners to think about what happens in the story - what is the problem in the story? What does the selfless friend do? How does the selfless friend help solve the problem? 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. Lindiwe, age 10
2. She has a good hart.
3. The shy girl, Lungi.
4. Sanggotho Primary School.
5. Lindiwe is selfless
6. Lindiwe is playing with her friends and she sees Lungi sitting alone. She asks Lungi to play with them.
7. Because she does not like to see people sad.
8. When Lindiwe asks Lungi to come play.

**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

WEEK 6: TUESDAY / DAY 2: ORAL ACTIVITIES		
SONG / RHYME <i>(Tune: Count on me, Whitney Houston)</i>	<b>Lyrics</b>	<b>Actions</b>
	Count on me through thick and thin,	<i>Link arms with the person next to you</i>
	A friendship that will never end.	<i>Link arms with the person next to you</i>
	When you are weak I will be strong,	<i>Flex your arms</i>
	Helping you to carry on.	<i>Point to your friend</i>
	Call on me, I will be here,	<i>Pretend to make a phone call</i>
	Don't be afraid! You can count on me!	<i>Point to your friend, point to yourself</i>
THEME VOCABULARY	reply, replied, selfish, survey, graph	
<b>QUESTION OF THE DAY</b>		
Question	<i>Explain that this week, learners will read about a survey at Jabulani Primary school in their independent reading assessment. Explain that at the school, teachers asked learners to answer the question: 'What does a good friend do?' and recorded all the answers in a graph.</i>  <b>Ask learners:</b> If you were a learner at Jabulani Primary School, how would you have answered the question: 'What does a good friend do?'	
Graph	4 COLUMN GRAPH	
Options	listens to what I say / shares their things with me / plays with me at break / is kind to me	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners would say 'a good friend listens to what I say'?</b>	
Answer	__ learners would say 'a good friend listens to what I say'.	
<b>Question</b>	<b>How many learners would say 'a good friend shares their things with me'?</b>	
Answer	__ learners would say 'a good friend shares their things with me'.	
<b>Question</b>	<b>How many learners would say 'a good friend plays with me at break'?</b>	
Answer	__ learners would say 'a good friend plays with me at break'.	

<b>Question</b>	<b>How many learners would say ‘a good friend is kind to me’?</b>
Answer	__ learner would say ‘a good friend is kind to me’.
<b>Question</b>	<b>What would most learners say?</b>
Answer	Most learners would say __.
<b>Question</b>	<b>What would fewest learners say?</b>
Answer	Fewest learners would say __.
<b>Question</b>	<b>If you were a learner at Jabulani Primary School, how would you have answered the question: ‘What does a good friend do?’</b>
Answer	I would say ‘a good friend listens to what I say’.
Answer	I would say ‘a good friend shares their things with me’.
Answer	I would say ‘a good friend plays with me at break’.
Answer	I would say ‘a good friend is kind to me’.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

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

#### GROUP GUIDED READING

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

#### INDEPENDENT OR PAIRED READING

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

## WEEK 6: WEDNESDAY / DAY 3: LSC AND DRAFTING

LSC	REVISE: Direct speech
LSC MODELLING (I DO)	<p><b>Part 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that in our stories this week, we will need to include a conversation (dialogue). Explain that when we write a conversation in a story, we use direct speech. This shows exactly what the characters say to each other when they are talking.</li> <li>2. Remind learners that when we want to write the words exactly as someone says them, we use <b>direct speech</b>.</li> <li>3. Call a volunteer up to the front of room. Ask this learner: What is one thing you like to eat?</li> <li>4. Write down what the learner says as a quotation on the board, like: "I like to eat sweets," Zodwa said. Zodwa stated, "I like to eat sweets."</li> <li>5. Point out that: <ol style="list-style-type: none"> <li>a. The <b>quotation marks</b> go around what the person says.</li> <li>b. A <b>tag</b> (like Zodwa said) can go before or after the quotation marks.</li> <li>c. The <b>comma</b> goes outside the quotation marks if the tag is before.</li> <li>d. The <b>comma</b> goes inside the quotation marks if the tag is after.</li> </ol> </li> </ol> <p><b>Part 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that today, we will have time to think about the conversation (dialogue) in our story before we draft.</li> <li>2. Explain that you will need to think about what the characters say to each other. You will need to think about how each character speaks.</li> <li>3. Point to <b>point 8</b> on your plan. Remind learners that in your story, Cwayita and Zandi have a conversation when Cwayita offers to share her snack.</li> <li>4. Use modelling to write a short dialogue that could fit into your story, like: 'I see you don't have a snack,' Cwayita said. 'No,' Zandi said, 'but I'm okay.' 'Do you want to share some of my Simbas?' Cwayita asked. She held out her packet of Simbas for Zandi. 'Wow! Thanks! You're so selfless!' Zandi replied.</li> </ol>



<p>LSC Ask learners for help <b>(WE DO)</b></p>	<ol style="list-style-type: none"> <li>1. <b>Ask learners:</b> What else do you think Cwayita might say at the end of the conversation?</li> <li>2. Call on learners to give you ideas.</li> <li>3. Write down one idea on the board, like: It is always good to share with friends!</li> <li>4. Call on a different learner to come to the front of the room and add the proper punctuation and a tag to the words, like:</li> <li>5. 'It is always good to share with friends!' Cwayita said.</li> <li>6. Help the learner to use the proper punctuation if needed.</li> </ol> <p><b>Brainstorm words to use in the tag!</b></p> <ol style="list-style-type: none"> <li>1. Explain that we can use the word 'said' in the tag.</li> <li>2. Explain that if someone is responding to something that someone else said, we can use the word 'replied'.</li> <li>3. Explain that if someone is asking a question, we can use the word 'asked'.</li> </ol>
<p>LSC Pair work <b>(YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Hand out exercise books.</li> <li>2. Instruct learners to find their lists from Monday. Explain that today, learners will write their dialogue that they began to plan in <b>point 8</b> of their plan.</li> <li>3. Give learners a few minutes to reread their plans and write their conversations for their stories.</li> <li>4. Instruct learners to <b>turn and talk</b> and read their conversation (dialogue) to a partner. They should show their partner their written conversation and help each other with the proper punctuation.</li> <li>5. After learners have shared with a partner, call the class back together.</li> <li>6. Ask the whole class: Why do you think we might want to include a conversation (dialogue) in a story?</li> <li>7. Explain that a conversation helps us know more about the characters. It helps us understand what a character sounds like. It helps us feel like we are more involved in the story, because we know exactly what characters in the story are saying to each other (like we are there!).</li> </ol>
<p>TOPIC</p>	<p><b>Write a story about someone who is a selfless friend! This story must include a conversation (dialogue) between two characters.</b></p>

