



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# **Planner & Tracker for Recovery ATP**

## **First Additional Language: English**



### **Grade 8 Term 3**



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# Introduction

Dear Senior Phase Teachers,

The COVID-19 Pandemic has left us with an enormous challenge in education. As we return to 'normal schooling', we all have to work smarter and harder to ensure that our system recovers.

For Senior Phase EFAL teachers, it becomes more important than ever for you to focus on developing learners' mastery of reading, comprehension and writing skills, and on the acquisition of English cognitive academic language. South Africa needs you to do your very best to equip your learners with these skills.

This document is designed to help you achieve this. By systematically working through this plan, we are confident that you can address the loss of teaching and learning time, and bring your learners to the level where they need to be.

We thank you in advance for the commitment, dedication and hard work that is required of you.

You are truly building our nation.

With very best wishes for the term ahead,

**The DBE / NECT Recovery ATP Trackers Team**



# Recovery ATP Requirements

- In the Recovery ATP, key skills and content are frequently repeated, which is essential for the development of language competency.
- This summary is a cohesive list of all skills and content included in the Recovery ATP.

<b>SUMMARY OF THE RECOVERY ATP: GRADE 8 TERM 3</b>	
<b>LISTENING &amp; SPEAKING</b>	
<b>1 Understand and use the Listening Process, including:</b>	<ul style="list-style-type: none"><li><b>a</b> Pre-Listening (Introduce the text)</li><li><b>b</b> During Listening (Note taking, interpreting, recognizing)</li><li><b>c</b> Post Listening (Answer questions, compare and contrast, summarise etc.)</li></ul>
<b>2 Engage with different kinds of texts (information, literary, etc.) as follows:</b>	<ul style="list-style-type: none"><li><b>a</b> Listen to the text for understanding</li><li><b>b</b> Discuss the structure, development of ideas, and language conventions</li><li><b>c</b> Ask and answer questions</li><li><b>d</b> Share ideas</li></ul>
<b>3 Understand and use conventions for oral presentations, including:</b>	<ul style="list-style-type: none"><li><b>a</b> Body language</li><li><b>b</b> Language use</li><li><b>c</b> Register</li><li><b>d</b> Tone</li><li><b>e</b> Voice projection</li><li><b>f</b> Fluency</li><li><b>g</b> Pronunciation</li><li><b>h</b> Persuasive language</li><li><b>i</b> Cues</li></ul>
<b>4 Understand and use appropriate structures for oral presentations, for example:</b>	<ul style="list-style-type: none"><li><b>a</b> Introduction, body, conclusion</li><li><b>b</b> Storytelling – the conventions of a story</li><li><b>c</b> Drama/play – the conventions of a drama or play</li></ul>
<b>5 Understand and use reading conventions for Unprepared and Prepared Reading, including:</b>	<ul style="list-style-type: none"><li><b>a</b> Use of voice</li><li><b>b</b> Tone</li><li><b>c</b> Pace</li><li><b>d</b> Adherence to punctuation</li><li><b>e</b> Body language</li><li><b>f</b> Contact with audience</li></ul>
<b>6 Understand and use reading conventions for group discussions, including:</b>	<ul style="list-style-type: none"><li><b>a</b> Topic choice</li><li><b>b</b> Sharing ideas</li><li><b>c</b> Taking turns and listening attentively</li><li><b>d</b> Filling gaps</li><li><b>e</b> Use of discourse markers to sustain discussion</li></ul>

## READING & VIEWING

### 1 Understand and use the Reading Process, including:

- a Pre-Reading (Introduce the text)
- b During Reading (Features of the text)
- c Post Reading (Answer questions, compare and contrast, evaluate, etc.)

### 2 Reading of a literary text

- a Focus on text features
- b Develop comprehension of:
  - Character
  - Action
  - Dialogue
  - Plot and conflict
  - Turning point
  - Background / milieu
  - The role of the narrator
  - Theme
  - Conclusion / ending

### 3 Reading of Poetry

- a Understand the key features of a poem
- b Understand internal structure, including:
  - Figures of speech
  - Imagery
  - Rhyme
  - Rhythm
- c Understand external features, including:
  - Lines
  - Words
  - Stanzas
  - Typography
  - Figurative meaning
  - Mood
  - Theme
  - Message

### 4 Understand and use strategies for Reading for Comprehension, including:

- a Skim for main ideas
- b Scan for supporting details
- c Make predictions
- d Visualise
- e Intensive read for comprehension, including:
  - The meaning of words
  - View of character
  - Fact and opinion
  - Implied meaning (inference)
  - Fact vs. opinion
  - View point of writer

## WRITING & PRESENTING

### **1 Understand and use Process Writing, including:**

- a** Preparing & Planning strategies (e.g. mind maps)
- b** Drafting
- c** Revision
- d** Editing
- e** Proof reading and presenting

### **2 Learn about and write Transactional Texts, for example:** short story, creative writing project, song, diary entry

### **3 Understand and use the conventions for writing Transactional Texts, including:**

- a** Requirements of format and style
- b** Target audience, purpose and context
- c** Personal voice, tone, register
- d** Word choice, figurative language
- e** Logical order of text
- f** Main and supporting ideas
- g** Sentence structure, length and type
- h** Use of conjunctions to ensure cohesion
- i** Selection and use of visual design elements, including symbols, colour, placement (when required)

### **4 Learn about and write different Essays, for example:** narrative, descriptive, reflective or argumentative

### **5 Understand and use the conventions for writing Essays, including:**

- a** Correct format and features
- b** Main and supporting ideas
- c** Logical progression of paragraphs to ensure coherence
- d** Paragraph conventions
- e** Personal voice and style including word choice, register and tone
- f** Vivid descriptions when required
- g** Correct language structures and conventions

<b>LANGUAGE STRUCTURES AND CONVENTIONS</b>	
<b>1 Word Level Work</b>	<ul style="list-style-type: none"> <li><b>a</b> Common and proper nouns</li> <li><b>b</b> Prepositions – with a variety of phrasal verbs</li> <li><b>c</b> Adverbs – place and frequency</li> <li><b>d</b> Singular and plural</li> <li><b>e</b> Gender</li> <li><b>f</b> Diminutives</li> </ul>
<b>2 Sentence Level Work</b>	<ul style="list-style-type: none"> <li><b>a</b> Tense</li> <li><b>b</b> Sentence types</li> <li><b>c</b> Proverbs and idiomatic expressions</li> <li><b>d</b> Adjectival and adverbial clauses</li> <li><b>e</b> Direct and reported speech</li> <li><b>f</b> Question forms</li> <li><b>g</b> Fact and opinion</li> <li><b>h</b> Sentence structure</li> <li><b>i</b> Ambiguity</li> <li><b>j</b> Voice</li> <li><b>k</b> Gerund</li> </ul>
<b>3 Punctuation &amp; Spelling</b>	<ul style="list-style-type: none"> <li><b>a</b> Spelling patterns</li> <li><b>b</b> Abbreviations</li> <li><b>c</b> Question marks</li> <li><b>d</b> Exclamation marks</li> <li><b>e</b> Full stops</li> <li><b>f</b> Commas</li> <li><b>g</b> Ellipsis</li> <li><b>h</b> Abbreviations and contractions</li> <li><b>i</b> Quotation marks</li> </ul>
<b>4 Word Meaning</b>	<ul style="list-style-type: none"> <li><b>a</b> Figurative</li> <li><b>b</b> Literal</li> <li><b>c</b> Contextual</li> <li><b>d</b> Puns</li> <li><b>e</b> Synonym</li> <li><b>f</b> Antonym</li> <li><b>g</b> Homonym</li> <li><b>h</b> Euphemism</li> </ul>
<b>5 Vocabulary in context</b>	



# Recovery Teaching and Learning

Now more than ever it is important to maximise the impact of EFAL teaching and learning.

This can be done in the following ways:

- 1 Create and follow a cycle routine.** Do the same kinds of lessons, in the same order over a two-week period. As learners become familiar with the routine and lesson types, they can focus on the content of the lesson, rather than trying to work out what is expected of them.
- 2 Explicitly teach vocabulary.** Learners need to acquire cognitive academic language proficiency (CALP). This is the kind of language that will help them to express themselves at an academic level. Select the vocabulary to teach from the theme reading texts and related concepts. Give learners multiple opportunities to use the new vocabulary in all the different skills: listening, speaking, reading, and writing.
- 3 Support learning through scaffolding.** Model all activities – show learners what is expected of them, rather than telling them. Provide frameworks for written work. These frameworks should model the correct format and structure of a genre. Make the use of scaffolding optional – learners who do not need the support should not have to use it.
- 4 Support learning through repetition.** Always remember that EFAL is an additional language. Carefully structured repetition can be a powerful language learning tool. Read texts a number of times, focussing on different aspects with each read. Use the same texts for a number of different activities, to allow learners to deepen their understanding of the text and related concepts and to consolidate vocabulary.

## Creating a Routine for Language Learning

- One of the best ways to ensure that time allocation is CAPS compliant, and that all ATP skills and content are covered, is to develop and use a **routine for language learning**.
- In each **2-week cycle**, all the components of language learning must be covered as follows:

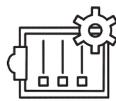
CAPS TIME ALLOCATION	GRADES 7-9
Listening & Speaking	2 hours
Reading & Viewing	3 h 30 min
Writing & Presenting	3 h 30 min
Language Structures & Conventions	1 hour
<b>TOTAL</b>	<b>10 HOURS</b>

- What follows is an example CAPS-aligned cycle routine, that you may choose to use.
- The routine includes a brief description of example ‘generic’ lesson activities.
- Following this example routine and the example lesson activities will ensure that:
  - a** The CAPS time allocations for each component are correct
  - b** The CAPS skills and content requirements are met
  - c** There is a logical progression from receptive language to expressive language in every theme
  - d** Learners are supported through repetition and scaffolding
  - e** The learning programme is text-based and communicative, as per CAPS
- When planning the content for each cycle, please consider:
  - a** A theme for each cycle. The ‘Planner & Tracker’ framework from page 11 includes suggested themes, texts and activities for all the approved LTSM.
  - b** The ‘Summary of the Recovery ATP’ on pages 2–5. For each lesson, please consider the specific skills and content that will be covered.

### Example 2 Week Cycle Routine and Lesson Activities for SP EFAL

WEEK	DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: LSC	TIME: L&S	TIME: R&V	TIME: W&P
1	1	LSC	<b>Oral:</b> introduce theme, activate background knowledge, teach theme vocabulary	30 minutes	30 minutes			
		L&S	<b>Listening:</b> learners listen to text/teacher input, answer questions	30 minutes		30 minutes		
	2	L&S	<b>Speaking:</b> learners discuss listening text/teacher input	30 minutes		30 minutes		
		R&V	<b>Shared Reading Pre-Read:</b> explain the text features, learners skim and scan text, make predictions	30 minutes			30 minutes	
	3	LSC	<b>Oral:</b> teach theme vocabulary, word level work	30 minutes	30 minutes			
		R&V	<b>Shared Reading First Read:</b> read text aloud as learners follow, ask and answer questions, introduce LSC in context	30 minutes			30 minutes	
	4	W&P	<b>Teach and practice LSC:</b> that will be used in writing task	30 minutes				30 minutes
		R&V	<b>Shared Reading Second Read:</b> re-read text, ask and answer questions, discuss text, learners formulate own questions about text	30 minutes			30 minutes	
	5	R&V	<b>Paired / Independent Reading:</b> explain text features, learners complete reading and comprehension activities	60 minutes			60 minutes	

WEEK	DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: LSC	TIME: L&S	TIME: R&V	TIME: W&P
2	1	R&V	<b>Comprehension:</b> explicitly teach learners to use a comprehension strategy	30 minutes			30 minutes	
		R&V	<b>Shared Reading Post-Read:</b> learners complete an activity related to text	30 minutes			30 minutes	
	2	W&P	<b>Writing – Teach the Genre:</b> tell learners the writing task and topic for cycle; teach the writing genre by explaining the format, text features, style and register	30 minutes				30 minutes
		W&P	<b>Writing – Planning:</b> remind learners of the task and topic, provide a planning scaffold, model how to plan the writing task, learners complete their own plans using the scaffold	30 minutes				30 minutes
	3	W&P	<b>Writing – Drafting:</b> provide drafting scaffold, model how to use your plan and the drafting scaffold to write a draft, explain the editing criteria, learners complete their own drafts using the scaffold	60 minutes				60 minutes
	4	W&P	<b>Writing – Editing:</b> provide an editing checklist, explain the editing checklist, model how to use the editing checklist to edit your draft, learners edit their own or partner's drafts using the editing checklist	30 minutes				30 minutes
		W&P	<b>Writing – Publishing &amp; Presenting:</b> model how to publish (rewrite edited script; add title; illustrate), learners publish their own edited scripts and share their final scripts with partner / whole class	30 minutes				30 minutes
	5	L&S	<b>Oral Presentations:</b> explain the oral presentation task, explain the conventions and criteria for the task, learners prepare their own oral presentations, call on different learners to present their orals	60 minutes		60 minutes		
				<b>10 hours</b>	<b>1 hour</b>	<b>2 hours</b>	<b>3 h 30 min</b>	<b>3 h 30 min</b>



