

CYCLE 2

Week 3 & 4

“ THESE SO-CALLED BLEAK TIMES ARE NECESSARY TO GO THROUGH IN ORDER TO GET TO A MUCH, MUCH, BETTER PLACE.

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PLANNER AND TRACKER TABLE

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GRADE 7 READING AND VIEWING SHORT STORIES EFAL LESSON PLAN EXEMPLAR

1. Unit	Unit 2
2. Lesson Number	Writing-Genre Poetry
3. Lesson Title	Reading and Viewing poem
4. Lesson Time	60minutes
5. Policy & Outcomes	Learners will be able to know how to write acrostic poem
6. COVID-19 Information	POEM ON COVID-19 Wash your hands! Don't go out! If you must, then mask it! Lest you end up in an unwanted casket. Self-isolating and avoiding the street , trying to not lose your job while making ends meet. No social contact, no hugs, or kisses. Even if sport comes back

	there will be no one in the stands. I have had it with COVID-19, I'm gonna go wash my hands.
7. Psychosocial Support	Learners put emotions on display and may appear isolated from peers, exhibit feelings of helplessness , anxiety , insecurity , fear and frequently absent from school. It is important that teachers know the early signs, this recognition helps teachers to avoid impulsive reactions to learners.
8. Language Component	<p>Alliteration and Assonance- The words we have just found are examples of alliteration and assonance. Alliteration is when we repeat the <u>First</u> consonant sound of the word to create sound patterns. Consonants are the letters of the alphabet that are not vowels e.g. b, c, d, f, g, h, j, k, l...</p> <p>Assonance is where we repeat the vowel sound of the word to create sound patterns. The vowels are: a, e, i, o, u.</p> <p style="text-align: center;">I</p>
9. Content (Concept Development)	<p>TEACHER INPUT Say:</p> <ul style="list-style-type: none"> a)We are now going to write an acrostic poem together. b)We are going to use our ideas about SCHOOL to write the poem. c)Some of the lines of the poem can be sentences or phrases. d)At least one line of the poem must use alliteration or assonance. <p>Remind learners that they are looking for ideas that start with each letter of the word SCHOOL</p> <p>1 Using the learners' ideas, write an acrostic poem. Your example might look something likethis:</p> <p style="text-align: center;"> School is super cool Computer classes can make me clever Homework is fun, every day On time I must be, never late Oh! How I enjoy coming to school Lots to learn and do! </p> <p>2. Have the learners read the poem aloud to the class.</p> <p>3. Ask the learners to find an example of alliteration or assonance in the poem they have just written.</p> <p>PLANNING Remind learners that WRITERS PLAN BEFORE THEY WRITE.</p> <ul style="list-style-type: none"> -You will use a planning frame to start your planning - These are stories you can use to write a poem : <p style="text-align: center;"> COVID-19 SUMMER RAINS </p>

	<p>RAINDROPS LOVEMOTHER'S LOVE</p> <p>DRAFTING</p> <ol style="list-style-type: none"> 1. Tell learners to start working on the first draft of their acrostic poems. 2. They must use their key words and put them into phrases or sentences. 3. Remind learners that WRITERS USE RESOURCES TO WRITE WORDS. 4. Write the following on the chalkboard: <ol style="list-style-type: none"> 1. Is the poem set out correctly? 2. Does each line start with a word using the correct letter of the topic word? 3. Is alliteration or assonance used at least once in the poem? 4. Is the poem about the topic? 5. Does the poem have a title? 6. Are there any spelling mistakes? <p>EDITING & REVISING</p> <p>Tell learners that they will peer-edit their poems because WRITERS PEER-EDIT.</p> <ul style="list-style-type: none"> - Remind learners that to 'edit' mean to check and correct any mistakes in the writing. <ol style="list-style-type: none"> 7. Write this checklist onto the chalkboard. Is the poem set out correctly? Y/N 8. Does each line start with a word using the correct letter of the topic word? Y/N 9. Is alliteration or assonance used at least once in the poem? Y/N 10. Is the poem about the topic? Y/N 11. Does the poem have a title? Y/N 12. Are there any spelling mistakes? Y/N <p>REWRITING & PRESENTING :The learners will write neat and final draft of their acrostic poems. The learners will read their poems to the group.</p>
<p>10. Classwork Activity</p>	<p>The learners will illustrate their poems and display them on the classroom wall.</p>
<p>11. Homework Activity</p>	<p>Look at the acrostic poem "HOMEWORK". Give me some examples of alliteration in the poem.</p>