<p>PLANS</p>	<p>Before class begins, rewrite the planning frames on the board:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>1. Who is the main character?</li> <li>2. What do we need to know about this character?</li> <li>3. Who are the other characters in the story?</li> <li>4. What is the setting of the story? (Where does the story happen?)</li> <li>5. Who is selfless in the story?</li> <li>6. How is this character selfless?</li> <li>7. Why is this character selfless?</li> <li>8. What will the characters have a conversation about?</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>1. Cwayita, age 9</li> <li>2. She is a very kind person. She is always thinking about others.</li> <li>3. Her best friend Zandi.</li> <li>4. Their school: Siyancoba Primary School</li> <li>5. Cwayita is selfless.</li> <li>6. She is enjoying her delicious snack of Simbas – they are her favourite food. But, when she sees Zandi has nothing to eat, she offers to share.</li> <li>7. Because she thinks about how she would feel if she were Zandi and she didn't have a good snack to eat.</li> <li>8. When Cwayita offer Zandi some Simbas.</li> </ol> </td> </tr> </table>	<p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>1. Who is the main character?</li> <li>2. What do we need to know about this character?</li> <li>3. Who are the other characters in the story?</li> <li>4. What is the setting of the story? (Where does the story happen?)</li> <li>5. Who is selfless in the story?</li> <li>6. How is this character selfless?</li> <li>7. Why is this character selfless?</li> <li>8. What will the characters have a conversation about?</li> </ol>	<p><b><u>My story</u></b></p> <ol style="list-style-type: none"> <li>1. Cwayita, age 9</li> <li>2. She is a very kind person. She is always thinking about others.</li> <li>3. Her best friend Zandi.</li> <li>4. Their school: Siyancoba Primary School</li> <li>5. Cwayita is selfless.</li> <li>6. She is enjoying her delicious snack of Simbas – they are her favourite food. But, when she sees Zandi has nothing to eat, she offers to share.</li> <li>7. Because she thinks about how she would feel if she were Zandi and she didn't have a good snack to eat.</li> <li>8. When Cwayita offer Zandi some Simbas.</li> </ol>
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<p>WRITING FRAME</p>	<ol style="list-style-type: none"> <li>1. Next, tell learners that they must turn each point in their plan into a sentence.</li> <li>2. They must also arrange the sentences into two paragraphs.</li> <li>3. They can use the sentence starters under each heading for help writing their paragraphs. They will need to add more sentences as well.</li> <li>4. Explain that learners must decide where their conversation (point 8) best fits into the story.</li> <li>5. Write the following frame on the chalkboard, and explain it to learners:</li> </ol> <p style="text-align: center;"><b>Paragraph One: Beginning and Middle</b></p> <p style="text-align: center;">Points 1-4</p> <p style="text-align: center;"><i>Once there lived...</i></p> <p style="text-align: center;"><i>He / she...</i></p> <p style="text-align: center;"><i>He / she was selfless because...</i></p> <p style="text-align: center;"><i>One day...</i></p> <p style="text-align: center;"><b>Paragraph Two: Ending</b></p> <p style="text-align: center;">Points 5-7</p> <p style="text-align: center;"><i>Then...</i></p> <p style="text-align: center;"><i>After that...</i></p> <p style="text-align: center;"><i>In the end...</i></p>		

	<p><i>REMEMBER: Your story must include a conversation in your story! When we write a conversation in a story, we use direct speech, like:</i></p> <p><i>'Do you want some of my Simbas?' Cwayita asked.</i></p> <p><i>'But they're your favourite!' Zandi replied.</i></p>
DRAFT	<ol style="list-style-type: none"> <li>1. Hand out learners' exercise books.</li> <li>2. Settle learners so you have their attention.</li> <li>3. Remind learners that they will write story using the frame.</li> <li>4. Instruct learners to write the date and heading: <b>Story: Draft</b></li> <li>5. Instruct learners to find their plan from Monday and think about their ideas.</li> <li>6. Instruct learners to complete the writing frame using their plans.</li> <li>7. Tell learners that they can add more sentences or details if they have time.</li> <li>8. Remind learners of the strategies they can use to help them.</li> <li>9. As learners write, walk around the classroom and help learners who are struggling.</li> </ol>
HOMEWORK	Learners must complete the draft.

Story: Draft

Once there lived a girl named Lindiwe. She had a very good hart. She was selfless because she did not like to see people sad. One day at Sangqotho Primary she saw a shy girl named Lungi sitting alone.

Then Lindiwe went to Lungi.

"Lungi, do you want to come and play with us?" Lindiwe asked.

"I don't think your friends will like me."

Said Lungi.

"They will like you, you are so funny!"

Lindiwe said.

"Okay." Lungi said, smiling

After that Lungi played with Lindiwe and her friends. In the end they played together evry day.

**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
<i>(Tune: Count on me, Whitney Houston)</i>	Count on me through thick and thin,	<i>Link arms with the person next to you</i>
	A friendship that will never end.	<i>Link arms with the person next to you</i>
	When you are weak I will be strong,	<i>Flex your arms</i>
	Helping you to carry on.	<i>Point to your friend</i>
	Call on me, I will be here,	<i>Pretend to make a phone call</i>
	Don't be afraid! You can count on me!	<i>Point to your friend, point to yourself</i>
	THEME VOCABULARY	chat, chatted, video call, lonely, cellphone
<b>QUESTION OF THE DAY</b>		
Question	How would you like to chat with someone when you feel lonely?	
Graph	3 COLUMN GRAPH	
Options	in person / on the phone / on video call	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners would like to chat with someone in person?</b>	
Answer	__ learners would like to chat with someone in person.	
<b>Question</b>	<b>How many learners would like to chat with someone over the phone?</b>	
Answer	__ learners would like to chat with someone over the phone.	
<b>Question</b>	<b>How many learners would like to chat with someone on video call?</b>	
Answer	__ learners would like to chat with someone on video call.	
<b>Question</b>	<b>How would most learners like to chat with someone when they feel lonely?</b>	
Answer	Most learners would like to chat with someone on __.	
<b>Question</b>	<b>How would fewest learners like to chat with someone when they feel lonely?</b>	
Answer	Fewest learners would like to chat with someone on __.	

<b>Question</b>	<b>How would you like to chat with someone when you feel lonely?</b>
Answer	I would like to chat with someone in person.
Answer	I would like to chat with someone over the phone.
Answer	I would like to chat with someone on video call.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

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

**GROUP GUIDED READING**

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

**INDEPENDENT OR PAIRED READING**

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

## WEEK 6: FRIDAY / DAY 5: EDITING AND PUBLISHING

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



## Lindiwe and Lungi

Once there lived a girl named Lindiwe. She had a very good heart. She was selfless because she did not like to see people sad. One day at Sangqotho Primary, she saw a shy girl named Lungi, sitting alone.

Then Lindiwe went to Lungi.

"Lungi, do you want to come and play with us?" Lindiwe asked.

"I don't think your friends will like me." Lungi said.

"They will like you, you are so funny!" Lindiwe said.

"Okay." Lungi said, smiling. After that Lungi played with Lindiwe and her friends. In the end they played together every day.



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

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

**INDEPENDENT OR PAIRED READING**

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

**WEEK 6: CONCLUSION****Find 10-15 minutes at the end of the week to do the following:**

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

**GRADE 4 - TERM 4**

**WEEK**  
**7**

**THEME:**  
**WEDDING TRADITIONS AND LAWS**

'Weddings – love, laughter and happily ever after!'

— Unknown

## TERM 4: WEEK 7

## OVERVIEW

THEME	<b>Wedding traditions and laws</b>
THEME VOCABULARY	wedding, married, tradition, traditional, invite / invited, bride, groom, western, ceremony, unite
LSC	Present progressive tense
COMPREHENSION STRATEGY	<b>Make inferences</b>
WRITING GENRE	Descriptive paragraph using frame
WRITING TOPIC	Write a descriptive paragraph describing your ideal wedding! You can pretend you are planning your own wedding, or attending someone else's wedding.
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>4. Try to find some reading material for your theme table, for example: a wedding magazine.</li> <li>5. Try to find some pictures of weddings or people that are married.</li> <li>6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.</li> </ol>

## WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME &amp; ORAL ACTIVITIES

## INTRODUCE THE THEME

PICTURE	<ol style="list-style-type: none"> <li>1. Tell learners to turn to DBE Workbook 1 page 116</li> <li>2. Instruct learners to look at the title, headings and pictures in the text</li> </ol>	
INTRODUCE THE THEME	<ol style="list-style-type: none"> <li>1. Tell learners the title of the theme.</li> <li>2. Activate learners' background knowledge about the theme.</li> <li>3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.</li> <li>4. Fill in the first part of the K-W-L chart.</li> </ol>	
SONG / POEM	<b>Lyrics</b>	<b>Actions</b>
	Some people want to get married	<i>Point to your ring finger</i>
	Some really don't	<i>Shake your index finger</i>
	Maybe you will, or maybe you won't!	<i>Point to people around you</i>
	And if you decide to say 'I do'	<i>Put your hand on your chest</i>
	How that goes is up to you!	<i>Point to the person next to you</i>
THEME VOCABULARY	wedding, married, tradition, traditional, invite / invited	
<b>QUESTION OF THE DAY</b>		
Question	Have you every been invited to a wedding?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners have been invited to a wedding?</b>	
Answer	__ learners have been invited to a wedding.	
<b>Question</b>	<b>How many learners have never been invited to a wedding?</b>	
Answer	__ learners have never been invited to a wedding.	
<b>Question</b>	<b>Have more learners been invited to a wedding or not?</b>	
Answer	More learners have / have never been invited to a wedding.	
<b>Question</b>	<b>Have fewer learners been invited to a wedding or not?</b>	
Answer	Fewer learners have / have never been invited to a wedding.	