# Planner & Tracker: Cycle 1

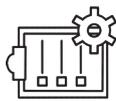
## Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS 7-8	CAPS SPECIFIED L&S Listen to & present a story	CAPS SPECIFIED R&V Read a literary text, e.g.: short story Read poetry	CAPS SPECIFIED W&P Writes a literary text, e.g.: short story
<i>English Today</i> Maskew Miller Longman	<b>Chapter 13: Love stories</b> In this unit learners look at story-telling – what makes a good story and the characteristics of a story. Learners will read a love story and write a short story about love.	<b>Activity 1</b> – Listen to an information text on stories <b>Activity 10</b> – Tell a story (own choice)	<b>Activity 3 &amp; 4</b> – Read a novel extract (love story) and answer questions	<b>Activity 9</b> – Write your own short story (love story)
<i>Oxford Successful</i> Oxford University Press	<b>Unit 13: Tell me something!</b> In this unit, learners will read a range of different stories. Learners also learn about how to write stories of their own.	<b>Activity 1</b> – Listen to an informative text ( <i>Table Mountain Cable Cars</i> ) <b>Activity 7</b> – Choose and read a short story to the class	<b>Activity 2</b> – Read a short story (cousin comes to visit the city) <b>Activity 5</b> – Read and analyse a poem ( <i>Thunder and lightning</i> )	<b>Activity 6</b> – Write your own short story (personal story)
<i>Spot on</i> Pearson Marang	<b>Module 13: The art of storytelling (pg. 109)</b> For thousands of years people have told stories around the campfire. Different cultures tell different stories, myths and legends. Often these myths and stories are attempts to explain things or events we do not understand. Sometimes the stories are simply told to entertain other people. In this module you will read and listen to stories that have been told over many years. You will have the opportunity to tell your own story and then to write a story using the literary features you have been taught.	<b>Activity 3.2 (pg. 112)</b> – Listen to a story (creation myth) <b>Activity 3.3 (pg. 112)</b> – Tell your own story (own choice)	<b>Activity 1.1 &amp; 1.2 (pg. 110)</b> – Read a fable and answer questions	<b>Activity 6.1 (pg. 115)</b> – Write your own short story

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS 7-8	CAPS SPECIFIED L&S Listen for information Listen to & present a story	CAPS SPECIFIED R&V Read a literary text, e.g.: short story Read poetry	CAPS SPECIFIED W&P Writes a literary text, e.g.: short story
<i>Platinum</i> Maskew Miller Longman	<b>Chapter 13: Slavery at the Cape</b> Learners learn all about slavery in the Cape. They look at how slavery is explored in different text types. In this unit, emphasis on the emotions behind storytelling is explored. Learners will look at how they can use emotions to create and present a good story.	<b>Activity 2</b> – Listen to an information text <b>Activity 6</b> – Present a story (frightening experience)	<b>Activity 3</b> – Read a poem <b>Activity 4</b> – Read an extract from a novel	<b>Activity 5</b> – Write a short story (frightening experience)
<i>Top Class</i> Shuter & Shooter	<b>Unit 13: Old stories for modern times (pg. 159)</b> In this unit, learners will learn about what makes a good story, the functions of stories and how to tell them. Learners also learn about how to write stories of their own.	<b>Activity A &amp; B (pg. 159)</b> – listen to an information text about storytelling <b>Activity C &amp; D (pg. 160)</b> – Research stories from your own culture and present your own story	<b>Activity E &amp; G (pg. 161)</b> – Read a myth ( <i>The Myth of Echo &amp; Narcissus</i> ) and answer questions <b>Activity H (pg. 164)</b> – Read a poem and answer questions	<b>Activity M (pg. 169)</b> – Write your own short story (Myth or legend)
<i>Via Afrika</i> Via Afrika	<b>Unit 14: The big wide world (pg. 154)</b> This unit explores the topic of the internet and cyberspace. They will listen to and read a number of texts on cyberbullying. Learners will research and present their own story on cyberbullying and write their own short story based on bullying.	<b>Activity 1 (pg. 155)</b> – Listen to a text about cyberbullying and answer questions <b>Activity 3 (pg. 157)</b> – Research cyberbullying and present your own story	<b>Read a poem about bullying (pg. 155)</b> <b>Activity 5 (pg. 159)</b> – Read an extract from a novel	<b>Activity 4 (pg. 158)</b> – Plot your own story/line <b>Activity 8 (pg. 164)</b> – Write your own short story
<i>Clever English</i> Macmillan South Africa	<b>Unit 14: Van hunks and the Devil (pg. 177)</b> There have always been myths and legends: stories passed on by word of mouth from generation to generation throughout the centuries. In this unit, learners explore the theme of storytelling and myths. They will listen to a South African folklore, present their own story, and read and write their own short story.	<b>Activity 1 (pg. 179)</b> – Listen to a South African folklore story <b>Activity 2 (pg. 180)</b> – Present a short story	<b>Activity 3 (pg. 182)</b> – Read a passage and answer the questions that follow	<b>Activity 6 (pg. 186)</b> – Write a short story based on a myth or legend

## Plan Your Lessons for Term 3 Cycle 1

WEEK	DAY	COMPONENT	TIME	LESSON ACTIVITY (See details on page x)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
2	1	R&V	30 min	Comprehension		
		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
		W&P	30 min	Writing – Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



# Planner & Tracker: Cycle 2

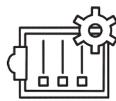
## Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 9&10	CAPS SPECIFIED L&S Listen to/view an extract from a drama and answer questions Discuss research based on literature project	CAPS SPECIFIED R&V Read a literary text, e.g.: Drama / play Read for research project	CAPS SPECIFIED W&P Writes a descriptive essay based on literary text e.g. drama/play
<i>English Today</i> Maskew Miller Longman	<b>Chapter 14 (pg. 173): The sound of music</b> In this chapter you will listen to and read extracts from a story, read information about different types of music and write your opinions about music in an essay.	<b>Activity 1 (pg. 174)</b> – Listen to a story extract and answer questions ( <i>Music competition</i> )	<b>Activity 3 (pg. 176)</b> – Read an information text ( <i>South African music</i> ) <b>Activity 10 &amp; 11 (pg. 184)</b> – Read an extract from a novel and answer questions	<b>Activity 9 (pg. 181)</b> – Write an argumentative essay
<i>Oxford Successful</i> Oxford University Press	<b>Unit 14: Share your feelings</b> In this unit learners look at how we write about emotions in writing and how to elicit emotions in writing through the use of descriptive language. Learners also learn how to write a descriptive essay.	<b>Activity 3</b> – Listen to part of a short story and answer questions ( <i>Indian workers brought to South Africa</i> )	<b>Activity 1</b> – Read and analyse an extract from a novel	<b>Activity 7</b> – Write a descriptive essay
<i>Spot on</i> Pearson Marang	<b>Module 14: Success is...</b> Success is different for everybody! Success for some could be owning an expensive car or a brand-new cellphone. For others, success could be popularity at school or making a difference in the community. Learners will think about what success means to them and how to write an argumentative essay.	<b>Activity 1.1 (pg. 118)</b> – Listen to a story being read aloud	<b>Activity 2.1 (pg. 120)</b> – Read a success story (newspaper article)	<b>Formal Assessment Task (pg. 122)</b> – Write an argumentative essay

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 9&10	CAPS SPECIFIED L&S Listen to/view an extract from a drama and answer questions Discuss research based on literature project	CAPS SPECIFIED R&V Read a literary text, e.g.: Drama / play Read for research project	CAPS SPECIFIED W&P Writes a descriptive essay based on literary text e.g. drama/play
<i>Platinum</i> Maskew Miller Longman	<b>Chapter 14: Growing up in Africa</b> Africa is an enormous continent, with many different cultures and landscapes. Learners will read about different experiences of growing up in Africa from a young girl's arranged marriage to a description of an African landscape.	<b>Activity 5</b> – Listen to an extract from a novel	<b>Activity 4</b> – Read an extract from a novel	<b>Activity 9</b> – Write a descriptive essay (your life in Africa)
<i>Top Class</i> Shuter & Shooter	<b>Unit 14: A new country, a new life (pg. 171)</b> In this unit, learners will learn about how it feels to move or escape to another country and be known as a refugee. They will also learn how to prepare and read a text aloud and write a descriptive paragraph.	<b>Activity A (pg. 172)</b> – Listen to an information text (story)	<b>Activity D &amp; E (pg. 173)</b> – Read an extract from a book and answer the questions that follow <b>Activity J &amp; K</b> – Read an illustrated story ( <i>Move from DRC to Hermanus</i> )	<b>Activity M (pg. 183)</b> – Write a descriptive essay (a time you were somewhere strange)
<i>Via Afrika</i> Via Afrika	<b>Unit 15: Heading for the stars (pg. 165)</b> This unit explores the theme of space in creative writing and film. Readers will listen to and look at various space inspired texts. Learners will then write their own descriptive paragraph.	<b>Activity 4 (pg. 172)</b> – Listen to and answer questions about a recorded text	<b>Activity 2 (pg. 168)</b> – Read and answer questions about a novel <b>Activity 3 (pg. 170)</b> – Read and answer questions about a film script	<b>Formal Assessment Task (pg. 175)</b> – Write a descriptive essay and a dialogue
<i>Clever English</i> Macmillan South Africa	<b>Unit 15: Choices (pg. 191)</b> The theme for this unit is choices. We all have to make choices every day of our lives. Some choices are easy. But there are choices in life that are far more difficult and sometimes require great strength of character. Learners will read a short story and poem and write a descriptive essay.	<b>Formal Assessment Task (pg. 192)</b> – Listen to a story extract and answer questions	<b>Activity 3 (pg. 196)</b> – Read a short story and answer questions <b>Activity 4 (pg. 197)</b> – Read a poem and answer questions	<b>Activity 5 (pg. 199)</b> – Write an argumentative essay

## Plan Your Lessons for Term 3 Cycle 2

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
	R&V	30 min	Shared Reading First Read			
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
2	1	R&V	30 min	Comprehension		
		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
		W&P	30 min	Writing – Editing		
		W&P	30 min	Writing – Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



# Planner & Tracker: Cycle 3

## Textbook References

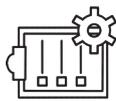
NOTE: For this cycle, you may choose to use the **Example Lesson Plans** found at the end of this document.

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 1&2	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>English Today</i> Maskew Miller Longman	<b>Chapter 10: Equality for everyone (pg. 125)</b> In this chapter you will read a play about an important political leader, listen to dialogue, learn about dialogue in a play, write a dialogue and read facts and opinions on the rights of children to go to school.	<b>Activity 6 (pg. 130)</b> – Discuss a dialogue in a group	<b>Activity 8 (pg. 134)</b> – Read an information article <b>Revision of different genres and text types</b>	<b>Activity 7 (pg. 131)</b> – Write a dialogue
<i>Oxford Successful</i> Oxford University Press	<b>Unit 10: My life, your life</b> There are many reasons for talking to other people. We use dialogue all the time. Dialogue can be a good thing, for example, when you talk to a friend and share news or information. Some dialogues need to be polite or lead to agreement about things, but other dialogues can be unkind, for example gossiping or spreading rumours.	<b>Activity 2</b> – Listen to a dialogue from a play	<b>Activity 5</b> – Read a play extract <b>Activity 13</b> – Identify the key features of a poem	<b>Activity 8</b> – Write a dialogue (an interview)
<i>Spot on</i> Pearson Marang	<b>Module 10: Where do we come from? (pg. 84)</b> This module teaches you how to read a play script and write your own scene from a play. It also teaches you how to have meaningful conversations in which you express your ideas convincingly.	<b>Activity 2.1 (pg. 86)</b> – Participate in a group discussion	<b>Activity 4.1 (pg. 88)</b> – Read an information article intensively and answer questions	<b>Activity 3.1 (pg. 87)</b> – Write a dialogue for a play script

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 1&2	CAPS SPECIFIED L&S Discuss literature project research	CAPS SPECIFIED R&V Read an information text, e.g.: newspaper article; magazine article Revision of different genres and text types	CAPS SPECIFIED W&P Write-up of selected research project
<i>Platinum</i> Maskew Miller Longman	<b>Chapter 10: This is our story (pg. 125)</b> All cultures and communities across the world tell stories. Storytelling is a part of our everyday life. Some stories teach us the best way to live; others explain nature in amusing ways. Some stories are just told to entertain us. In South Africa, there is a very strong tradition of storytelling. In this chapter, you will learn more about that tradition.	<b>Activity 1 &amp; 2 (pg. 126)</b> – Listen to a dialogue and discuss in groups	<b>Activity 4 (pg. 128)</b> – Read a magazine article (on tradition of storytelling) <b>Activity 5&amp;6 (pg. 132)</b> – Read a haiku poem and a play	<b>Activity 7 (pg. 133)</b> – Write a dialogue
<i>Top Class</i> Shuter & Shooter	<b>Unit 10: Let dreams take flight (pg. 122)</b> In this unit you will think about dreams and goals. Learners will listen to various texts related to dreams and achieving these dreams.	<b>Activity C (pg. 123)</b> – Discuss the power of language	<b>Activity E (pg. 126)</b> – Revise parts of a book	<b>Activity J (pg. 130)</b> – Write a dialogue
<i>Via Afrika</i> Via Afrika	<b>Unit 11: Reader's theatre (pg. 118)</b> In this unit learners explore theatre and the texts related to theatre. They will look at the language and features that make an interesting script. They will listen to a dramatic reading, read an example of how you can turn a dramatic novel into a script, read an actual script and write their own script.	<b>Activity 2 (pg. 121)</b> – Listen to a dramatic reading <b>Activity 4 (pg. 124)</b> – Participate in a dramatic reading	<b>Activity 3 (pg. 123)</b> – Read and mark up dialogue on an extract	<b>Activity 5 (pg. 126)</b> – Rewrite a passage as a dramatic script
<i>Clever English</i> Macmillan South Africa	<b>Unit 11: Rumours (pg. 135)</b> In this unit learners explore the theme of gossip. They will look at how gossip and rumours can affect someone's life. They will explore this theme through listening to and reading various interactions and dialogues.	<b>Activity 1 (pg. 136)</b> – Listen to a dialogue and discuss the dialogue in groups	<b>Revise the appearance of a book (pg. 138)</b> – Revise the different parts of a book <b>Activity 3 (pg. 140)</b> – Read a Greek myth and answer the questions that follow	<b>Activity 5 (pg. 143)</b> – Write your own dialogue

## Plan Your Lessons for Term 3 Cycle 3

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
	R&V	30 min	Shared Reading First Read			
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
2	1	R&V	30 min	Comprehension		
		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
		W&P	30 min	Writing – Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