<b>Question</b>	<b>Have you every been invited to a wedding?</b>
Answer	Yes, I have been invited to a wedding.
<b>Answer</b>	No, I have never been invited to a wedding!
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

**WEEK 7: MONDAY / DAY 1: LISTENING**

**LISTEN TO...**

1. Remind learners of the theme for the cycle: **Wedding Traditions and Laws**
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **Marriage traditions and laws**
4. This week, learners will listen to a story: **Marriage in Strange Times**
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.

<b>TEXT</b>	<b>SECOND READ: Share Thoughts (Model)</b>	<b>THIRD READ: Ask Questions</b>
It was a warm Saturday afternoon, so the Macebe family decided to have a picnic in their garden. They ate delicious food, laughed and shared stories. Mother loved sharing stories about her own parents and what their lives were like, ‘Today would have been your grandparents’ wedding anniversary,’ she told her children.	I can <b>infer</b> that Nomsa’s grandparents aren’t still alive, because her mother says it would have been their anniversary. If they were alive, she would say: ‘It is their wedding anniversary!’	<ol style="list-style-type: none"> <li>1. What is the setting (when and where) of this story? (<i>Saturday afternoon in the garden</i>)</li> <li>2. What is special about the date in the story? (<i>It would have been the Nomsa’s grandparents’ wedding anniversary.</i>)</li> </ol>

<p>Nomsa Macebe sat up excitedly when she heard this. ‘Really? Mom, please will you tell us the story of their marriage?’</p>		
<p>Mother nodded her head, ‘Well, as you know, your grandfather was white, and your grandmother was black. During Apartheid, black and white people were not allowed to get married. It was against the law.’</p> <p>Nomsa frowned, ‘Why was it against the law for white and black people to get married?’ she asked.</p> <p>Nomsa’s father sat up as he answered, ‘The Apartheid government wanted to keep white and black people separate. They believed that white people were superior to black people, so they did not want black and white people mixing,’ he said angrily.</p>	<p>I can <b>infer</b> that Nomsa has never heard this story before, because she didn’t know why it was against the law for her grandparents to be married.</p>	<ol style="list-style-type: none"> <li>1. What was illegal during Apartheid? (<i>It was illegal for black and white people to marry each other.</i>)</li> <li>2. How can we infer that it is Nomsa’s first time to hear this story? (<i>Because she asks about the law that made it illegal for her grandparents to be married.</i>)</li> <li>3. Why do you think Nomsa’s father spoke angrily? (<i>Because he feels angry when he thinks about the unfair laws of Apartheid.</i>)</li> </ol>
<p>Nomsa looked confused, ‘So what did Granny and Grandpa do?’ asked Nomsa. Mother sighed, ‘They had to keep their relationship secret for many years. If the Apartheid government caught them, they could have been arrested,’ explained mother.</p> <p>Nomsa looked at her mother, ‘So when were they eventually allowed to get married?’ asked Nomsa.</p>	<p>I <b>infer</b> that Nomsa’s grandparents must have had a very difficult life because their relationship was against the law. They lived together, but they weren’t allowed to get married.</p> <p>Imagine if you loved someone who you weren’t allowed to marry!</p>	<ol style="list-style-type: none"> <li>1. Why did Nomsa’s grandparents have to keep their relationship a secret? (<i>Because it was illegal for them to be married and they could have been arrested and gone to jail if the police or government had caught them.</i>)</li> <li>2. How can you infer that Nomsa feels about her grandparent’s marriage? (<i>I can infer she feels curious / confused / interested.</i>)</li> </ol>

<p>'On the 19<sup>th</sup> of June 1988 the laws against mixed marriage came to an end. This meant that people of different races could legally get married, so your grandparents were married on the 20<sup>th</sup> of June 1988. However, Apartheid was not officially over, so life was still very difficult for them. The secret police harassed them, and many people judged them for being in an interracial marriage,' explained mother. 'When did Apartheid officially end?' asked Nomsa. 'In the early 1990's steps were taken to end Apartheid. It officially ended in 1994 when the ANC government became our new government, and South Africa became a democracy. That is when laws really began to change,' explained Nomsa's mother.</p>	<p>I can <b>infer</b> that even when the law changed and they could get married, life was still very difficult for Nomsa's grandparents. Even though the law changed, people's attitudes didn't automatically change.</p>	<ol style="list-style-type: none"> <li>1. When were Nomsa's grandparents finally married? (<i>On the 20<sup>th</sup> of June 1988</i>)</li> <li>2. Why did they get married then? (<i>Because it was after the law changed and they were allowed to finally get married./ We can infer that they were waiting to get married, and got married as soon as it was allowed.</i>)</li> </ol>
<p>Nomsa felt sad as she imagined how difficult life must have been for her grandparents. Then, she looked at her parents and felt grateful. Nomsa's mother was mixed race, and her father was black. She felt grateful to live in a democratic country where her parents could be lawfully married. Nomsa thought that her grandparents would be very happy that her parents were allowed to be married and to love each other out in the open!</p>	<p>I can <b>infer</b> that Nomsa's parents' marriage would have been illegal during Apartheid, just like her grandparents' marriage was.</p>	<ol style="list-style-type: none"> <li>1. How does Nomsa feel when she thinks about her grandparents' life? (<i>She feels sad that their life was so difficult.</i>)</li> <li>2. Why did Nomsa think her grandparents would feel happy? (<i>She thinks they would feel happy that her parents didn't face the same problems. / She thinks they would feel happy that her parents' love didn't have to be a secret.</i>)</li> </ol>



## WEEK 7: TUESDAY / DAY 2: SPEAKING

## DISCUSS...

1. This week, learners will discuss a story: **Marriage in Strange Times**
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 7: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/st/ /igh/ /oa/												
Activity	<ol style="list-style-type: none"> <li>1. Write the following sounds on the chalkboard: <b>st</b>, <b>igh</b> and <b>oa</b></li> <li>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</li> <li>3. Write the following words on the chalkboard and sound each word out as follows:             <ol style="list-style-type: none"> <li>a. /st/ - /i/ - /r/ = stir</li> <li>b. /p/ - /o/ - /st/ = post</li> <li>c. /l/ - /igh/ - /t/ = light</li> <li>d. /b/ - /oa/ - /t/ = boat</li> </ol> </li> <li>4. Ask learners to sound out and read each word after you.</li> </ol>												
Word find	<p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="520 792 976 1070"> <tr> <td>st</td> <td>igh</td> <td>oa</td> </tr> <tr> <td>i</td> <td>r</td> <td>l</td> </tr> <tr> <td>t</td> <td>b</td> <td>e</td> </tr> <tr> <td>p</td> <td>fl</td> <td>s</td> </tr> </table> <p><b>MODEL</b></p> <ol style="list-style-type: none"> <li>1. Review all of the sounds on the chalkboard.</li> <li>2. Tell learners to copy the table into their books.</li> <li>3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.</li> <li>4. Show learners how to build one or two words, like: <b>float</b> or <b>rib</b></li> <li>5. Possible words (this is not a complete list): <b>step, steps, stir, pest, test, right, sight, flight, oats, boat, toast, float, roast, best, rip, etc.</b></li> </ol>	st	igh	oa	i	r	l	t	b	e	p	fl	s
st	igh	oa											
i	r	l											
t	b	e											
p	fl	s											

WEEK 7: TUESDAY / DAY 2: PRE-READING	
TITLE	<i>My cousin's wedding</i>
DBE WORKBOOK 2, PAGE	116
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
<ol style="list-style-type: none"> <li>1. Remind learners of the theme for this cycle.</li> <li>2. Remind them of the text that they listened to and discussed in the previous lesson.</li> <li>3. Explain that you are now going to move on to another text, but it is still related to the theme.</li> <li>4. Ask a learner to read the title: <b><i>My cousin's wedding</i></b></li> <li>5. Explain the meaning of the title, e.g. <i>A cousin is the child of an aunt or uncle. It is someone in our family. The title tells us that this story will be about a wedding in the family.</i></li> <li>6. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.</li> <li>7. Instruct the learners to skim the text. Instruct them to <b>underline</b> any words they might think are important in telling us what the text is about.</li> <li>8. Explain that learners should <b>circle</b> any new words in the text that they don't know.</li> <li>9. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.</li> <li>10. Ask learners: Which words did you underline? Why?</li> <li>11. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.</li> <li>12. Ask learners: Which words did you circle?</li> <li>13. As learners list the words, make a list on the board. Help learners to define these words in context.</li> <li>14. Instruct learners to think about the title, the pictures, and the words they underlined.</li> <li>15. Ask learners predictive questions: <ol style="list-style-type: none"> <li>a. What is the setting of this story?</li> <li>b. What do you think will happen in this story?</li> <li>c. What do you think might happen at the end of this story?</li> <li>d. Who are the characters in the story? What do you think you know about them?</li> <li>e. Who talks in this story? How do you know?</li> </ol> </li> <li>16. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.</li> </ol>	

WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Some people want to get married	<i>Point to your ring finger</i>
	Some really don't	<i>Shake your index finger</i>
	Maybe you will, or maybe you won't!	<i>Point to people around you</i>
	And if you decide to say 'I do'	<i>Put your hand on your chest</i>
	How that goes is up to you!	<i>Point to the person next to you</i>
THEME VOCABULARY	bride, groom, western, ceremony, unite	
<b>QUESTION OF THE DAY</b>		
Question	<p><i>Remind learners that in our reading text, the narrator's mother tells the narrator about two kinds of weddings: a traditional Zulu wedding and a western wedding.</i></p> <p><b>Ask learners:</b> Which kind of wedding do you think sounds more fun?</p>	
Graph	2 COLUMN GRAPH	
Options	a traditional Zulu wedding / a western wedding	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think a traditional Zulu wedding sounds more fun?</b>	
Answer	___ learners think a traditional Zulu wedding sounds more fun.	
<b>Question</b>	<b>How many learners think a western wedding sounds more fun?</b>	
Answer	___ learners think a western wedding sounds more fun.	
<b>Question</b>	<b>Which kind of wedding do more learners think sounds more fun?</b>	
Answer	More learners think a ___ sounds more fun.	
<b>Question</b>	<b>Which kind of wedding do fewer learners think sounds more fun?</b>	
Answer	Fewer learners think a ___ sounds more fun.	
<b>Question</b>	<b>Which kind of wedding do you think sounds more fun?</b>	
Answer	I think a traditional Zulu wedding sounds more fun!	
Answer	I think a western wedding sounds more fun!	

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

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

TITLE	<i>My cousin's wedding</i>	
DBE WORKBOOK 2, PAGE	116	
ACTIVITY	FIRST READ	
COMPREHENSION STRATEGY	<b>Make inferences</b>	
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.	
<ol style="list-style-type: none"> <li>1. Hand out the DBE workbooks.</li> <li>2. Instruct learners to turn to the story on <b>page 116</b>.</li> <li>3. Allow learners a few minutes to try and read the story on their own, in silence.</li> <li>4. Explain that you will read the story to learners. They must <b>follow along</b> as you read.</li> <li>5. Read the story with fluency and expression to learners.</li> <li>6. Read the <b>Text</b> first, and then say the comment in the <b>First Read</b> column.</li> </ol>		
	<b>Text</b>	<b>Think Aloud: First Read</b>
	I am so excited! My cousin is going to get married. We are all going to Ulundi for the wedding and I can't wait. I have never been to a wedding before. Last night, before I went to bed, my mom told me all about Zulu weddings.	I can <b>infer</b> that the narrator's mother has been to a wedding before, because she tells the narrator all about Zulu weddings.

<p>She said that before the wedding takes place, the groom has to pay a bride price. This is a sign that the groom is going to be faithful to his future bride. A lot of people prefer to do two weddings: a western wedding and a traditional wedding.</p> <p>All the members of the community, friends and family are invited to attend the weddings.</p>	<p>I can <b>infer</b> that the bride and groom have two weddings to celebrate in different ways – not to invite different people. I can make this <b>inference</b> because the text says that everyone is invited to attend both weddings.</p>
<p>For the western wedding, the bride wears a white wedding dress. After the church wedding, the bride and groom change into traditional clothing. The groom wears a skin loincloth and the bride wears traditional headdresses, beautiful beaded necklaces and soft leather aprons.</p>	<p>I can <b>infer</b> that the western wedding happens in a church. I <b>wonder</b> where the traditional wedding takes place?</p>
<p>When two Zulu people marry, the marriage unites two people. But it does more than that. It also unites two families and the ancestors of the two families. The families pour beer on the ground to show that the ancestors of both families are part of the ceremony.</p>	<p>I can <b>infer</b> that both the western and traditional wedding unite the bride and groom. I can <b>infer</b> that only the traditional wedding unites the families and the ancestors too!</p>
<p>My mom said that during the wedding, Zulu traditional dancing is important. Sometimes, the relatives of the bride and of the groom compete to see who can dance better.</p>	<p>I can <b>infer</b> that Zulu traditional dancing is part of the traditional wedding – not the western wedding.</p>
<p>When a groom marries a bride, he is welcoming not only her, but also her family and her ancestors. To show that they are welcoming them into the family, they kill a cow. Some families also kill a goat.</p> <p>During the wedding ceremony, the groom offers gifts to the family of the bride. The wedding is something very special and everyone sings and dances.</p>	<p>--</p>
<p>I can't wait to go. There are just a few sleeps more before the bus leaves!</p>	<p>I can <b>infer</b> that the narrator is very excited, because she is counting the days until the wedding!</p>

Follow up questions	Responses
Where is the narrator's cousin's wedding?	It is in Ulundi.
What kind of wedding can we <b>infer</b> that the narrator's cousin will have?	A western wedding and a traditional Zulu wedding.
Why question	Possible response
Why is narrator excited to go to Ulundi?	<ul style="list-style-type: none"> <li>• Because her cousin is getting married in Ulundi.</li> <li>• Because her whole family will go to the wedding.</li> <li>• Because she has never been to a wedding.</li> </ul>
Introduce the LSC in context	
<ol style="list-style-type: none"> <li>1. Explain to learners that this cycle, they will be learning about: <b>Present progressive tense</b></li> <li>2. Point out the following example of this in the text: <i>I am going to the wedding.</i></li> <li>3. Introduce this LSC as follows: <i>We use the present progressive tense when we are talking about an ongoing action at the present time. This tense is used when we want to talk about events that are in progress at the time of speaking or writing. For example, I <b>am going</b> to the wedding. This describes something that is happening now.</i></li> </ol>	