# Planner & Tracker: Cycle 4

## Textbook References

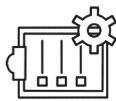
TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 3&4	CAPS SPECIFIED L&S Oral presentation of research project Listen to and discuss an article	CAPS SPECIFIED R&V Read a text related to the research project	CAPS SPECIFIED W&P Present what they have written in research project
<i>English Today</i> Maskew Miller Longman	<b>Chapter 11: Cell phones at school</b> In this chapter, you will read different views about cell phones at school, identify bias and stereotyping, practise telling the difference between fact and opinion, listen to views in a letter to the press and write a letter to the press.	<b>Activity 4</b> – Hold a group discussion (cell phones at school)	<b>Activity 1 &amp; 2</b> – Read an article and answer questions	<b>Activity 7</b> – Write a letter to the press
<i>Oxford Successful</i> Oxford University Press	<b>Unit 11: What a disaster!</b> This unit looks at the different types of disasters that occur. It looks at how emotive language is used to talk about contentious issues. Learners will learn how language can be changed/used to change our perception. Learners will practise telling the difference between fact and opinion, listen to views in a letter to the press and write a letter to the press.	<b>Activity 3</b> – Take part in a group discussion about responsibility.	<b>Activity 6</b> – Read a newspaper article ( <i>Rhino poaching</i> )	<b>Activity 9</b> – Write a letter to a newspaper

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 3&4	CAPS SPECIFIED L&S Oral presentation of research project Listen to and discuss an article	CAPS SPECIFIED R&V Read a text related to the research project	CAPS SPECIFIED W&P Present what they have written in research project
<i>Spot on</i> Pearson Marang	<b>Module 11: Footprints in the wild (pg. 92)</b> South Africa has a rich diversity of wild animals and is home to hundreds of species. Hunting and urbanisation has endangered many of these species. Learners will look at various informational texts on important wildlife issues in South Africa and learn how to write a letter to the press using the appropriate content, tone, and structure. They will also learn about the difference between fact vs. opinion.	<b>Activity 2.4 (pg. 94)</b> – Hold a group discussion (Rhinos and rhino poaching)	<b>Activity 1.1 (pg. 93)</b> – Read a magazine article about a wildlife experience	<b>Activity 4.1 (pg. 96)</b> – Write a letter to the press
<i>Platinum</i> Maskew Miller Longman	<b>Chapter 11: Look after wild animals</b> Humans sometimes treat animals cruelly through practices such as poaching. Humans need to share the planet with animals in a more respectful way. Learners will look at important wildlife issues and how these issues are spoken about in newspaper articles. They will learn how to write a letter to the press.	<b>Activity 1</b> – Hold a group discussion on wildlife issues <b>Activity 3</b> – Have a group discussion on cruelty towards animals	<b>Activity 4</b> – Read a newspaper article	<b>Activity 6</b> – Write a letter to the press
<i>Top Class</i> Shuter & Shooter	<b>Unit 11: Litterbugs look out! (pg. 135)</b> In this unit learners look at issues of litter – and will listen to and read informational and transactional texts related to littering. Learners will learn about the structure and style of a letter to the press and write their own.	<b>Activity B (pg. 135)</b> – Listen to a letter to the press <b>Activity C (pg. 137)</b> – Listen to a blog and hold a discussion about littering	<b>Activity D (pg. 137)</b> – Read a feature story from a newspaper article	<b>Activity G (pg. 143)</b> – Write a letter to the press

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 3&4	CAPS SPECIFIED L&S Oral presentation of research project Listen to and discuss an article	CAPS SPECIFIED R&V Read a text related to the research project	CAPS SPECIFIED W&P Present what they have written in research project
<i>Via Afrika</i> Via Afrika	<b>Unit 12: Rubbish! (pg. 128)</b> This unit explores the topic of rubbish and waste – learners will listen to and read articles related to rubbish, waste, and recycling. This unit focuses on the language and conventions used in articles and letters to the press. Learners will also write their own letter to the press.	<b>Activity 3 (pg. 130)</b> – Listen to a letter to the press and answer questions <b>Formal Assessment Task (pg. 140)</b> – Discussion and prepared speech on the issues of litter	<b>Activity 5 (pg. 135)</b> – Read a magazine article	<b>Activity 6 (pg. 138)</b> – Write a letter to the press
<i>Clever English</i> Macmillan South Africa	<b>Unit 12: Air your view (pg. 150)</b> You do not use the same kind of language for all people and all situations. Newspapers use a different register to the language we use every day. Anyone who writes a letter to the press must have something topical and important on which to express a view. Learners will read a range of newspaper articles and write their own letter to the press.	<b>Activity 1 (pg. 151)</b> – Listen to a letter to the press <b>Activity 152 (pg. 152)</b> – Hold a group discussion on solutions to problems or needs in your community	<b>Activity 3 (pg. 153)</b> – Read a newspaper report	<b>Activity 5 (pg. 158)</b> – Write a letter to the press

## Plan Your Lessons for Term 3 Cycle 4

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
2		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
5		W&P	30 min	Writing – Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



# Planner & Tracker: Cycle 5

## Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 5&6	CAPS SPECIFIED L&S Listen to and discuss to a visual/audio multimedia text Listen to and comprehend a musical text / audio	CAPS SPECIFIED R&V Read musical text e.g.: song; text based on a music concert	CAPS SPECIFIED W&P Writes a personal text e.g.: song; diary entry
<i>English Today</i> Maskew Miller Longman	<b>Chapter 12: You can make a difference (pg. 149)</b> In this chapter you will read a folk tale, a poem and a cartoon and discuss the importance of forests, do research and give a speech. You will write a letter to a newspaper about the environment, learn about tenses and revise language structures.	<b>Activity 4 (pg. 153)</b> – Give an unprepared speech	<b>Activity 1 &amp; 2 (pg. 150)</b> – Read a folktale and answer questions ( <i>Animal noises in the forest</i> )	<b>Activity 12 (pg. 159)</b> – Write a letter (public service)
<i>Oxford Successful</i> Oxford University Press	<b>Unit 12: Looking into your past and future</b> Space and the stars have intrigued humans for thousands of years. In this unit, learners explore different beliefs and discoveries related to space and the stars. They will give an unprepared speech and read some song lyrics inspired by space. They will also read an article about a large space telescope and write an informal letter to a friend or relative.	<b>Activity 4</b> – Give an unprepared speech	<b>Activity 3</b> – Read verses from a song	<b>Activity 8</b> – Write an informal letter
Spot on Pearson Marang	<b>Module 12: The spirit of adventure (pg. 100)</b> Some people yearn for adventure. They long to explore the highest peaks or the greatest depths our planet has to offer. Some even set their sights beyond the boundaries of Earth and aim to journey through space and time.	<b>Activity 6.1 (pg. 107)</b> – Give an unprepared speech	<b>Activity 1.1&amp;1.2 (pg. 101)</b> – Read and analyse an extract from a short story (story that includes facts in a fiction story) <b>Activity 3.1 (pg. 103)</b> – Read an advertisement	<b>Formal Assessment Task (pg. 105)</b> – Write a formal and informal letter

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 5&6	CAPS SPECIFIED L&S Listen to and discuss to a visual/audio multimedia text Listen to and comprehend a musical text / audio	CAPS SPECIFIED R&V Read musical text e.g.: song; text based on a music concert	CAPS SPECIFIED W&P Writes a personal text e.g.: song; diary entry
<i>Platinum</i> Maskew Miller Longman	<b>Chapter 12: What is your real identity? (pg. 151)</b> When you judge people by what they look like or what they can or cannot do, you are not looking at their real identities. When you look beyond people's appearances, you are challenged to really think about what forms their identities.	<b>Activity 2 (pg. 152)</b> – Listen to a speech  <b>Activity A (pg. 146)</b> – Listen to a speech and discuss <b>Activity C&amp;D (pg. 148)</b> – Deliver an unprepared and prepared speech	<b>Activity 5 (pg. 154)</b> – Read an information text	<b>Activity 11 (pg. 162)</b> – Write an informal letter
<i>Top Class</i> Shuter & Shooter	<b>Unit 12: School struggles</b> In this unit, learners look at the power of education. Learners listen to a speech about education and read a short story on personal problems getting in the way of education. Learners will also write a personal letter.	<b>Activity 5 (pg. 148)</b> – Listen to and discuss a prepared speech. <b>Activity 4 (pg. 147)</b> – Make a public announcement	<b>Activity E (pg. 149)</b> – Read an extract from a novel (About a boy who is distracted from school work)	<b>Activity I (pg. 154)</b> – Write a letter (apology letter for behaving badly at school)
<i>Via Afrika</i> Via Afrika	<b>Unit 13: In the media (pg. 141)</b> The term media refers to all the ways in which people in the modern world communicate indirectly with other people. As media consumers we need to question the views presented to us in the media. Learners will explore stereotyping, bias and other language devices by reading a short story and advertisement, delivering an unprepared public announcement and writing an email.	<b>Activity 3 (pg. 146)</b> – Read a poem and answer questions <b>Activity 7 (pg. 150)</b> – Read an advertisement	<b>Activity 9 (pg. 153)</b> – Write a formal letter in an email format	
<i>Clever English</i> Macmillan South Africa	<b>Unit 13: Endangered species</b> In this unit we highlight the plight (dilemma or troubles) of wildlife, specifically the pressing problem of their dwindling (decreasing) numbers.	<b>Activity 2 (pg. 165)</b> – Prepare and deliver a speech on an endangered species	<b>Activity 4 (pg. 167)</b> – Read a poem <b>Activity 5 (pg. 168)</b> – Read a novel extract and answer the questions that follow	<b>Formal Assessment Task (pg. 172)</b> – Write an informal letter

## Plan Your Lessons for Term 3 Cycle 5

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
3		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
4		W&P	30 min	Writing – Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



# Programme of Assessment

- There are 3 Formal Assessment Tasks (FATs) to be completed in Term 3.
- Example Assessment Tasks and Rubrics / Memoranda are provided in this document.
- These examples may be used as is or adapted for your context.

*Note: The CREATIVE WRITING PROJECT (FAT 6 and FAT 7) has been implemented as a full cycle of lesson plans, together with the required rubrics. This is intended to demonstrate the flow and effectiveness of the suggested routine and generic lesson activities. It is suggested that this cycle be implemented in Weeks 5&6 of Term 3.*

TASK	DESCRIPTION	MARKS
FAT 6	CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project) Stage 2: Writing (Learners engage in the write-up of their project and a creative response)	20 marks 30 marks
FAT 7	CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.	20 marks
FAT 8	RESPONSE TO LITERATURE Poem (10 marks) Drama (10 marks) Short Story (10 marks)	30 marks

## FAT 6 Stage 1 (example):

**Research (Objective: Learners do research on their project)**

**20 marks**

- 1** Read through the information text, **Focus on folktales**, provided.
- 2** Now reread the text, researching the following questions. Write your answers down in your exercise book.
  - a** Why are these stories called folktales?
  - b** How were these originally passed on?
  - c** What are some reasons why folktales were created and told to younger generations?
  - d** List 4 characteristics of folktales.
  - e** Fairy tales: What types of characters do we find in Fairy tales? How is magic used in fairy tales?
  - f** Fables: How do all fables end? Who are often the characters in fables? A fable can be read as a simple story, but what is the deeper purpose of a fable?
  - g** Legend: What is a legend?

## FAT 6 Stage 1 Rubric (example)

20 Marks

0-3	4-7	8-10
The learner has not read the information provided.	The learner has read and understood most of the information provided.	The learner has read all the information provided. The learner has understood and used the information to research the literary genre.
0-3	4-7	8-10
There is no understanding of the literary genre.	The learner shows a basic understanding of the genre: its different forms, language features, and what makes the genre different from other literary genres. The research is satisfactory.	The learner shows a comprehensive understanding of the genre, its different forms, the language features, and what makes it different from other literary genres. The research is thorough, shows comprehensive understanding and exceeds expectations.

## FAT 6 Stage 2 (example)

Writing (Learners engage in the write-up of their project and a creative response)

30 marks

- 1** Learners must now turn their research into a **report. (10 marks)**
- 2** The report must contain the following process steps:
  - Planning
  - Drafting
  - Revising
  - Editing
  - Proofreading
  - Presenting
- 3** Learners must write a **creative response** and write their own **fable. (20 marks)**
- 4** The responses must show an understanding of the genre and its language features. Fables must have a moral at the end.
- 5** Learners should follow the same process when writing their fables.
  - Planning
  - Drafting
  - Revising
  - Editing
  - Proofreading
  - Presenting

<b>FAT 6 Stage 2 Report Rubric (example)</b>			
<b>10 marks</b>			
<b>CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner's report has not introduced or explained the project. The report does not discuss the information. There is no conclusion. The report is off the topic or confusing.	The learner's report has/ or has attempted an introduction explaining what the research is about, the methodology used. There is some relevant information with insights and reasons for these judgements given. The report has/ or has attempted a conclusion.	The learner's report is interesting and well-written. The report has an introduction explaining what the project is about, the project's instructions and the methodology used. There is comprehensive information with evaluations and reasons to explain these judgements. There is a conclusion to the report.
<b>STRUCTURE</b>	<b>1</b>	<b>2</b>	<b>3</b>
	There is no title. The report has not used paragraphs. There is no logical structure.	The learner has attempted to give a title. The report is written using paragraphs which have/ attempt to have a logical flow.	The report has an appropriate title. The learner has used well-structured paragraphs to write about the literary genre.
<b>PLANNING</b>	<b>0</b>	<b>1</b>	<b>2</b>
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
<b>EDITING / LSC</b>	<b>0</b>	<b>1</b>	<b>2</b>
	The report is not written in the correct style, using formal or factual language. The report is not in the present tense. The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining.	The report has attempted to use formal and factual language. The report is mostly written in the present tense. The learner has attempted to edit their work to correct grammar, spelling and punctuation, but there are still errors.	The report is written using formal and factual language. The report is written in the present tense. The learner successfully edits their own work to correct grammar, spelling and punctuation.

## FAT 6 Stage 2 Fable Rubric (example)

20 marks

<b>CONTENT and CREATIVITY</b>	<b>1-3</b>	<b>4-6</b>	<b>7-8</b>
	Handling of topic weak. Shows no creativity	Handling of topic shows some creativity and originality, but an average response	Handling of topic shows creativity and originality
<b>STRUCTURE and FEATURES</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
	Little or no understanding of the structure and language features required.	The fable has attempted to adhere to the requirements of the genre, the structure and language requirements, but some errors.	The fable has the required elements: animal characters, a conflict, and a deeper moral message. It adheres to the structure and language requirements.
<b>PLANNING</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
<b>EDITING / LSC</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining making it challenging to understand the fable.	The learner has attempted to edit their work, but there are some aspects that need more editing.	The learner successfully edits their own work to produce an impressive creative response.

## **FAT 7 Stage 3 (example)**

**Oral Presentation (Learners do the oral presentation of their project)**

**20 marks**

**1 Prepare an oral presentation based on the research you did on folktales.**

**2 Your oral should:**

- Use appropriate structure: introduction, body and conclusion
- Present central idea and supporting details
- Show evidence of research/ investigation
- Use appropriate body language and presentation skills, e.g. makes eye contact, volume

**3 A suggested structure for your Oral Presentation is as follows:**

- a** Introduction: Introduce the genre that you researched, and share your first response to the genre, i.e.: When you first heard that you were going to do a project on folktales, what did you think / feel about this?
- b** Body – part one: Share the main findings of your research
- c** Body – part two: Read your own Creative Response Fable
- d** Conclusion: Share the evaluation you made about folktales, as well as your evaluation of this experience, i.e.: completing a creative writing project

**4 As part of the oral part of the project, you should also:**

- Participate in discussions
- Give constructive feedback
- Maintain a discussion
- Show sensitivity to the rights and feelings of others

Listen to individual learners present their research reports and fables over Terms 3 and 4.

<b>FAT 7 Stage 3 Rubric (example)</b>					
20 marks					
<b>CONTENT and STRUCTURE</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>10-12</b>	<b>13-15</b>
	The learner has not researched the literary genre. The oral is confusing and unstructured. The learner cannot answer questions.	The learner does not have a good understanding of the literary genre. There is no real structure to the oral. The learner struggles to respond to the questions.	The learner has read about and understood the literary genre. There is an attempt at a logical structuring of the oral. The learner can respond to some of the questions.	The learner shows good research ability and understands the literary genre. The oral has an introduction and a body and an ending. There is good understanding of the topic and s/he responds well to questions posed.	The learner has researched well and shows a very good understanding of the literary genre. The oral is well-structured: introduction, supporting evidence and an evaluative conclusion. The learner shows excellent comprehension of the topic and can answer questions and participate in a discussion.
<b>FLUENCY and EXPRESSION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	The learner struggles to do the oral. Body language and presentation skills are very weak. There is no expression, and the pace is too slow and faltering. No connection with audience.	Learner tries but presents hesitatingly, without fluency or meaningful expression. S/he needs assistance. Weak connection with audience.	Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting. Some connection with audience.	Learner presents mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Connects with audience.	Learner is well-prepared and presents the oral fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Connects well with audience.

<b>FAT 8 (example)</b>	
<b>Response to Literature</b>	<b>30 marks</b>
Poem	10 marks
Drama	10 marks
Short Story	10 marks

### QUESTION 1: POEM (10 MARKS)

Read the poem and answer the questions that follow.

#### Twenty-four hours in the bush

Endless shades of yellow and brown for mile upon peaceful mile The call of the eagle looking for an early rising snack	1
The zebra graze quietly with the springbok and hartebeest Tails flicking Ears twitching	5
The occasional buffalo disguised a rock Stand as the sun's heat intensifies And rises and shimmers like visible magic in the air.	
Then, Like the changing of a fake back-drop in a play on a stage The sky turns from brilliant blue, to a darker shade of indigo and eventually to a velvet black so thick you can almost reach out and touch it.	10
No sounds except the rustle of grass and the slow slow movement of the wildebeest The night animals move in and the aardvark snuffles and shuffles Under a diamond blanket of stars.	15

#### QUESTIONS

- 1** What kind of poem is this? Give a reason for your answer. (2)
- a** Haiku  
**b** Free verse  
**c** Rhyming couplet

This is a \_\_\_\_\_, because \_\_\_\_\_  
\_\_\_\_\_

- 2** Why do you think the poem is titled 'Twenty-four hours in the bush'? (2)

\_\_\_\_\_

- 3** Which animal is up early looking for food? (1)

\_\_\_\_\_

- 4 Refer to lines 4-5: The phrases ‘Tails flicking’ ‘Ears twitching’ each on a new line.  
Why do you think the poet did this? (1)
- 
- 
- 5 Quote a word from the poem to show that the sun’s heat increases. (1)
- 
- 6 Why has the word ‘slow’ been repeated in line 14? (1)
- 
- 7 Name an animal that looks for its food at night. (1)
- 
- 8 How would you feel in the bushveld at night? (1)
- 
- [10]**

**QUESTION 2: DRAMA (10 MARKS)**

**Read the extract from a Drama and answer the questions that follow.**

- Ntombi: Morning Vusi, how are you?
- Vusi: *(Yawning and holding his coffee mug with both hands)*  
I’m okay, thanks. I didn’t get much sleep. I could hear the jackals all night.
- Ntombi: Oh, sorry, and you’re on the sunrise shift this morning. How many people in your tour?
- Vusi: Ten people signed up. But you know how it goes, there’re always some who can’t get out of bed! *(laughs)*
- Ntombi: Oh always! But the morning game drives are amazing! The sun rising, everything waking up, the air crisp and cool...it’s magic! And yesterday, with my group, we saw a pride of lions! A big male, four females and I think eleven cubs! Everyone was taking pictures and filming them. I was worried one of the tourists would get out the Jeep to get a closer look!
- Vusi: People don’t always realise how dangerous it is in the bush! *(shaking his head)*
- Ntombi: I know! Luckily, I had one tourist who asked lots of questions about all the animals and life in the bush. It was great to be able to teach people about our wildlife. I also explained how important it is to know about plants and animals, as well as how to protect them. There were also lots of questions about the Rhino Project.
- Vusi: Thanks for reminding me. I must remember to tell my group about the Project too. Oh, here they come! Time to start my day.

**QUESTIONS:**

- 1 a** Where do Ntombi and Vusi work?  
**b** What jobs do they have? (2)

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- 2** Choose the right word: (1)  
Jackals are nocturnal / national animals.

- 3** Why do you think there are always some people who do not come to the early morning game drive? (1)

---

- 4** Write down the collective noun for a group of lions. (1)

---

- 5** If you were a tour guide, what would you say to someone who wanted to get out of the vehicle to take pictures of the lions? (2)

---

---

- 6** Why do you think it is important to know about and protect our wildlife? (2)

---

---

- 7** What can you infer about how Ntombi and Vusi feel about their job? (1)

---

**[10]**

**QUESTION 3: SHORT STORY (10 MARKS)**

**Read the extract from a Short Story and answer the questions that follow.**

‘No!’ Phumla was frantically looking in her pockets and opening her bag.

‘What? What’s the matter?’ asked Thobile.

‘I can’t believe it! No! I can’t have lost it!’ Phumla was in tears.

‘What’s going on? It can’t be that bad?’ Thobile said gently. ‘Can I help?’

‘You can’t help! No one can help!’ Phumla wept, sitting down on the pavement. ‘I had R100 to give to my teacher. And I’ve lost it. It’s gone!’

‘What are you talking about, Phums? Why did you have all that money?’

Phumla sniffed, ‘Don’t you remember, at the beginning of the year, two people from the Wildlife Foundation came and spoke to the Grade 8s? They said they would sponsor interested learners to come spend two days at the Kruger National Park.’

‘I do remember. But weren’t they only going to take 15 learners?’

‘Yes. If we were keen, we had to write a letter of motivation and pay R100 to show we were serious. They loved my letter and I’ve spent five months working to earn the money. They wanted to teach us about the park and the animals. We were also going to do a game drive and go to the Conservation and Research Centre ...and... I’ve always wanted to see a cheetah. This was my chance and now it’s gone.’ Phumla sobbed.

‘Well hang on. We’re not just going to give up. Let’s go and talk to Teacher Mthembu and see what she says. There must be some kind of solution,’ Thobile said firmly, holding out her hand to help Phumla up....

### QUESTIONS:

- 1 Why was Phumla so upset? (1)  
\_\_\_\_\_
  - 2 What was the money for? (1)  
\_\_\_\_\_
  - 3 Name two things that the learners were promised they would do on the excursion. (2)  
\_\_\_\_\_
  - 4 a Find a word in the text that is an antonym for ‘calmly’. \_\_\_\_\_  
b Find a word in the text that is a synonym for ‘cried’. \_\_\_\_\_ (2)
  - 4 What can you infer about the kind of person Thobile is? Give a reason for your answer. (2)  
\_\_\_\_\_
  - 5 Predict what you think will happen at the end of this story. (1)  
\_\_\_\_\_
  - 6 Suggest a suitable title for this story. (1)  
\_\_\_\_\_
- [10]**

## FAT 8 Memorandum (example)

### QUESTION 1: POEM MEMO

- 1 What kind of poem is this? Give a reason for your answer. (2)
  - a Haiku
  - b Free verse
  - c Rhyming couplet

**This is a free verse, because there is no structured rhythm or rhyme scheme. The poet has not always followed the correct grammar and sentence structure.**

- 2 Why do you think the poem is titled ‘Twenty-four hours in the bush’? (2)

**There are twenty-four hours in a day. This poem goes through the cycle of twenty-four hours: it starts in the morning at sunrise, goes into the hot afternoon and then ends at night.**

- 3 Which animals is up early looking for food? (1)  
**An eagle**
- 4 Refer to lines 4-5: The phrases 'Tails flicking' 'Ears twitching' each on a new line. Why do you think the poet did this? (1)  
**When each phrase starts on a new line, it makes you break up the lines and read them as short descriptions. Tails flicking and ears twitching are short sharp movements, so the reading of the poem is following the movements of the animals.**
- 5 Quote a word from the poem to show the sun's heat increases? (1)  
**'intensifies'**
- 6 Why has the word 'slow' been repeated in line 14? (1)  
**The repetition emphasises how slowly they move. The word has a slow, drawn-out feel.**
- 7 Name an animal that looks for its food at night. (1)  
**aardvark**
- 8 How would you feel in the bushveld at night? (1)  
**Own response – scared, excited, interested, want to see the night animals, grateful to have this experience, etc**
- [10]

## QUESTION 2: DRAMA MEMO

- 1 a Where do Ntombi and Vusi work? **They work at a game park.**  
 b What jobs do they have? **They are tour guides/ park rangers.** (2)
- 2 Choose the right word: (1)  
**Jackals are nocturnal / national animals.**
- 3 Why do you think there are always some people who do not come to the early morning game drive? (1)  
**It's very early in the morning, before the sun is up and they want to sleep. / People might oversleep. / It's cold and people don't want to leave their beds.**
- 4 Write down the collective noun for a group of lions. (1)  
**A pride of lions**
- 5 If you were a tour guide, what would you say to someone who wanted to get out of the vehicle to take pictures of the lions? (2)  
**Own answers: Please do not leave the vehicle. The lions are wild and dangerous. / I cannot allow you to leave the vehicle, you might get eaten! / etc**
- 6 Why do you think it is important to know about and protect our wildlife? (2)  
**Own answers: Wildlife are precious and important for the environment. / There are some animals who are hunted and poached. / Some animals are endangered or nearly extinct. / SA has a rich wildlife and if we do not protect it, these animals do not exist anywhere else. / etc**

- 7 What can you infer about how Ntombi and Vusi feel about their job? (1)  
**They enjoy their work. / They like teaching tourists about wildlife. / They take their work seriously. / They appreciate being in nature. / etc**

[10]

### QUESTION 3: SHORT STORY MEMO

- 1 Why was Phumla so upset? (1)  
**She lost her money.**

- 2 What was the money for? (1)  
**The money was for an excursion to the KNP.**

- 3 Name two things that the learners were promised they would do on the excursion. (2)  
**Learn about the park and the animals. / Do a game drive. / Go to the Conservation and Research Centre. Any 2**

- 4 a Find a word in the text that is an antonym for 'calmly'. **frantically**  
b Find a word in the text that is a synonym for 'cried'. **wept or sobbed** (2)

- 5 What can you infer about the kind of person Thobile is? Give a reason for your answer. (2)  
**Own answers: She is kind. She cares for her friend and wants to help her. She is practical and wants to do something.**

- 6 Predict what you think will happen at the end of this story. (1)  
**Own answers: The teacher will write to the Wildlife Foundation. / The teacher will lend her the money until she has earned it again. / The teacher says she can't go. / other acceptable responses**

- 7 Suggest a suitable title for this story. (1)  
**Own answers: must be connected and suitable for the extract**

[10]



## Example Theme (includes teaching for FAT 6 and FAT 7)

- What follows is the lesson plans for a two-week theme.
- It is suggested that this theme be implemented in Weeks 5&6 of Term 3.
- All activities for the implementation of FAT 6 and FAT 7, the creative writing project, are embedded in this theme.