WEEK 7: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>My cousin's wedding</i>
DBE WORKBOOK 2, PAGE	116
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Make inferences</b>
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
<ol style="list-style-type: none"> <li>Before the lesson begins, write the <b>follow-up questions</b> on the board: <ol style="list-style-type: none"> <li><i>What is one difference between a western wedding and a traditional Zulu wedding?</i></li> <li><i>What lets us infer that the narrator is Zulu?</i></li> <li><i>Why is the narrator excited to go to her cousin's wedding?</i></li> </ol> </li> <li>Read the <b>follow-up questions</b> out loud to learners.</li> <li>Hand out the DBE workbooks.</li> <li>Instruct learners to turn to the story on <b>page 116</b>.</li> <li>Explain that you will read the story to learners. They must <b>follow along</b> with the text as you read.</li> <li>Read the story with fluency and expression to learners.</li> <li>Read the <b>Text</b> first, and then say the comment in the <b>Second Read</b> column.</li> <li>Next, instruct learners to <b>turn and talk</b> with a partner.</li> <li>Instruct learners to take turns <b>reading the story</b> to each other.</li> <li>Tell learners to <b>orally</b> discuss the <b>follow-up questions</b> together.</li> </ol>	
Text	Think Aloud: Second Read
I am so excited! My cousin is going to get married. We are all going to Ulundi for the wedding and I can't wait. I have never been to a wedding before. Last night, before I went to bed, my mom told me all about Zulu weddings.	--
She said that before the wedding takes place, the groom has to pay a bride price. This is a sign that the groom is going to be faithful to his future bride.	I <b>infer</b> that there are some wedding traditions that actually happen before a wedding!



<p>A lot of people prefer to do two weddings: a western wedding and a traditional wedding.</p> <p>All the members of the community, friends and family are invited to attend the weddings.</p>	<p>I can <b>infer</b> that the narrator’s mom is telling the narrator about wedding traditions. A tradition is something that people do because it has been passed down. I can make this <b>inference</b> because she is talking about what people <b>prefer</b> to do – not what people <b>must</b> do by law.</p>
<p>For the western wedding, the bride wears a white wedding dress. After the church wedding, the bride and groom change into traditional clothing. The groom wears a skin loincloth and the bride wears traditional headdresses, beautiful beaded necklaces and soft leather aprons.</p>	<p>I can <b>infer</b> that one important wedding tradition is clothing. I can <b>infer</b> that in different cultures, there are special traditional clothes that people wear.</p>
<p>When two Zulu people marry, the marriage unites two people. But it does more than that. It also unites two families and the ancestors of the two families. The families pour beer on the ground to show that the ancestors of both families are part of the ceremony.</p>	<p>I can <b>infer</b> that in a western wedding, the ceremony is more about the bride and groom but in a traditional Zulu wedding, the ceremony is more about the whole family.</p>
<p>My mom said that during the wedding, Zulu traditional dancing is important. Sometimes, the relatives of the bride and of the groom compete to see who can dance better.</p>	<p>I can <b>infer</b> that another important wedding tradition is dance. I can infer that in different cultures, people might have special songs or dances that they celebrate with!</p>
<p>When a groom marries a bride, he is welcoming not only her, but also her family and her ancestors. To show that they are welcoming them into the family, they kill a cow. Some families also kill a goat.</p> <p>During the wedding ceremony, the groom offers gifts to the family of the bride. The wedding is something very special and everyone sings and dances.</p>	<p>I can <b>infer</b> that a third important wedding tradition is food. I can infer that in different cultures, people might eat different kinds of special foods. These foods might have special meanings – just like we read about in our first theme <b>Food around the world!</b></p>
<p>I can’t wait to go. There are just a few sleeps more before the bus leaves!</p>	<p>--</p>

Follow up questions	Responses
What is one difference between a western wedding and a traditional Zulu wedding?	One difference is the clothing. In a western wedding the bride wears a white dress, but in a Zulu wedding she wears traditional headdresses, beautiful beaded necklaces and soft leather aprons.
What lets us <b>infer</b> that the narrator is Zulu?	Because her mother knows all of the Zulu wedding traditions.
Why question	Possible response
Why is the narrator excited to go to her cousin's wedding?	<ul style="list-style-type: none"> <li>• Because she has never been to a wedding.</li> <li>• Because she is excited for all the different wedding traditions.</li> <li>• Because she is excited to dance.</li> <li>• Because she is excited to eat cow or goat.</li> <li>• Because she is excited to see the bride and groom in their traditional clothings.</li> <li>• Etc.</li> </ul>

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

<b>Modelling (I DO)</b>	<ol style="list-style-type: none"> <li>1. Explain that this week, we have been working on <b>making inferences</b>.</li> <li>2. Explain that we make an inference when we use what is written and what we already know to figure something out.</li> <li>3. Hand out the DBE workbooks to learners.</li> <li>4. Instruct learners to open to: <b>page 116</b></li> <li>5. Read out loud while learners follow along: <i>Last night, before I went to bed, my mom told me all about Zulu weddings.</i></li> <li>6. Explain we can make inferences that: <ol style="list-style-type: none"> <li>a. The narrator's mother has been to a Zulu wedding before.</li> <li>b. The narrator's mother (and the narrator) is Zulu. She knows about the traditions of her own culture.</li> <li>c. The narrator doesn't know very much about Zulu weddings.</li> </ol> </li> <li>7. Explain that these are inferences because these are all things that aren't written, but we can guess when we read the text.</li> </ol>
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<p><b>Work with learners (WE DO)</b></p>	<ol style="list-style-type: none"> <li>1. Read out loud while learners follow along: <i>During the wedding ceremony, the groom offers gifts to the family of the bride.</i></li> <li>2. Ask learners: What inference can you make about this? Do you infer that this happens in the western part of the wedding ceremony or the Zulu part of the wedding ceremony?</li> <li>3. <i>If needed, you can help prompt learners by asking:</i> <ol style="list-style-type: none"> <li>a. <i>Who does the Zulu ceremony unite?</i></li> <li>b. <i>Who does the western wedding ceremony unite?</i></li> <li>c. <i>In which kind of wedding ceremony do you think it would be more important for the groom to give the bride's family gifts? Why?</i></li> </ol> </li> <li>4. Listen to learners ideas, like: I can <b>infer</b> that this happens during the Zulu ceremony because that wedding ceremony is more about the family. I don't think in a western wedding ceremony the groom would give gifts to the family.</li> </ol>
<p><b>Pair work (YOU DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that now, learners will work with a partner to make an inference.</li> <li>2. Read out loud while learners follow along: <i>A lot of people prefer to do two weddings: a western wedding and a traditional wedding.</i></li> <li>3. Ask learners: What inferences can you make about this? Remind learners that they need to think about the sentence together with the whole text in the DBE Workbook 2.</li> <li>4. Instruct learners to discuss this with their partners.</li> <li>5. After 3-5 minutes, call learners back together.</li> <li>6. Call on 2-3 learners to share their answer to the question, like: <ol style="list-style-type: none"> <li>a. <i>I infer that this is talking about South Africans because I don't think people in other countries like Senegal or Mozambique would have a Zulu wedding.</i></li> <li>b. <i>I think that this is true not just for Zulu people but people from lots of different cultures in South African and abroad.</i></li> </ol> </li> </ol>
<p><b>NOTES</b></p>	<p><b>Look at the notes below. If your learners have not copied these into their exercise books, they should do so now.</b></p> <p><b><u>Making Inferences</u></b></p> <p>To make an inference, we take:  what is written  +  what we already know  and we make a good guess about the text.</p> <p><b>If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).</b></p>

## WEEK 7: FRIDAY / DAY 5: POST-READING

TITLE	<i>My cousin's wedding</i>
DBE WORKBOOK 2, PAGE	116
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	<b>Summarise</b> <b>Make inferences</b>
PURPOSE	Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.

## POST-READING

1. Explain that today we will be **summarising the main points** of the text. *This means that we will think about the most important parts of the text.*
2. Explain that we will also be **making an inference** about the text. *This means we will be explaining how we can use information from the text and knowledge from our own lives to figure out something that is not stated directly in the text.*
3. Ask learners: How can you tell a friend about the story in **3-5 sentences**?
4. Instruct learners to use the frame to answer the question:  
**This text is about...**  
**I learned that...**  
**I can infer that when the narrator goes to the wedding...**
5. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
6. Give learners time to think about the most important parts of the text. Explain that learners may **skim** or **scan** the text if they need help remembering what the text was about.
7. Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.
8. Call the class back together. Call a few learners up to the front of the classroom to present to the class.
9. Come up with a class summary, like: ***This text is about*** *different wedding traditions. **I learned that** in a traditional Zulu wedding, the ceremony is about the whole family – not just the bride and groom. **I can infer that when the narrator goes to the wedding** there will be dancing and lots of beef or goat to eat!*

WEEK 7: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
<b>DESCRIPTIVE ESSAY</b>	To describe something in a vivid way	<ol style="list-style-type: none"> <li><b>Identification:</b> Gives a general orientation to the subject, <i>e.g. There was a huge beast.</i></li> <li><b>Description:</b> Describes features or characteristics of the subject, <i>e.g. It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.</i></li> </ol>	<p>May be written in past or present tense. Creates a picture in words. Uses adjectives and adverbs. Uses figurative language, <i>e.g. simile, metaphor, personification and alliteration.</i></p>
<b>INTRODUCE THE GENRE</b>	<ol style="list-style-type: none"> <li>1. Explain that this cycle, learners will write a <b>descriptive paragraph</b>.</li> <li>2. Remind learners that a <b>paragraph</b> is a group of sentences about the same topic. In a paragraph, we do not start every sentence on a new line – the sentences continue one after the other. The first sentence tells us about the topic. It is called a <b>topic sentence</b>. The <b>body</b> sentences add more details about the topic. The final sentence is called the <b>conclusion sentence</b>. It summarises the paragraph.</li> <li>3. Explain that <b>descriptive writing</b> is writing that uses words to create pictures in the reader’s imagination. It helps the reader to visualise what the writer is writing about.</li> <li>4. Explain that in descriptive writing, we must: <ol style="list-style-type: none"> <li>a. Create a picture using words</li> <li>b. Use words that tells us about what something looks, sounds, smells, tastes and feel like.</li> <li>c. Use interesting adjectives</li> </ol> </li> <li>5. Use figures of speech</li> </ol>		

<p>READ THE SAMPLE TEXT</p>	<p><b><i>My sister's wedding</i></b>  <i>My sister had a western wedding in the Kwa-Zulu Natal Midlands. She wore a white dress with a long veil. Her five bridesmaids wore pink. The groom wore a grey suit with a bow tie, and was accompanied by his five groomsmen. We sang, danced and ate delicious food until our tummies were full! It was a beautiful day filled with love, laughter and good memories.</i></p>
<p>DISCUSS</p>	<ol style="list-style-type: none"> <li>1. What or who is being described?</li> <li>2. What are some words that tell us about how something looks, sounds, smells, tastes or feels?</li> <li>3. Who is telling this story? (Is the person talking about herself or someone else?)</li> <li>4. How do we know this is descriptive writing?</li> </ol>
<p>NOTES</p>	<p><b>Tell learners to open their exercise books, and write down the following heading and notes:</b></p> <p><b><u>Descriptive writing</u></b></p> <ol style="list-style-type: none"> <li>1. Tells us in detail about a person, place or thing.</li> <li>2. I use interesting adjectives.</li> <li>3. I write about how something looks, sounds, smells, tastes and feels</li> <li>4. I write in the past or present tense.</li> </ol>

# GRADE 4 - TERM 4

## WEEK 8

**THEME:**  
**WEDDING TRADITIONS AND LAWS**

'A wedding is one of the most beautiful days of one's life.'

—Unknown

## TERM 3: WEEK 8

## OVERVIEW

THEME	<b>Wedding traditions and laws</b>
THEME VOCABULARY	wedding, married, tradition, traditional, invite / invited, bride, groom, western, ceremony, unite, law, legal, illegal, marriage, arrested, strange, stranger, chubby, chubbier, anniversary
LSC	Present progressive tense
COMPREHENSION STRATEGY	<b>Make inferences</b>
WRITING GENRE	Descriptive paragraph using frame
WRITING TOPIC	Write a descriptive paragraph describing your ideal wedding! You can pretend you are planning your own wedding, or attending someone else's wedding.

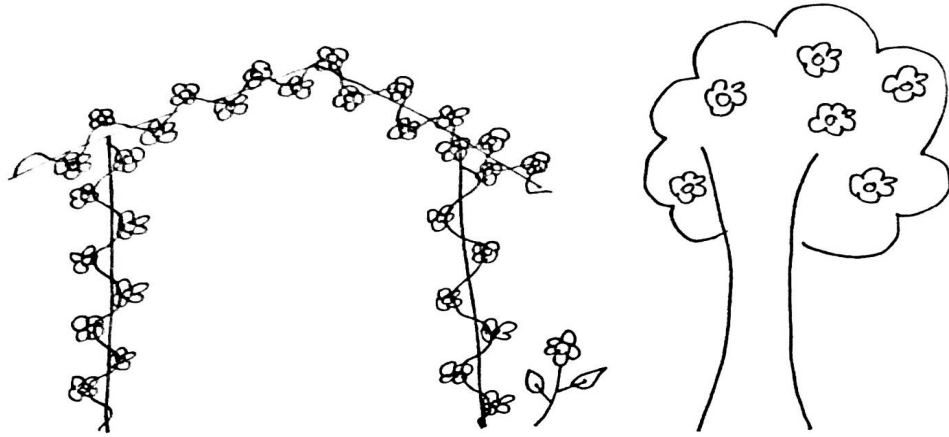


WEEK 8: MONDAY / DAY 1: PLANNING																	
TOPIC	Write a descriptive paragraph describing your ideal wedding! You can pretend you are planning your own wedding, or attending someone else's wedding.																
GENRE	<b>Descriptive paragraph using frame</b>																
PLANNING STRATEGY	<b>Draw a picture and write a list</b>																
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Show learners that you <b>think before you write</b>.</li> <li>3. Orally share some of your ideas about how to address the writing topic, like: <p style="text-align: center;"><i>I want my wedding to be outside. I want there to be beautiful flowers everywhere. There will be 300 people at my wedding. After the ceremony, we will get a DJ and everyone will dance all night.</i></p> </li> <li>4. Have the planning frame written on one side of the chalkboard.</li> <li>5. Explain that we will describe our wedding using our senses: what the wedding will look, sound, and feel like. We could also talk about what the food at our wedding might smell or taste like!</li> <li>6. Show learners how you plan by drawing a picture and adding labels. Answer the questions below about your picture.</li> <li>7. Do this on the other side of the chalkboard.</li> </ol>																
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LEARNERS USE  
THE PLANNING  
STRATEGY  
(YOU DO)

1. Tell learners to close their eyes and think of their ideal wedding. Explain that learners can pretend they are planning their own wedding, or attending someone else's wedding.
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 descriptive paragraph, 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.