Term 3: Week 5 Lesson Plans (example)	
OVERVIEW	
THEME	<b>Focus on Folktales</b>
THEME VOCABULARY	ancient, bizarre, proof, classic, human-made structures, creepy, orally, culture, repetitive verses, characters, plot, conflict, moral lesson, communism
LISTENING TEXT	Urban Legends
SHARED READING TEXT	Focus on Folktales
LSC	Simple present and simple past
INDEPENDENT READING TEXTS	The Ant and the Grasshopper The Story of the Lightning and the Thunder

WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)	
INTRODUCE THE THEME: Focus on short stories	
<p><b>1 Introduce the theme as follows:</b></p> <ul style="list-style-type: none"> <li>• Explain to learners that in <b>EFAL</b> this term, they need to learn about <b>genres of literature</b> and do a project.</li> <li>• Explain that we are going to be looking at <b>folktales</b> as a genre. We will learn about different kinds of folktales.</li> <li>• In this cycle, we will be doing research on this genre. We will be writing a report. The skills of writing a research report can be used in other subjects and for other purposes.</li> </ul>	
ACTIVATE BACKGROUND KNOWLEDGE	
<p><b>2</b> Ask prompting questions to activate background knowledge:</p> <p><b>a What do you know about folktales?</b></p> <p><b>b Why did people in the past and why do people still write folktales?</b></p> <p><b>c What different types of folktales do you know?</b></p> <p><b>d Do you know any particular folktales?</b></p> <p><b>e Have you ever read a fairytale or a fable or a folktale? What was that experience like for you?</b></p>	
LSC: DEVELOP THEME VOCABULARY	
Teach learners new vocabulary using <b>PATS</b> (Point, Act, Tell, Say) and add to personal dictionaries. Do <b>Word Level Work</b> if appropriate.	
<b>ancient</b>	<b>Tell</b> learners that ancient means very, very old.
	<b>Say:</b> Thando's grandmother is ancient! She is almost 100 years old!
<b>bizarre</b>	<b>Tell</b> learners that bizarre means odd and weird and unusual.
	<b>Say:</b> Hloni was behaving in a bizarre way – jumping on the tables, tickling the dog and rolling on the floor.

<b>proof</b>	<b>Act</b> out the word proof – pretend to be in a courtroom, and point to a pile of books, saying, ‘Here Your Honour, is all the proof you need that this criminal is guilty!’
	<b>Tell</b> learners that proof is anything that shows something to be true or real.
<b>classic</b>	<b>Tell</b> learners that classic describes something that stays popular over a long period of time.
	<b>Say:</b> Chocolate ice cream is classic; I’ll never get bored of it as long as I live!
<b>human-made structures</b>	<b>Point</b> to pictures of buildings, houses, bridges or tents (any structure that has been made by humans).
	<b>Tell</b> learners that human-made structures are any things built by humans.
<b>creepy</b>	<b>Point</b> to an illustration or cartoon of a ghost.
	<b>Tell</b> learners that creepy describes when something is a bit scary and gives you chills down your spine (like a ghost!).
<b>HOMEWORK</b>	
<ol style="list-style-type: none"> <li>Learners must complete their dictionary entries.</li> <li>Learners must learn the theme vocabulary.</li> </ol>	

<b>WEEK 5: MONDAY / DAY 1: LISTENING (30 minutes)</b>		
<b>LISTEN TO...</b>		
<ul style="list-style-type: none"> <li>Read the following dialogue aloud to learners 3 times.</li> <li>First read - read the <b>text</b> in Column 1 with expression and explain where necessary.</li> <li>Second read - read the text and then read the <b>‘think aloud’</b> in Column 2 to show how we think and make meaning and make connections when we read.</li> <li>Third read - read the text, and as you read, <b>ask the questions</b> in Column 3. Call on learners to answer the questions as you read.</li> </ul>		
<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<b>Urban legends</b> <i>(Two learners walking home from school in the afternoon.)</i> <b>Ayanda:</b> In English, we’ve got to read so many things! Some of the things are interesting, but some are so boring! <b>Blessing:</b> I know! <b>Ayanda:</b> And some stories are from so long ago...they’re ancient! The world has changed so much. I don’t understand why we are reading things that have been around for hundreds of years?	<b>I can make a connection,</b> we also have to read lots of stories and texts in school! <b>I wonder</b> why we have to read things from so long ago?	What did Ayanda think of the texts he read at school? <i>(some are interesting and some are boring)</i>

<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<p><b>Blessing:</b> Oh, I kind of like some of the olden day stories!</p> <p><b>Ayanda:</b> (<i>in surprise</i>) You do? Why? Aren't they boring?</p> <p><b>Blessing:</b> Not all of them! You know, today we were talking about folktales and legends and where they come from.</p>	<p><b>I can see</b> that everyone has their own tastes and preferences.</p>	<p>What does Blessing think about some olden day stories? (<i>he enjoys them</i>)</p>
<p><b>Ayanda:</b> (<i>pretends to yawn</i>) Yawn...</p> <p><b>Blessing:</b> No, not yawn at all! Legends are a kind of folktale and there's so much in those stories.</p> <p><b>Ayanda:</b> Oh? Like what?</p> <p><b>Blessing:</b> Well, some of the old legends explain the world and stuff, but there are really cool modern ones too! Stories that are so bizarre, but some people believe them.</p>	<p>Oh, I've read some of these kinds of African legends. They are often about animals, for example, <i>How the tortoise got its shell</i>.</p> <p><b>I wonder</b> what these strange modern stories are about?</p>	<p>What is one kind of folktale? (<i>a legend</i>)</p> <p>What is one purpose of a legend? (<i>they explain the world</i>)</p>
<p><b>Ayanda:</b> What's a modern legend?</p> <p><b>Blessing:</b> Well, I think they're called 'urban legends'. There're loads! Like the Lochness monster in Scotland – a huge, scary water monster in a lake. There's a blurry photo supposedly of it so loads of people believe it, but no one's got any real proof. And another classic: Yeti, the Abominable Snowman, Bigfoot in the highest mountains in Nepal. People have said they've seen this enormous creature, but again no proof...?</p>	<p>Oh, I've heard about these! <b>I always wondered</b> why people believed these stories?</p>	<p>What are two famous urban legends? (<i>the Lochness Monster and the Yeti</i>)</p> <p>Where have people said they've seen the Yeti? (<i>the mountains in Nepal</i>)</p>
<p><b>Ayanda:</b> My cousins were talking about this place in Mpumalanga, called Adam's Calendar. There are all these stone structures in circles, and they say it's like the oldest human-made structure in the world, over 200 000 years old! People say it's really creepy and you can feel something when you go there. Like the spirits of old...</p>	<p><b>I wonder</b> if there were actually people living 200 000 years ago?</p> <p><b>I can make a connection</b> to a ghost house that feels scary.</p>	<p>Where is Adam's Calendar? (<i>in Mpumalanga</i>)</p> <p>How do people feel when they visit there? (<i>creepy, like spirits, ghosts are there</i>)</p>

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p><b>Blessing:</b> I've heard of Adam's Calendar! I heard there was this Giant Footprint and that there used to be giants living in Southern Africa. The local people of the area tell stories of these giants!</p> <p><b>Ayanda:</b> Cool! I think I want to know more about these urban legends! And I think we need to go visit this Adam's Calendar and see it for ourselves!</p>	<p><b>I can make a connection</b> in my community the old people tell stories of things that happened here before they were born. Sometimes they also sound very strange and unbelievable.</p>	<p>What do the local people in Mpumalanga tell stories about? <i>(giants who used to live there)</i></p>

WEEK 5: TUESDAY / DAY 2: SPEAKING (30 minutes)
<b>DISCUSS...</b>
<ol style="list-style-type: none"> <li>In groups or pairs, guide learners to <b>discuss</b> the listening text: <b>Urban legends</b></li> <li>Each learner must get a chance to complete these sentences with their own ideas about the listening text.</li> <li>Write the following discussion frame on the board:  <b>Urban legends</b> <ol style="list-style-type: none"> <li><b>This text was about...</b></li> <li><b>In this text I learnt that...</b></li> <li><b>I think this text is...because...</b></li> <li><b>I think this text was written to help me think about ...</b></li> </ol> </li> <li>Towards the end of the lesson, ask one group to share their answers with the class.</li> </ol>

WEEK 5: TUESDAY / DAY 2: PRE-READING (30 minutes)	
TITLE	<b>Focus on folktales</b>
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Making connections
PRE-READING ACTIVITY	
SCANNING THE TEXT	<ol style="list-style-type: none"> <li>Read and explain the meaning of the title: <b>Focus on folktales</b></li> <li>This text seems to be about learning more about folktales. <b>I think</b> we will learn about different types of folktales, like legends. <b>I wonder</b> if we will read any folktales? Maybe we will read some South African fables and legends. <b>I wonder</b> if we will learn about old folktales or modern urban legends?</li> <li>Ask learners to scan the text and look for words they do not know.</li> <li>Ask for a few words and explain these to the class.</li> </ol>
ASK PREDICTIVE QUESTIONS	<ol style="list-style-type: none"> <li>Ask learners predictive questions: <ul style="list-style-type: none"> <li>What do you think this text will be about?</li> <li>Why do you think that?</li> <li>What does the picture help you understand?</li> <li>What else gives you some ideas and clues about what the text is about (e.g. the heading and layout)?</li> </ul> </li> </ol>

HOMEWORK	
<p>1 Learners must add any new words and explanations to their personal dictionaries.</p> <p>2 Learners must read the text on their own if possible.</p>	
WEEK 5: WEDNESDAY / DAY 3: LSC (30 minutes)	
<ul style="list-style-type: none"> <li>Teach learners new vocabulary using PATS (and add to personal dictionaries)</li> <li>Do <b>Word Level Work</b> if appropriate.</li> </ul>	
LSC: DEVELOP THEME VOCABULARY	
<b>orally</b>	<b>Tell</b> learners that orally means when something is spoken rather than written down.
	<b>Say:</b> My grandmother always tells her stories orally. She makes us sit around her and then she tells them to us. She never reads them out of a book – I wonder how she remembers them!
<b>culture</b>	<b>Point</b> to a picture of someone in traditional dress (traditional isiZulu dress, for example), or bring your traditional dress to your classroom to show your learners.
	<b>Tell</b> learners that culture means the language, dress, religion, food, music, stories and beliefs of a particular group of people.
<b>repetitive verses</b>	<b>Act</b> out a repetitive verse – sing ‘Old Macdonald had a farm, e-i-e-i-o’. Sing the song and do the repetitive verse.
	<b>Tell</b> learners that repetitive verses are short sets of rhyming sentences that are said many times in a story or poem.
<b>characters</b>	<b>Tell</b> learners that characters are the people in the story, play or movie.
	<b>Say:</b> There were so many characters in that story: the mom, the dad, the dog, the granny and the little girl.
<b>plot</b>	<b>Tell</b> learners that the plot is the storyline of the book, play or movie.
	<b>Say:</b> Even though I haven’t watched the movie, Thumi explained the plot to me so well. Now I understand what happened even though I didn’t watch it!
<b>conflict</b>	<b>Act</b> out a conflict – hold up your fists and pretend to have an argument.
	<b>Tell</b> learners that a conflict is when there are bad feelings or tension between people.
<b>moral lesson</b>	<b>Tell</b> the learners that a moral lesson is something that a story teaches you about how to be and behave in the world.
	<b>Say:</b> The moral lessons of the Anansi stories are about the consequences of making bad choices, and that it’s much better to be smart than to be strong.
<b>communism</b>	<b>Point</b> to a picture of a hammer and sickle symbol (the symbol of communism).
	<b>Tell</b> learners that communism is a political and economic system that believes that all resources (like farms, land and factories) should be owned by all people. It believes that all people should benefit from these resources in the same way.
HOMEWORK	
Learners must add any new words and explanations to their personal dictionaries.	

WEEK 5: WEDNESDAY / DAY 3: FIRST READ (30 minutes)	
TITLE	<b>Focus on folktales</b>
ACTIVITY	First Read
COMPREHENSION STRATEGY	Make connections
FIRST READ	
<ul style="list-style-type: none"> <li>• Read the following information text: <b>Focus on folktales.</b></li> <li>• Read the <b>text</b> in Column 1 with expression and explain where necessary.</li> <li>• Then read the <b>'think aloud'</b> in Column 2 as indicated, to show how we think and make meaning and make connections when we read.</li> </ul>	
Text: Read	First Read: Think Aloud
<p><b>Focus on Folktales</b></p> <p>A folktale is a traditional story. These tales have been passed down orally from the older generation to the younger generations and they develop as different people tell them over time. Because they were passed down orally, the original author is usually not known. True folktales do not have a single author. As such, they are creations of the 'folk', or the people. Folktales come from all over the world, but there are often similar stories from different lands and different cultures. Each culture will tell the story with their own traditions and details.</p>	<p><b>I can visualise</b> people telling stories around a fire and the young children listening intently to the older storytellers.</p>
<p>Since folktales have been passed down through the oral tradition, they were created for listening, so they were easy to remember and share. There are sometimes repetitive verses or lines; or a character will have a specific way of speaking. As a result, folktales make it easier for children to tell the difference between characters, follow a plot or recall a sequence of events.</p>	<p><b>I can make a connection</b> to this. In stories I have read, like <i>The three little pigs</i>, there are parts that are repeated. Every time the wolf gets to a pig's house, he says the same thing: 'I'll huff and I'll puff and I'll blow your house down!'</p>
<p>These classic stories play an important role in passing along core values or character traits of communities. Folktales were often employed to share a common history, to reinforce cultural values or highlight important traditions. Leaders would create stories to explain a conflict in the community with the hope that people would learn from these stories. As folktales were passed down over generations, they helped reinforce expectations about how to live a meaningful life. Over time, folktales incorporated character traits like caring, resourcefulness, trust, or courage into the fabric of the stories.</p>	<p>Oh, I've read stories like this. In some folktales, fables, there's a moral at the end so that the lesson is clear.</p>

Text: Read	First Read: Think Aloud
<p>The characteristics of folktales include:</p> <ul style="list-style-type: none"> <li>• Characters that have human qualities, even if they are animals or other creatures, for example, good, evil, wise, selfish, and so on.</li> <li>• In some folktales, repetitions or rhyme make it easier to remember key information.</li> <li>• A problem or conflict that is resolved at the end, when good is rewarded and evil is punished.</li> <li>• In many folktales, there is magic or supernatural powers.</li> <li>• There are some common phrases to start or end the folktale, for example, Once upon a time, A long, long time ago, In a far-away land, Happily ever after, And so the story goes...</li> </ul>	<p><b>I can make a connection</b> to this, when we write our narrative essays, our stories also have to have some conflict! This makes the plot interesting!</p>
<p>Fairy tales, fables and legends are all folktales. Fairy tales have magical characters, like fairies, witches and wizards. There is also sometimes royalty, like queens and kings and princesses. The magical characters use spells and there are often magical objects that affect the story and the characters.</p>	<p>Oh, so there are different kinds of stories that are all folktales. <b>I wonder</b> who decided what makes a story a folktale?</p>
<p>A fable is a literary genre that can be defined as a short and brief story intended to provide a moral lesson at the end. In literature, a fable is described as an educational lesson given through some sort of animal story.</p> <p>A fable and its moral message are communicated through plants, animals, forces, of nature, and objects by giving these things human attributes (personification) where they demonstrate a moral lesson at the end. The most common type of fable is the ‘beast’ fable, in which animals talk and act like the human stereotypes (a fixed idea about people or a thing that is often not true in reality) they represent.</p>	<p><b>I can make a connection</b> to this. I have read several fables where the animals are the characters.</p>
<p>A famous example of a fable is: ‘Animal Farm’ (by George Orwell). This is a line from ‘Animal Farm’ (spoken by a pig) which helps us understand the message: “Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies ... No animal in England knows the meaning of happiness or leisure after he is a year old. No animal in England is free. The life of an animal is misery and slavery ...”.</p>	<p>Oh, so in this story, the pigs are the characters. He sounds like he’s talking to farm animals who just work hard all their lives.</p>