### My wedding: Planning



1. In a park with lots of trees and flowers
2. All of my family and friends
3. Colorful and bright
4. Lots of trees and flowers
5. A band, people laughing and singing.
6. People will feel happy and excited.
7. There will be lots of different types of food. It will smell dilishis.

**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
	Some people want to get married	<i>Point to your ring finger</i>
	Some really don't	<i>Shake your index finger</i>
	Maybe you will, or maybe you won't!	<i>Point to people around you</i>
	And if you decide to say 'I do'	<i>Put your hand on your chest</i>
	How that goes is up to you!	<i>Point to the person next to you</i>
THEME VOCABULARY	law, legal, illegal, marriage, arrested	
QUESTION OF THE DAY		
Question	How would you feel if it was illegal for you to marry someone you loved?	
Graph	3 COLUMN GRAPH	
Options	sad / angry / confused	
Follow-up questions		
<b>Question</b>	<b>How many learners would feel sad?</b>	
Answer	___ learners would feel sad.	
<b>Question</b>	<b>How many learners would feel angry?</b>	
Answer	___ learners would feel angry.	
<b>Question</b>	<b>How many learners would feel confused?</b>	
Answer	___ learners would feel confused.	
<b>Question</b>	<b>How would most learners feel if it was illegal to marry someone they loved?</b>	
Answer	Most learners would feel ___.	
<b>Question</b>	<b>How would fewest learners feel if it was illegal to marry someone they loved?</b>	
Answer	Fewest learners would feel ___.	
<b>Question</b>	<b>How would you feel if it was illegal for you to marry someone you loved?</b>	
Answer	I would feel sad.	

Answer	I would feel angry.
Answer	I would feel confused.
EXPLAIN	<p><i>Explain that each of these things are important, and affect people in different ways. For example, people might move to a new country where they keep different traditions. They might choose to get married in a way that is traditional to their old country. But, in their new country, their might be some laws that they need to follow to make sure their marriage is legal.</i></p> <p><i>Some laws and traditions can also impact people in a negative way. For example, gay people are discriminated against in many countries laws. They might not be allowed to get married at all, or even worse, their relationships might be illegal!</i></p>
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

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

#### GROUP GUIDED READING

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

#### INDEPENDENT OR PAIRED READING

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

## WEEK 8: WEDNESDAY / DAY 3: LSC AND DRAFTING

LSC	Present progressive tense
<p>LSC MODELLING (I DO)</p>	<ol style="list-style-type: none"> <li>1. Explain that today, learners will learn about <b>the present progressive tense</b>.</li> <li>2. Explain that we use this tense when we are talking about an ongoing action at the <b>present</b> time. This tense is used when we want to talk about events that are in progress at the time of speaking or writing.</li> <li>3. When we use the present progressive tense, we must think about verbs</li> <li>4. Remember: a verb is an action word!</li> <li>5. Explain that we use the present tense of helping verb 'to be' <b>PLUS</b> the participle of the verb (the verb with an -ing ending) to form the present progressive tense.</li> <li>6. Remind learners of the verb 'to be':             <ol style="list-style-type: none"> <li>a. <b>I am</b></li> <li>b. <b>You are</b></li> <li>c. <b>He / she is</b></li> <li>d. <b>We are</b></li> <li>e. <b>They are</b></li> </ol> </li> <li>7. Write the following on the board:             <ol style="list-style-type: none"> <li>a. They go home.</li> <li>b. She feels sad.</li> <li>c. He reads a book.</li> <li>d. I walk quickly.</li> <li>e. They sleep in bed.</li> <li>f. We write cards.</li> <li>g. She learn maths.</li> <li>h. You laugh loudly.</li> </ol> </li> <li>8. Explain that we will need to change these all into present progressive tense. That means we will need to add the verb 'to be'. Then they will need to change the other verb to the participle (to have an -ing ending).</li> <li>9. Use modelling to complete the first two for learners:             <ol style="list-style-type: none"> <li>a. They <b>are going</b> home.</li> <li>b. She <b>is feeling</b> sad.</li> </ol> </li> </ol>
<p>LSC Ask learners for help (WE DO)</p>	<ol style="list-style-type: none"> <li>1. Ask learners: How do we change the rest into present progressive tense?</li> <li>2. Complete the rest together with the learners:             <ul style="list-style-type: none"> <li>o He <b>is reading</b> a book.</li> <li>o I <b>am walking</b> quickly.</li> <li>o They <b>are sleeping</b> in bed.</li> <li>o We <b>are writing</b> cards.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>o She <b>is learning</b> maths.</li> <li>o You <b>are laughing</b> loudly.</li> </ul> <p>3. Explain that now, these sentences show that these things are happening now. They are in the process of happening.</p>		
LSC Pair work <b>(YOU DO)</b>	<ol style="list-style-type: none"> <li>1. Hand out learner books</li> <li>2. Ask learners: What are some verbs that you know?</li> <li>3. Make a list of verbs on the board, like: walk, write, run, read, drink, eat, search, feel, play, etc.</li> <li>4. Instruct learners to choose three verbs.</li> <li>5. Instruct learners to write sentences using the present progressive tense</li> <li>6. As learners are writing, walk around the room and complete <b>mini conferences</b>.</li> <li>7. Ask learners to <b>read their sentences</b> to you.</li> <li>8. Help learners correctly use <b>present progressive tense</b>.</li> </ol> <p><b>SHARING</b></p> <ol style="list-style-type: none"> <li>1. When there are 3-5 minutes left, call learners back together. Ask for three volunteers to come write one of their sentences on the board.</li> <li>2. Discuss the meaning of each sentence with the learners. Correct any mistakes.</li> <li>3. Make sure learners understand that we use present progressive tense to describe an action that is happening now!</li> </ol>		
TOPIC	<b>Write a descriptive paragraph describing your ideal wedding! You can pretend you are planning your own wedding, or attending someone else's wedding.</b>		
PLANS	<p>Before class begins, rewrite the planning frames on the board:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><u>A wedding</u></b></p> <ol style="list-style-type: none"> <li>1. Where is your ideal wedding?</li> <li>2. Who will attend the wedding?</li> <li>3. What will the wedding look like?</li> <li>4. What will people see at the wedding?</li> <li>5. What will people hear at the wedding?</li> <li>6. How will people feel at the wedding?</li> <li>7. Will there be food? What will it taste / smell like?</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <p><b><u>My wedding</u></b></p> <ol style="list-style-type: none"> <li>1. At a beautiful park in the mountains.</li> <li>2. 300 of my closest family members and friends</li> <li>3. Bright, beautiful</li> <li>4. Lots of flowers, mountains, nature</li> <li>5. Singing, a DJ</li> <li>6. People will feel so happy and excited for a good party</li> <li>7. There will be a lamb spit braai. It will smell smokey. It will taste delicious.</li> </ol> </td> </tr> </table>	<p><b><u>A wedding</u></b></p> <ol style="list-style-type: none"> <li>1. Where is your ideal wedding?</li> <li>2. Who will attend the wedding?</li> <li>3. What will the wedding look like?</li> <li>4. What will people see at the wedding?</li> <li>5. What will people hear at the wedding?</li> <li>6. How will people feel at the wedding?</li> <li>7. Will there be food? What will it taste / smell like?</li> </ol>	<p><b><u>My wedding</u></b></p> <ol style="list-style-type: none"> <li>1. At a beautiful park in the mountains.</li> <li>2. 300 of my closest family members and friends</li> <li>3. Bright, beautiful</li> <li>4. Lots of flowers, mountains, nature</li> <li>5. Singing, a DJ</li> <li>6. People will feel so happy and excited for a good party</li> <li>7. There will be a lamb spit braai. It will smell smokey. It will taste delicious.</li> </ol>
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WRITING FRAME	<ol style="list-style-type: none"> <li>1. Explain that learners that they must turn each point in their plan into a sentence.</li> <li>2. Remind learners that in a paragraph, we do not start every sentence on a new line – the sentences continue one after the other. The first sentence tells us about the topic. It is called a <b>topic sentence</b>. The <b>body</b> sentences add more details about the topic. The final sentence is called the <b>conclusion sentence</b>. It summarises the paragraph.</li> <li>3. Write the following frame on the chalkboard, and explain it to learners:  <b><u>Paragraph frame:</u></b>   <i>Topic sentence: Point 1</i>  <b>My ideal wedding would happen at...</b>   <i>Supporting sentences: Points 2-7</i>   <i>Conclusion sentence: use a descriptive adjective.</i>  <b>Overall, my ideal wedding would be...</b> </li> </ol>
DRAFT	<ol style="list-style-type: none"> <li>1. Hand out learners' exercise books.</li> <li>2. Settle learners so you have their attention.</li> <li>3. Remind learners that they will write a paragraph using the frame.</li> <li>4. Instruct learners to write the date and heading: <b>Descriptive paragraph: Draft</b></li> <li>5. Instruct learners to find their plan from Monday and think about their ideas.</li> <li>6. Instruct learners to complete the writing frame using their plans.</li> <li>7. Tell learners that they can add more sentences or details if they have time.</li> <li>8. Remind learners of the strategies they can use to help them.</li> <li>9. As learners write, walk around the classroom and help learners who are struggling.</li> </ol>
HOMEWORK	Learners must complete the draft.