Text: Read	First Read: Think Aloud
<p>This fable has to do with the development and rise of communism. The animals are advised to struggle against the humans, and the message is that rebellion is the only possible way out of their miserable situation. We cannot just read a fable and think about the plot (what happens in the story). We must look beyond the basic storyline to the deeper meaning of the text. The whole purpose of a fable is to understand and analyse the deeper meaning, in order to learn something relevant for our own lives.</p>	<p>Oh, <b>I wonder</b> what happened in that story? Did the animals rebel and overthrow the humans? I would like to read this fable and find out!</p>
<p>Legends can be about historical figures who act with extraordinary strength or intelligence. A legend can also explain how something came to be, usually in nature, for example, <i>How the zebra got its stripes</i>.</p>	<p>Oh, <b>I see</b> that there can be different kinds of legends.</p>
QUESTIONS	
<ul style="list-style-type: none"> <li>• After reading the text, ask learners the following questions.</li> <li>• Call on several learners to share their responses (especially in the critical thinking questions, so a variety of ideas can be shared).</li> </ul>	
Recall questions	Responses
<p>Why are the original authors of folktales unclear?</p>	<p>The stories are passed down orally and change and develop through the generations.</p>
<p>Name 3 characteristics of a folktale.</p>	<p>Animal characters that have human qualities / repetitions or rhyme / a problem or conflict that is resolved at the end / magic or supernatural powers / some common phrases at the start and end (any 3)</p>
<p>What is a particular feature of fairytales?</p>	<p>magic</p>
Critical thinking	Possible responses
<p>Which form of folktales do you prefer – fairytales, fables or legends? Why?</p>	<p>Own responses with reason</p>
<p>Why do you think this genre of folktales is still popular all these centuries later?</p>	<p>Own responses</p>
INTRODUCE THE LSC IN CONTEXT	
<ul style="list-style-type: none"> <li>• Explain to learners that in this cycle, they will revise: <b>simple past and simple present tense</b></li> <li>• Explain this as follows:</li> </ul> <p><b>Simple tenses</b></p> <ul style="list-style-type: none"> <li>• <b>The simple present tense</b> tells us something that is happening right now. It can also be used for a statement that is true (a universal statement). It is used when presenting research on a topic.</li> <li>• <b>The simple past tense</b> tells us when something has already happened. (Many past tense verbs are formed by adding -ed, but there are many exceptions. Some even stay the same in present and past tense! There are no rules to help learn these.)</li> </ul> <p>Point out the following examples in the text:</p> <p><b>1 ‘A folktale is a traditional story.’</b> The simple present is used to present a true statement.</p>	

**2 ‘Over time, folktales incorporated character traits like caring, resourcefulness, trust, or courage into the fabric of the stories.’**  
The simple past tense shows that these things happened in the past.

**WEEK 5: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)**

**TEACH AND PRACTICE THE USE OF THE LSC**

- 1 Remind learners of the LSC that you introduced on Wednesday: simple past and simple present tenses.
- 2 Show the learners the LSC again in context. Here are some more examples:
  - a ‘Fairy tales **have** magical characters, like fairies, witches and wizards.’  
Simple present – stating a universal truth or fact.
  - b ‘...they **helped** reinforce expectations about how to live a meaningful life.’  
Simple past – stating that this is in the past.
- 3 Tell learners to copy the following **LSC note** in their books:

**Simple tenses**

- **The simple present tense** tells us something that is happening right now. It can also be used for a statement that is true (a universal statement). It is used when presenting research on a topic.
- **The simple past tense** tells us when something has already happened.

- 1 Next tell learners to change the following into the **present tense**: (Note some sentences have more than one verb)
  - a Storytellers often told their tales around a fire. (*Storytellers often tell their tales around a fire.*)
  - b We didn’t know who wrote these folktales. (*We don’t know who writes these folktales.*)
  - c It was taking them a long time to read the folktale because of all the repetitions. (*It takes them a long time to read the folktale because of all the repetitions.*)
  - d He loved fables, so he bought a book of African fables and legends. (*He loves fables, so he buys a book of African fables and legends.*)
- 2 Change the following sentences into the **past tense**:
  - a They keep all their children’s writing. (*They kept all their children’s writing.*)
  - b I think all folktales have a moral at the end, but I am wrong – only fables! (*I thought all folktales had a moral at the end. But I was wrong – only fables!*)
  - c Folktales are popular with people of all ages. (*Folktales were popular with people of all ages.*)
  - d I am reading so many legends, and I am learning a lot about the genre. (*I read so many legends and I learnt a lot about the genre.*)
- 3 Tell learners to write 2 sentences of their own: one using simple present and one using the simple past.
- 4 Correct this activity with the learners.

**WEEK 5: THURSDAY / DAY 4: SECOND READ (30 minutes)**

TITLE	<b>Focus on folktales</b>
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Making connections

**SECOND READ**

- Read the information text: **Focus on folktales** the second time.
- Read the **text** in Column 1 with expression.
- Then read the **‘think aloud’** in Column 2 as indicated, to show how we think and make meaning and make connections when we read.

Text: Read	Second Read: Think Aloud
<p><b>Focus on Folktales</b> A folktale is a traditional story. These tales have been passed down orally from the older generation to the younger generations and they develop as different people tell them over time. Because they were passed down orally, the original author is usually not known. True folktales do not have a single author. As such, they are creations of the ‘folk’, or the people. Folktales come from all over the world, but there are often similar stories from different lands and different cultures. Each culture will tell the story with their own traditions and details.</p>	<p><b>I wonder</b> if the original authors of these folktales would mind that their stories have changed and developed over the generations?</p>
<p>Since folktales have been passed down through the oral tradition, they were created for listening, so they were easy to remember and share. There are sometimes repetitive verses or lines; or a character will have a specific way of speaking. As a result, folktales make it easier for children to tell the difference between characters, follow a plot or recall a sequence of events.</p>	<p><b>I can make a connection</b> to music. These repetitive verses or lines are like the chorus in songs that we hear over and over again.</p>
<p>These classic stories play an important role in passing along core values or character traits of communities. Folktales were often employed to share a common history, to reinforce cultural values or highlight important traditions. Leaders would create stories to explain a conflict in the community with the hope that people would learn from these stories. As folktales were passed down over generations, they helped reinforce expectations about how to live a meaningful life. Over time, folktales incorporated character traits like caring, resourcefulness, trust, or courage into the fabric of the stories.</p>	<p><b>I think</b> that in those times with no phones or newspapers or internet, leaders used stories to tell what happened and to teach lessons.</p>
<p>The characteristics of folktales include:</p> <ul style="list-style-type: none"> <li>• Characters that have human qualities, even if they are animals or other creatures, for example, good, evil, wise, selfish, and so on.</li> <li>• In some folktales, repetitions or rhyme make it easier to remember key information.</li> <li>• A problem or conflict that is resolved at the end, when good is rewarded and evil is punished.</li> <li>• In many folktales, there is magic or supernatural powers.</li> <li>• There are some common phrases to start or end the folktale, for example, Once upon a time, A long, long time ago, In a far-away land, Happily ever after, And so the story goes...</li> </ul>	<p><b>I think</b> these phrases help readers know what to expect. When we read ‘Once upon a time’, we already have an idea of what is to come. These act like a kind of signpost for readers.</p>

Text: Read	Second Read: Think Aloud
<p>Fairy tales, fables and legends are all folktales. Fairy tales have magical characters, like fairies, witches and wizards. There is also sometimes royalty, like queens and kings and princesses. The magical characters use spells and there are often magical objects that affect the story and the characters.</p>	<p>Oh, I never knew that these were all kinds of folktales. <b>I see</b> that this genre is broad.</p>
<p>A fable is a literary genre that can be defined as a short and brief story intended to provide a moral lesson at the end. In literature, a fable is described as an educational lesson given through some sort of animal story.</p> <p>A fable and its moral message are communicated through plants, animals, forces, of nature, and objects by giving these things human attributes (personification) where they demonstrate a moral lesson at the end. The most common type of fable is the ‘beast’ fable, in which animals talk and act like the human stereotypes (a fixed idea about people or a thing that is often not true in reality) they represent.</p>	<p><b>I can make a connection</b> to personification that we learnt about in poetry. <b>I can see</b> how this also applies to these characters in fables too.</p>
<p>A famous example of a fable is: ‘Animal Farm’ (by George Orwell). This is a line from ‘Animal Farm’ (spoken by a pig) which helps us understand the message: “Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies ... No animal in England knows the meaning of happiness or leisure after he is a year old. No animal in England is free. The life of an animal is misery and slavery ...”.</p>	<p>The word comrade is familiar. <b>I can make a connection</b> to political leaders and how they address each other. <b>I wonder</b> if this story is about politics?</p>
<p>This fable has to do with the development and rise of communism. The animals are advised to struggle against the humans, and the message is that rebellion is the only possible way out of their miserable situation. We cannot just read a fable and think about the plot (what happens in the story). We must look beyond the basic storyline to the deeper meaning of the text. The whole purpose of a fable is to understand and analyse the deeper meaning, in order to learn something relevant for our own lives.</p>	<p>Oh, <b>I see</b> it is about politics! Communism is a political system that failed in Russia. <b>I wonder</b> if this fable tells the story of the Russian Revolution?</p>
<p>Legends can be about historical figures who act with extraordinary strength or intelligence. A legend can also explain how something came to be, usually in nature, for example, <i>How the zebra got its stripes</i>.</p>	<p>Oh, <b>I can make a connection</b> to superheroes! <b>I think</b> sometimes these characters are super-human!</p>

Questions	
<ul style="list-style-type: none"> <li>After reading the text, ask learners the following questions.</li> <li>Call on several learners to share their responses (especially in the critical thinking questions, so a variety of ideas can be shared).</li> </ul>	
Recall questions	Responses
What was the purpose of repetitive verses or lines in folktales?	To help the audience remember characters and plot as it was all told orally.
If you read a story with a princess, a fairy and a magical chair, what kind of folktale would this be?	A fairytale
What is the fable 'Animal Farm' about?	Farm animals who are unsatisfied and want to overthrow the humans. The deeper meaning is looking at the development and rise of communism.
Critical thinking	Possible responses
Why do you think fables use animals or nature instead of humans as characters?	The animals represent 'types' of people. It's easier to show how these 'types' act when they are symbolically represented.
Do you think the story 'Animal Farm' can be appreciated if the reader does not understand the deeper meaning behind it? Give a reason for your answer.	Yes – the reader can still enjoy the story and learn the lessons in the story even if it's just a story about animals. No – the point is the analysis of Communist Russia. If the reader doesn't know the context, the whole purpose is lost.
LEARNERS FORMULATE QUESTIONS	
<ul style="list-style-type: none"> <li>Ask learners to <b>generate their own questions</b> related to the text.</li> <li>Learners must ask their partner their question and try answer each other's questions.</li> <li>Call on a few learners to share their questions with the class.</li> </ul>	
HOMEWORK	
Learners must add any new words and explanations to their personal dictionaries.	

WEEK 5: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)
ORIENTATION TO INDIVIDUAL WORK
<ol style="list-style-type: none"> <li>Learners must read the text, <b>Focus on folktales</b> again independently.</li> <li>Learners must also read the examples of a fable (<b>The Ant and the Grasshopper</b>) and a legend (<b>The story of the lightning and thunder</b>).</li> <li>Answer the following questions in full sentences: <ol style="list-style-type: none"> <li>Why are the original authors of folktales unclear? (<i>The stories are passed down orally and change and develop through the generations.</i>)</li> <li>Name 3 characteristics of a folktale. (<i>Characters that have human qualities / repetitions or rhyme / a problem or conflict that is resolved at the end / magic or supernatural powers / some common phrases at the start and end - any 3</i>)</li> <li>What is a particular feature of fairytales? (<i>magic</i>)</li> <li>Which form of folktales do you prefer– fairytales, fables or legends? Why? (<i>Own responses with reason</i>)</li> <li>Why do you think this genre of folktales is still popular all these centuries later? (<i>Own responses</i>)</li> </ol> </li> </ol>

ORIENTATION TO INDIVIDUAL WORK	
<b>f</b>	What was the purpose of repetitive verses or lines in folktales? <i>(To help the audience remember characters and plot as it was all told orally.)</i>
<b>g</b>	If you read a story with a princess, a fairy and a magical chair, what kind of folktale would this be? <i>(A fairytale)</i>
<b>h</b>	What is the fable 'Animal Farm' about? <i>(Farm animals who are unsatisfied and want to overthrow the humans. The deeper meaning is looking at the development, rise and failure of Communism.)</i>
<b>i</b>	Why do you think fables use animals or nature instead of humans as characters? <i>(The animals represent 'types' of people. It's easier to show how these 'types' act when they are symbolically represented.)</i>
<b>j</b>	Do you think the story 'Animal Farm' can be appreciated if the reader does not understand the deeper meaning behind it? Give a reason for your answer. <i>(Yes – the reader can still still enjoy the story and learn the lessons in the story even if it's just a story about animals. / No – the point is the analysis of Communist Russia. If the reader doesn't know the context, the whole purpose is lost.)</i>
<b>k</b>	In <i>The ant and the grasshopper</i> , give an adjective to describe Grasshopper and an adjective to describe Ant. <i>(Grasshopper – lazy/ irresponsible; Ant – hard-working/sensible/responsible)</i>
<b>l</b>	What was the lesson Grasshopper learnt? <i>(You should always plan ahead, even if you have enough now.)</i>
<b>m</b>	In the legend, <i>The story of the lightning and the thunder</i> , who are the main characters? <i>(Thunder – an old mother sheep and Lightning – her son a ram)</i>
<b>n</b>	Why did the king order them to leave town? <i>(Lightning (ram) would do lots of damage when he became angry.)</i>
<b>o</b>	This legend explains: (choose the best answer) <ul style="list-style-type: none"> <li><b>i</b> why we hear thunder when there is lightning <i>(this is the correct answer)</i></li> <li><b>ii</b> why rams are angry animals</li> <li><b>iii</b> the power of the king.</li> </ul>
WORKING WITH INDIVIDUAL LEARNERS	
<b>1</b>	Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
<b>2</b>	Use this time to listen learners read aloud.
<b>3</b>	Identify who the struggling learners are and work with them more to build their decoding skills.

Term 3: Week 6 Lesson Plans (example)	
OVERVIEW	
THEME	Focus on folktales
COMPREHENSION STRATEGY	Making connections
WRITING GENRE	Report Fable
WRITING TOPIC	Write a report on the literary genre of folktales Write a creative response: a fable
ORAL PRESENTATION	Preparation For FAT 7

**WEEK 6: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)**

**MODELLING: (I do...)**

- 1** Remind the learners that this cycle, we have been working on **making connections**.
  - Explain that sometimes when we make connections:
    - we think about how something from the text is like something from our own lives
    - we think about how something from the text reminds us of things we know about the world
    - we make connections between different texts we have read
  - Making connections is a key thinking and comprehension skill.
- 2** Model making a connection.
  - a** *‘These tales have been passed down orally from the older generation to the younger generations and they develop as different people tell them over time. Because they were passed down orally, the original author is usually not known.’*

I can **make a connection** from this **text** to things in **my life**. In my family we have stories that I’ve heard so many times about my grandfather’s life! I’m not sure if these things actually happened and if he really did all those things or if the family have made them up. I can’t remember who first told me the stories. I heard my uncle telling them to my baby cousin, but he changed some of the details from the way my mom told them to me!

**WORK WITH LEARNERS: (We do...)**

- 1** Explain that now we will make a connection together.
- 2** Read out loud while learners follow along:

*‘Since folktales have been passed down through the oral tradition, they were created for listening, so they were easy to remember and share. There are sometimes repetitive verses or lines; or a character will have a specific way of speaking. As a result, folktales make it easier for children to tell the difference between characters, follow a plot or recall a sequence of events.’*
- 3** Ask learners: What are repetitive verses or lines? Have you heard these in stories or songs? Can you make a connection to these repetitive lines in folktales to things you’ve heard in your own lives?
- 4** Listen to learners’ ideas, like:
  - a** In the *Three little pigs*, ‘I’ll huff and I’ll puff’, etc
  - b** Many songs I listen to have a chorus that is repeated many times.
  - c** In *Jack and the beanstalk*, the giant says ‘Fee fi fo fum’.
  - d** My aunty is a great storyteller, and her characters always have different voices and expressions. We all love joining in when she tells her stories!
  - e** In Church, sometimes hymns and Bible stories have the same words, phrases or the chorus is repeated.

**WEEK 6: MONDAY / DAY 1: POST-READING (30 minutes)**

TITLE	<b>Focus on folktales</b>
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Making connections

**POST-READ: SUMMARY**

- 1** Use this summary frame to help learners complete a summary of the text: **Focus on folktales**
- 2** Use the following summary frame: (Write the frame on the board.)

***This text is about...***  
***I think the author wrote the text so that...***  
***In the text I learnt...***  
***In this text, I can make a connection...***  
***I liked...because...***  
***Overall, I think the text is...***

WEEK 6: TUESDAY / DAY 2: WRITING - TEACH THE GENRE (30 minutes)			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
<b>Report</b>	To inform, educate and enlighten the reader on a topic, situation or event	<ul style="list-style-type: none"> <li>Give a succinct title and add clear sub-titles.</li> <li>Start with an introduction (background, purpose and scope)</li> <li>Follow with the body (information / facts)</li> <li>End with a conclusion (evaluations, reason, example)</li> </ul>	<ul style="list-style-type: none"> <li>Write in paragraphs with sub-headings</li> <li>Use clear and concise language</li> <li>Use simple present tense</li> <li>Use factual descriptions</li> <li>Use technical words</li> </ul>
<b>INTRODUCE THE GENRE</b>			
<ol style="list-style-type: none"> <li>1 Explain that this cycle, learners will <b>do their own research</b> and then write a <b>report</b>.</li> <li>2 Explain that research means to <b>find out more about a topic</b>. Sometimes we do this by <b>reading about it</b>, or <b>speaking to people</b>, or by <b>watching videos</b> on the topic.</li> <li>3 Tell learners that once they have done their research, they will write the information that they find in the form of a <b>report</b>.</li> <li>4 A report is very carefully structured into headings and sections.</li> <li>5 When we write a report, we use the <b>simple present tense</b>. Our report presents findings that continue to be true or are unlikely to change. We call these universal truths.</li> <li>6 Give learners some idea of what they are going to do, by writing the sample text on the board, and showing it to them.</li> </ol>			
<b>READ THE SAMPLE TEXT</b>			
<p><u>Where do Grade 8s get their information from?</u></p> <ol style="list-style-type: none"> <li>1 <b>Introduction</b> This report is to understand where Grade 8s get their information about important issues in their communities, news, politics and the world around them from. The report was researched by: <ul style="list-style-type: none"> <li>Giving 20 Grade 8s in my school a questionnaire to complete.</li> <li>Reading an article</li> <li>Watching a documentary about social media</li> </ul> </li> <li>2 <b>Findings</b> <u>The questionnaires indicated the following information:</u> <ul style="list-style-type: none"> <li>38% of Grade 8s get their information from their parents and teachers</li> <li>32% of Grade 8s get their information from their friends</li> <li>18% of Grade 8s get their information from social media</li> <li>7% of Grade 8s get their information from Church</li> <li>5% of Grade 8s get their information from newspapers</li> </ul> <u>The article</u> The article said that most 13 year-olds got their information from their parents and friends. But it also said that those who had access to social media were very influenced by Facebook, YouTube and TikTok. <u>The documentary</u> The documentary showed the huge power and influence that social media has over teenagers. Teenagers are influenced and informed by what they see on social media, and they usually believe the information and images they see on the online platforms. </li> </ol>			

### 3 Conclusion

I make the evaluation that Grade 8 learners are mostly influenced by their friends. But their parents and teachers also play an important role. For the Grade 8s questioned in this survey, social media were not a major influence, but in other communities this might differ.

### DISCUSS

- 1 What is the title?
- 2 What is the first heading?
- 3 What information is given under the first heading?
- 4 What is the second heading?
- 5 There are three sub-headings. What are they?
- 6 What information is given here?
- 7 What is the third heading?
- 8 What information is given here?
- 9 Do you think the report does its job, and tells the reader where Grade 8s get their information from?
- 10 Does the report give an evaluation about the findings on the influences on Grade 8s?
- 11 What evaluation is made?

### WEEK 6: TUESDAY / DAY 2: WRITING - PLANNING (30 minutes)

TOPIC	Write a report on the literary genre of folktales Write a Creative Response: Fable
GENRE	Report Fable
PLANNING STRATEGY	Answering questions

### MODELLING: (I do...)

- 1 Introduce the writing topic. You are going to write a report on the literary genre of short stories.
- 2 Show learners that you **think before you write**.
- 3 Orally share some ideas:  
*I will write a report to share what I find out about folktales. I will write about the purpose of folktales and why people created them. I will find out some of the characteristics of folktales. I will write about one kind of folktale and its main features. I will make an evaluation about this type of folktale. As a creative response I will write my own fable.*
- 4 Have the planning frame written on one side of the chalkboard.
- 5 Explain that we will do two planning activities.
  - a For the report, we will plan by answering questions.
  - b For the fable, we will also plan by answering questions.
- 6 Show learners how you plan by answering the questions for the report, and for their fable.
- 7 Do this on the other side of the chalkboard.

<b>Planning Part 1: Report</b>	<b>Planning Part 1: Report</b>
<ol style="list-style-type: none"> <li>1 What is the purpose of this report?</li> <li>2 How will you research the topic?</li> <li>3 Why are these stories called folktales?</li> <li>4 How were these originally passed on?</li> <li>5 What are some reasons why folktales were created and told to younger generations?</li> <li>6 List 4 characteristics of folktales.</li> <li>7 Choose one type of folktale and explain more about it, its characteristics, purpose and features.</li> <li>8 Make an evaluation about this type of folktale. Do you like it or not? Why? Do you think it is important for us to read this kind of genre in 2021? Why or why not?</li> </ol>	<ol style="list-style-type: none"> <li>1 The purpose of this report is to find out more about folktales.</li> <li>2 I will research the topic by reading information texts about folktales and reading examples of folktales.</li> <li>3 They are called folktales because, ...</li> <li>4 They were originally passed on...</li> <li>5 Some reasons why they were created and passed on are:...</li> <li>6 Folktales have certain characteristics that make them different to other literary genres. Some of these are: ..., ..., ... and ...</li> <li>7 Fairytales <b>or</b> fables <b>or</b> legends...</li> <li>8 My evaluation of this type of folktale is.... I like/do not like it because... I think it is/is not important for us to read...because,...</li> </ol>
<b>Planning Part 2: Fable</b>	<b>Planning Part 2: Fable</b>
<ol style="list-style-type: none"> <li>1 What is the moral or lesson of your fable?</li> <li>2 Who are your characters?</li> <li>3 What is the conflict?</li> <li>4 How does your character learn the lesson at the end?</li> </ol>	<ol style="list-style-type: none"> <li>1 The moral of my fable: what you put in is what you get out.</li> <li>2 2 warthog friends</li> <li>3 Different ideas about how to win the race and get the prize.</li> <li>4 She doesn't win the race because she didn't train or work hard at all!</li> </ol>
<b>LEARNERS PLAN: (You do...)</b>	
<p><b>Report</b></p> <ol style="list-style-type: none"> <li>1 Remind learners that they can use the information in this week's Reading Text, <b>Focus on folktales</b>, and all the folktales they have read to help them with their research and to help them write their reports.</li> <li>2 Next, tell learners to turn and talk to with a partner about all the things they know about folktales.</li> <li>3 Show learners the planning frame on the chalkboard and tell them to use this frame to plan their report.</li> <li>4 <b>Hand out exercise books.</b></li> <li>5 Tell learners to make their plans in their exercise books.</li> <li>6 As learners work, walk around the room and help and guide learners where needed.</li> </ol> <p><b>Fable</b></p> <ol style="list-style-type: none"> <li>1 Tell learners that they are also going to do a Creative Response. They are going to write their own fable.</li> <li>2 Show learners the planning frame on the chalkboard and tell them to use this frame to plan their fable.</li> <li>3 Tell learners to make their plans in their exercise books.</li> </ol>	

WEEK 6: WEDNESDAY / DAY 3: WRITING - DRAFTING (60 minutes)	
TOPIC	Write a report on the literary genre of folktales Write a fable
Before class begins, rewrite the questions and responses on the board.	
Planning Part 1: Report	Planning Part 1: Report
<ol style="list-style-type: none"> <li>1 What is the purpose of this report?</li> <li>2 How will you research the topic?</li> <li>3 Why are these stories called folktales?</li> <li>4 How were these originally passed on?</li> <li>5 What are some reasons why folktales were created and told to younger generations?</li> <li>6 List 4 characteristics of folktales.</li> <li>7 Choose one type of folktale and explain more about it, its characteristics, purpose and features.</li> <li>8 Make an evaluation about this type of folktale. Do you like it or not? Why? Do you think it is important for us to read this kind of genre in 2021? Why or why not?</li> </ol>	<ol style="list-style-type: none"> <li>1 The purpose of this report is to find out more about folktales.</li> <li>2 I will research the topic by reading information texts about folktales and reading examples of folktales.</li> <li>3 They are called folktales because, ...</li> <li>4 They were originally passed on...</li> <li>5 Some reasons why they were created and passed on are:...</li> <li>6 Folktales have certain characteristics that make them different to other literary genres. Some of these are: ..., ..., ... and ...</li> <li>7 Fairytales <b>or</b> fables <b>or</b> legends...</li> <li>8 My evaluation of this type of folktale is.... I like/do not like it because... I think it is/is not important for us to read....because...</li> </ol>
Planning Part 2: Fable	Planning Part 2: Fable
<ol style="list-style-type: none"> <li>1 What is the moral or lesson of your fable?</li> <li>2 Who are your characters?</li> <li>3 What is the conflict?</li> <li>4 How does your character learn the lesson at the end?</li> </ol>	<ol style="list-style-type: none"> <li>1 The moral of my fable: what you put in is what you get out.</li> <li>2 2 warthog friends</li> <li>3 Different ideas about how to win the race and get the prize.</li> <li>4 She doesn't win the race because she didn't train or work hard at all!</li> </ol>
EXPLAIN THE DRAFTING FRAME	
<ol style="list-style-type: none"> <li>1 Explain that learners that for their <b>report</b>, they must turn each point in their plan into a sentence and that they need to structure their information correctly.</li> <li>2 For their report, learners must remember to write in the simple present tense as the information they are presenting is always true.</li> <li>3 Remind learners that in a paragraph, we do not start every sentence on a new line – the sentences continue one after the other.</li> <li>4 Write the following frame on the chalkboard, and explain it to learners: <p><b><u>Title: A report on the literary genre of folktales</u></b></p> <p><b><u>Introduction</u></b> Points 1 and 2 The purpose of this report is to ... The research was done by ...</p> <p><b><u>Findings</u></b> Points 3, 4, 5 and 6</p> <ol style="list-style-type: none"> <li>1 <u>General information</u> <ul style="list-style-type: none"> <li>• These stories are called folktales because...</li> <li>• They were originally told by...</li> <li>• The purpose of folktales was to ....</li> </ul> </li> </ol> </li> </ol>	

**EXPLAIN THE DRAFTING FRAME**

- 2 Characteristics of folktale  
Folktales have the following characteristics that make them different from other literary genres:  
*Point 7*
- 3 [Your choice]
  - The main features of \_\_\_ are.....
  - The purpose of \_\_\_ is...
  - Another interesting fact about \_\_\_ is...