Discriptive paragraph: Draft.

My ideal wedding would happen at a beautiful park with lots of trees and flowers.

All of my friends and family will be there. It will be so colorful and bright. There will be lots of lovely green trees and colorful flowers. A band will be playing and you will hear people laughing and singing. Everyone will feel so happy and excited. There will be so many different types of dilishis food

Overall, my ideal wedding would be the best day evr.

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

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

**INDEPENDENT OR PAIRED READING**

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

WEEK 8: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	Some people want to get married	<i>Point to your ring finger</i>
	Some really don't	<i>Shake your index finger</i>
	Maybe you will, or maybe you won't!	<i>Point to people around you</i>
	And if you decide to say 'I do'	<i>Put your hand on your chest</i>
	How that goes is up to you!	<i>Point to the person next to you</i>
THEME VOCABULARY	strange, stranger, chubby, chubbier, anniversary	
<b>QUESTION OF THE DAY</b>		
Question	<i>Remind learners that in our worksheets we have learned about many different wedding traditions from cultures around the world.</i>	
	<b>Ask learners:</b> Which tradition do you think is stranger?	
Graph	2 COLUMN GRAPH	
Options	Covering the bride with disgusting things to make her smelly and dirty / Sending the bride to 'fat camp' so she can get chubbier before her wedding	
<b>Follow-up questions</b>		
<b>Question</b>	<b>How many learners think covering the bride with disgusting things is stranger?</b>	
Answer	___ learners think covering the bride with disgusting things is stranger.	
<b>Question</b>	<b>How many learners think sending the bride to 'fat camp' is stranger?</b>	
Answer	___ learners think sending the bride to 'fat camp' is stranger.	
<b>Question</b>	<b>Which tradition do more learners think is stranger?</b>	
Answer	More learners think ___ is stranger.	
<b>Question</b>	<b>Which tradition do fewer learners think is stranger?</b>	
Answer	Fewer learners think ___ is stranger.	
<b>Question</b>	<b>Which tradition do you think is stranger?</b>	
Answer	I think covering the bride with disgusting things is stranger.	
Answer	I think sending the bride to 'fat camp' is stranger.	

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

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

**GROUP GUIDED READING**

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

**INDEPENDENT OR PAIRED READING**

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

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

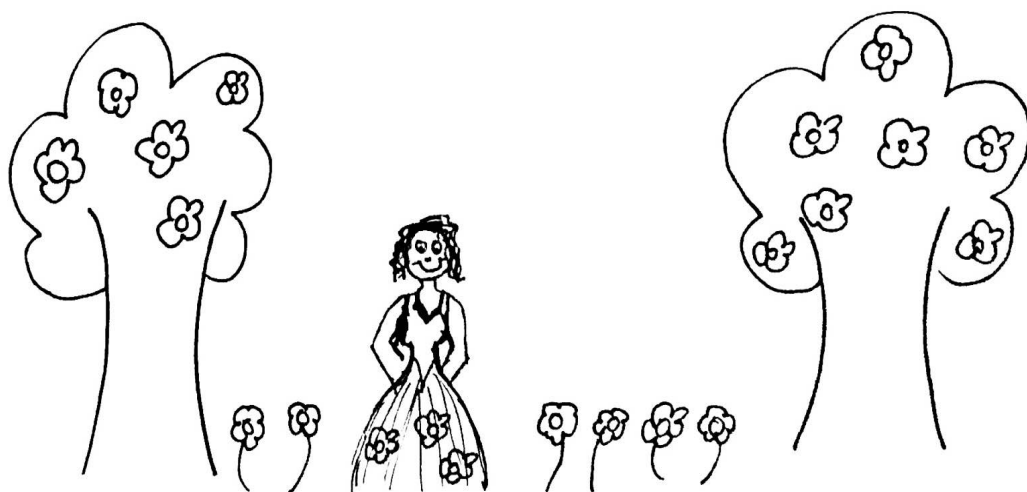
<p>EDITING CHECKLIST (Write this on the board <b>before</b> class begins)</p>	<ol style="list-style-type: none"> <li>1. Did I describe how my ideal wedding would look, sound and feel?</li> <li>2. Did I write a paragraph with a topic sentence, supporting sentences and a conclusion sentence, just like the frame instructed me?</li> <li>3. Did I spell all words correctly?</li> <li>4. Does every sentence start with a capital letter?</li> <li>5. Does every sentence end with a full stop or exclamation mark?</li> </ol>
<p>EDIT</p>	<ol style="list-style-type: none"> <li>1. Instruct learners to open their exercise books to the completed draft.</li> <li>2. Write the editing checklist on the board.</li> <li>3. Instruct learners to read their own writing.</li> <li>4. Instruct learners to make sure the answer to each of these questions is yes.</li> <li>5. Instruct learners to fix any mistakes they find.</li> <li>6. Instruct learners to add any sentences or details that will help their paragraph sound more interesting.</li> <li>7. Explain that learners may begin to publish when they are finished editing.</li> </ol>
<p>PUBLISH</p>	<ol style="list-style-type: none"> <li>1. Instruct learners to read through their corrections.</li> <li>2. Instruct learners to rewrite their paragraph, correcting any mistakes.</li> <li>3. Instruct learners to rewrite the paragraph correctly, under the heading: <b>My ideal wedding!</b></li> <li>4. Tell learners that they may illustrate their writing by drawing a picture, but it is not a requirement.</li> </ol>
<p>SHARE</p>	<ol style="list-style-type: none"> <li>1. Instruct learners to <b>turn and talk</b> to a partner.</li> <li>2. Instruct learners to read their writing out loud to their partner and then swop.</li> <li>3. Instruct learners to each tell each other one thing they liked about their partner's writing.</li> </ol>
<p>HOMEWORK</p>	<p>If learners have not fully completed their final draft, they must do so as homework.</p>

## My ideal wedding!

My ideal wedding would happen at a beautiful park with lots of trees and flowers.

All of my friends and family will be there. It will be so colourful and bright. There will be lots of lovely green trees and colourful flowers. A band will be playing and you will hear people laughing and singing. Everyone will feel so happy and excited. There will be so many different types of delicious food.

Overall, my ideal wedding would be the best day ever.



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

## GROUP GUIDED READING

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

## INDEPENDENT OR PAIRED READING

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

## WEEK 8: CONCLUSION

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

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