**Conclusion**

- Point 8*
- My evaluation on this type of folktale, \_\_\_\_\_ is that...
- I like / do not like it because...
- I think we should/should not read \_\_\_\_\_ in school because ...

**Creative Response:** Here is an example of a fable:

*(Write your own fable and insert it here)*

**DRAFTING**

- 1 Hand out learners' exercise books.
- Report**
- 1 Remind learners that they will write a report using the frame.
  - 2 Remind learners to write in the simple present tense.
  - 3 Instruct learners to write the date and heading: **Report: Draft**
  - 4 Instruct learners to find their plan from Tuesday and think about their ideas.
  - 5 Instruct learners to complete the writing frame using their plans.
  - 6 Remind learners of the strategies they can use to help them.
  - 7 Remind learners that they can use the information text, *Focus on folktales* and examples of folktales to help them.

**Fable**

- 1 Remind learners that they will also write a fable.
- 2 Instruct learners to write the date and heading: **Fable: Draft**
- 3 Instruct learners to find their plan from Tuesday and think about their ideas.
- 4 Instruct learners to complete the draft using their plans.
- 5 As learners write, walk around the classroom and give help where needed.

**HOMEWORK**

If learners have not fully completed their draft, they must do so for homework.

**WEEK 6: THURSDAY / DAY 4: WRITING - EDITING (30 minutes)**

**EDITING CHECKLIST**

<i>(Write this on the board before class begins)</i>	<b>Report</b>
	1 Did I use the proper format for my report? Have I structured the information under the correct headings?
	2 Did I spell all words correctly?
	3 Have I used the correct tense?
	4 Does every sentence start with a capital letter?
	5 Does every sentence end with a full stop?
	6 Did I use some technical terms?
	7 Did I make an evaluation at the end?
8 Does my report make sense?	

## EDITING CHECKLIST

### Fable

- 1 Does my fable have animal/nature characters that act like humans?
- 2 Do my characters face a conflict/problem?
- 3 Is the conflict resolved?
- 4 Is there a moral/lesson at the end?
- 5 Are the spelling and punctuation correct?

### Examples of the report and the fable:

#### A report on the literary genre of folktales

##### Introduction

- 1 The purpose of this report is to...
- 2 The research was done by...

##### Findings

- 1 General information
  - These stories are called folktales because....
  - They were originally told by...
  - The purpose of folktales was to ....
- 2 Characteristics of folktale

Folktales have the following characteristics that make them different from other literary genres:

  - 
  - 
  - 
  -
- 3 [Your choice]
  - The main features of \_\_\_ are...
  - The purpose of \_\_\_ is...
  - Another interesting fact about \_\_\_ is...

##### Conclusion

- My evaluation on this type of folktale, \_\_\_\_\_ is that...
- I like / do not like it because...
- I think we should/should not read \_\_\_\_\_ in school because ...

#### **Fable: What you put in is what you get out!**

One day, two little warthog friends were playing in the dry grass. They were talking about the local athletics competition. The prize was a voucher to spend on anything they liked! Both really wanted some winter clothes and new books. Liseho, was determined to train hard and practice every day. Naleli, was a very talented runner and she thought she didn't need to practice. She knew she could run fast, and she was sure she would win and get the prize.

Every morning Liseho would do her exercises and her training. She worked hard and got faster and fitter as the weeks went on. Naleli spent her days hanging out with her other warthog friends. On the day of the big race, everyone lined up at the starting point.

'On your marks...go!' shouted Coach.

The warthogs ran. Liseho was far in the front. All her training was paying off. She won the race easily! But Naleli only came fifth. She realised, that you have to work hard if you want good results!

WEEK 6: THURSDAY / DAY 4: WRITING - PUBLISHING AND PRESENTING (30 minutes)	
<b>PUBLISHING</b>	
Learners must remember to:	
<ol style="list-style-type: none"> <li>1 Give their report and their fable their own title.</li> <li>2 Rewrite a neat copy of their report and fable, correcting any mistakes. If they have time - illustrate their fable by drawing a picture.</li> </ol>	
<b>PRESENTING</b>	
<ol style="list-style-type: none"> <li>1 The learners will share their report findings and their fables in their Oral Presentations (Task 7) over terms 3 and 4.</li> <li>2 Collect learners' exercise books to mark the writing tasks (Task 6). See the guidelines and rubrics for the Report and the Creative Response in the Management Document.</li> <li>3 When you are giving feedback on a learner's piece of writing: <ul style="list-style-type: none"> <li>• Try do it in good time so the feedback is relevant to the learner.</li> <li>• Always link your feedback to the writing requirements and the editing checklist.</li> <li>• Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.</li> </ul> </li> </ol>	

WEEK 6: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)	
<b>EXPLAIN THE ORAL PRESENTATION (Task 7 – 20 marks)</b>	
15 minutes	<ol style="list-style-type: none"> <li>1 For Formal Assessment Task 7, the learners have to do an Oral Presentation (Stage 3 of the Creative Writing Project).</li> <li>2 The learners need to use the reports they wrote and present their findings to the class.</li> <li>3 They will also read their fables to the class.</li> <li>4 For their orals, learners must <b>structure their presentations</b> as follows: (Write the following structure on the board.) <ol style="list-style-type: none"> <li>a <b>Introduction:</b> Introduce the genre that you researched, and share your first response to the genre, i.e.: When you first heard that you were going to do a project on folktales, what did you think / feel about this?</li> <li>b <b>Body</b> – part one: Share the main findings of your research and any things you found interesting.</li> <li>c <b>Body</b> – part two: Read your own fable (with expression!)</li> <li>d <b>Conclusion:</b> Share the evaluation you made about folktales, as well as your evaluation of this experience.</li> </ol> </li> <li>5 Learners also need to be aware of their <b>non-verbal presentation skills:</b> <ol style="list-style-type: none"> <li>a Your <b>voice projection</b> should allow everyone in the class to hear what you are saying.</li> <li>b Your <b>pace</b> should be even and allow the audience to take in what you're saying, while still keeping your speech flowing.</li> <li>c You should maintain <b>eye contact</b> with your audience.</li> <li>d Your <b>posture</b> should be formal and upright.</li> <li>e You can use <b>gestures</b> if they add to the content of your speech. These might be especially effective when reading your Creative Response Introduction.</li> </ol> </li> <li>6 As part of the oral part of the project, learners should also be aware of the following, especially in the feedback section: <ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Give constructive feedback</li> <li>• Maintain a discussion</li> <li>• Show sensitivity to the rights and feelings of others</li> </ul> </li> </ol>

<b>PREPARE YOUR ORAL</b>	
15 minutes	<ol style="list-style-type: none"> <li><b>1</b> Explain that today, we will start doing our Oral Presentations. (This will continue over terms 3 and 4.)</li> <li><b>2</b> Ensure learners know that this is an Assessment Task for 20 marks.</li> <li><b>3</b> Ensure that learners know the structure of their presentations.</li> <li><b>4</b> Here are some sentence starters they can use: (Write these on the board.) <ul style="list-style-type: none"> <li><b>Introduction:</b></li> <li>Today I will talk about...</li> <li>The research I did was on...</li> <li>My speech today concerns...</li> <li><b>Body:</b></li> <li>When I first heard about this project I felt / thought...</li> <li>I chose to focus on the ... because...</li> <li>Something interesting I learnt doing this research is...</li> <li>I will now read my fable, entitled...</li> <li>I hope you will enjoy my fable. It's called...</li> <li><b>Conclusion:</b></li> <li>In conclusion...</li> <li>To sum up...</li> <li>Now that I've done this project, I can say that...</li> <li>After doing this project, I feel...</li> </ul> </li> <li><b>5</b> Give learners time to plan their presentations and think about how they will read their fable in an effective way.</li> </ol>
<b>ORAL PRESENTATIONS:</b>	
25 minutes	<ol style="list-style-type: none"> <li><b>1</b> Remind the class that while learners are delivering their speeches: <ul style="list-style-type: none"> <li>• Listen respectfully when someone is presenting.</li> <li>• Do not interrupt when someone is presenting.</li> <li>• Applaud when the speaker is finished.</li> <li>• Be open-minded and tolerant of ideas that are different to your own.</li> <li>• Give feedback that is thoughtful and positive.</li> </ul> </li> <li><b>2</b> Write on the board: <ul style="list-style-type: none"> <li>• What did you like about the fable?</li> <li>• Why?</li> </ul> </li> <li><b>3</b> While the learners are speaking, the rest of class should be listening and making one or two comments for each speaker.</li> <li><b>4</b> Call on individuals to present their speeches. Each oral presentation should be between 1.5 and 2 minutes.</li> <li><b>5</b> You will continue doing these presentations in the upcoming Speaking and Listening lessons (in the Friday lesson, in the second week of each cycle) until all learners have presented.</li> </ol>
<b>FEEDBACK</b>	
5 minutes	<ol style="list-style-type: none"> <li><b>1</b> After the oral presentations for the lesson have been presented, call on several learners to give feedback on the fables they enjoyed, and why they liked them.</li> </ol>



These classic stories play an important role in passing along core values or character traits of communities. Folktales were often employed to share a common history, to reinforce cultural values or highlight important traditions. Leaders would create stories to explain a conflict in the community with the hope that people would learn from these stories. As folktales were passed down over generations, they helped reinforce expectations about how to live a meaningful life. Over time, folktales incorporated character traits like caring, resourcefulness, trust, or courage into the fabric of the stories.

### **THE CHARACTERISTICS OF FOLKTALES INCLUDE:**

- Characters that have human qualities, even if they are animals or other creatures, for example, good, evil, wise, selfish, and so on.
- In some folktales, repetitions or rhyme make it easier to remember key information.
- A problem or conflict that is resolved at the end, when good is rewarded and evil is punished.
- In many folktales, there is magic or supernatural powers.
- There are some common phrases to start or end the folktale, for example, *Once upon a time, A long, long time ago, In a far-away land, Happily ever after, And so the story goes...*

### **FAIRY TALES, FABLES AND LEGENDS ARE ALL FOLKTALES.**

**Fairy tales** have magical characters, like fairies, witches and wizards. There is also sometimes royalty, like queens and kings and princesses. The magical characters use spells and there are often magical objects that affect the story and the characters.

A **fable** is a literary genre that can be defined as a short and brief story intended to provide a moral lesson at the end. In literature, a fable is described as an educational lesson given through some sort of animal story.

A fable and its moral message are communicated through plants, animals, forces, of nature, and objects by giving these things human attributes (personification) where they demonstrate a moral lesson at the end. The most common type of fable is the ‘beast’ fable, in which animals talk and act like the human stereotypes (a fixed idea about people or a thing that is often not true in reality) they represent.

A famous example of a fable is: ‘Animal Farm’ (by George Orwell). This is a line from Animal Farm (spoken by a pig) which helps us understand the message: “Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies ... No animal in England knows the meaning of happiness or leisure after he is a year old. No animal in England is free. The life of an animal is misery and slavery ...”.

This fable has to do with the development and rise of communism. The animals are advised to struggle against the humans, and the message is that rebellion is the only possible way out of their miserable situation. We cannot just read a fable and think about the plot (what happens in the story). We must look beyond the basic storyline to the deeper meaning of the text. The whole purpose of a fable is to understand and analyse the deeper meaning, in order to learn something relevant for our own lives.

**Legends** can be about historical figures who act with extraordinary strength or intelligence. A legend can also explain how something came to be, usually in nature, for example, *How the zebra got its stripes*.

### **THE ANT AND THE GRASSHOPPER – A FABLE**

In a field one summer's day Grasshopper was hopping about, chirping and singing to his heart's content. Ant passed by, carrying with great difficulty pieces of corn he was taking to his nest.

'Why not come and chat with me,' said Grasshopper, 'instead of labouring and suffering like that? The sun is shining. It's a beautiful day!'

'I am helping to store up food for the winter,' said Ant, 'and I recommend you do the same.'

'Why bother about winter?' scoffed Grasshopper lazing back with a laugh. 'We have got plenty of food for today.' But Ant shook his head and continued with his work.

When the winter came and the land froze over, Grasshopper had no food and felt himself dying of hunger. While in the distance he saw the ants distributing corn and grain from the stores they had collected in the summer.

Then the Grasshopper knew: It is best to prepare for days of need.

### **THE STORY OF THE LIGHTNING AND THE THUNDER – A NIGERIAN LEGEND**

In the olden days, the thunder and lightning lived on the earth with all the people. The thunder was an old mother sheep, and the lightning was her son, a ram. Whenever the ram got angry, he used to go about and burn houses and knock down trees; he would damage the farms, and sometimes even killed people. Whenever the lightning did these things, his mother used to call out to him in a very loud voice to stop. But the lightning did not care in what his mother said, and when he was in a bad temper, he continued to do a very large amount of damage. At last, the people could not stand it any longer, and complained to the king.

So, the king made a special order that the sheep (Thunder) and her son, the ram (Lightning), should leave the town and live in the far bush. This did not do much good, as when the ram got angry, he still burnt the forest, and the flames sometimes spread to the farms and destroyed them.

So, the people complained again, and the king banished both the lightning and the thunder from the earth and made them live in the sky, where they could not cause so much destruction.

Ever since, when the lightning is angry, he commits damage as before, and you can still hear his mother, the thunder, rebuking him and telling him to stop. Sometimes, however, when the mother has gone away some distance from her naughty son, you can still see that he is angry and is doing damage, but his mother's voice cannot be heard.

