

Grade 4

ENGLISH

First Additional Language



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Department:
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Term 3

Lesson Plan

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GRADE 4-6 EFAL ROUTINE

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

Monday Week 1 Day 1	Tuesday Week 1 Day 2	Wednesday Week 1 Day 3	Thursday Week 1 Day 4	Friday Week 1 Day 5
L&S / LSC Theme Introduction Oral Activities	L&S Speaking Activity	L&S / LSC Oral Activities	R&V Shared Reading: Second Read	R&V Shared Reading: Post-Read
L&S Listening Activity	R&V Phonics Review Shared Reading: Pre-Read	R&V / LSC Shared Reading: First-Read LSC in Context	R&V Teach Comprehension Strategy	W&P Teach the Genre
Monday Week 2 Day 1	Tuesday Week 2 Day 2	Wednesday Week 2 Day 3	Thursday Week 2 Day 4	Friday Week 2 Day 5
W&P Planning	L&S / LSC Oral Activities	W&P Teach LSC Drafting	L&S / LSC Oral Activities	W&P Edit, Publish & Present
R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension
				Theme conclusion: • Build and monitor knowledge • Summarise theme learning (no formal time allocation)

GRADE 6 EFAL ALTERNATE ROUTINE

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

Monday Week 1 Day 1	Tuesday Week 1 Day 2	Wednesday Week 1 Day 3	Thursday Week 1 Day 4	Friday Week 1 Day 5
L&S / LSC Theme Introduction Oral Activities	L&S Speaking Activity	L&S / LSC Oral Activities	R&V Shared Reading: Second Read	R&V Shared Reading: Post-Read
L&S Listening Activity	R&V Phonics Review Shared Reading: Pre-Read	R&V / LSC Shared Reading: First-Read LSC in Context	R&V Teach Comprehension Strategy	W&P Teach the Genre
Monday Week 2 Day 1	Tuesday Week 2 Day 2	Wednesday Week 2 Day 3	Thursday Week 2 Day 4	Friday Week 2 Day 5
W&P Planning	L&S / LSC Oral Activities	W&P Drafting continued	L&S / LSC Oral Activities	W&P Publish & Present
R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 1: 15 mins Group 2: 15 mins	W&P Teach LSC Drafting	R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 3: 15 mins Group 4: 15 mins	W&P Editing	R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 5: 15 mins Group 6: 15 mins Theme conclusion: • <i>Build and monitor knowledge</i> • <i>Summarise theme learning (no formal time allocation)</i>

GRADE 4-6 EFAL CLASSROOM CULTURE

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

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

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

Purpose:

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

Using a Name Jar

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

Seating Arrangements and Group Management

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

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

Attention Getters

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

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

Transition Activities

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

1. Teacher Says

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

2. My chair and me

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

3. One minute dance party

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

GRADE 4-6 EFAL CORE METHODOLOGIES

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

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

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

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

ORAL ACTIVITIES: LSC / L&S

Introduce the theme

Instructions

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

Purpose

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

Activate background knowledge

Instructions

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

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

6. The K-W-L chart has three columns, titled:

K - What I *know*

W - What I *want* to know

L - What I have *learnt*

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

Build and monitor learners' knowledge

Instructions

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

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

Purpose

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

Build vocabulary

Instructions

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

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

Purpose

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

Document vocabulary in personal dictionaries

Instructions

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

Purpose

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

Question of the day

Instructions

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

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

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

ask.

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

Nomsa: I think most accidents happen in the morning.

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

Buhle: I think most accidents happen on Saturdays.

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

6. Discuss the follow up questions as follows:

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

Purpose

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

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

Rhyme / Song

Instructions:

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

Purpose:

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

LANGUAGE STRUCTURE & CONVENTIONS

Introduce the LSC in context

Instructions:

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

Purpose:

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

Teach and practise using the LSC

Instructions:

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

Purpose

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

LISTENING & SPEAKING

Listening Lesson

Instructions:

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

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

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

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

Purpose:

The listening lesson is very important for the following reasons:

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

Speaking Lesson

Instructions:

1. Divide the class into 'small discussion' groups.
 - These groups should be mixed ability groups.
 - Groups should have between 3-5 members, but ideally 4 members.
 - These groups should be set up based on proximity – arrange groups so that learners can easily and quickly get into these groups. For example, the teacher could form groups of four by asking learners at every second desk to turn around and face their partners.
 - Train learners to know which group they belong to for this activity.

2. Prepare groups for their discussions by training them to a simple procedure and rules, as follows:
 - Explain that every learner in the group will take a turn to answer each discussion question.
 - Talking and listening may be controlled by a 'talking stick' or some other strategy.
 - Explain that the person who is holding the 'talking stick' gets to talk. Once he or she is finished, the stick is passed to the next person.
 - At first, groups should move the 'talking stick' in a routine manner: each group member should answer question 1, then each group member should answer question 2, and so on.
 - Once learners have mastered this, you should train them to start doing this in a more 'conversational' manner, with learners responding to, building on or asking questions about each other's points. When doing this, it is important to ensure that each group member still gets a chance to share their points.
 - Make it clear to learners that there should be no judgement of answers to open-ended questions – differing answers and opinions should be welcomed and respected.
 - Finally, encourage learners to use as much English as possible for their discussions, but for the more challenging and complex questions, allow them to hold some multilingual discussion first, in order to develop their critical thinking skills, and to build new knowledge. At the same time, encourage learners to learn and use some of the new English vocabulary required.

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

Purpose:

The listening lesson is very important for the following reasons:

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

Phonics Review

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

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

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

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

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

Paired and Independent Reading

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

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

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

Shared Reading: Pre-Read

Instructions:

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

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

6. Call learners to attention and discuss the lists of words they do not understand as follows:
 - Ask learners to tell you which words they do not understand.
 - As learners list the words, make a class list on the board.
 - Identify the words that are important for learners to understand.
 - Find the word in the text, and read the sentence aloud.
 - Then, explain the meaning of the word in context.
 - Remind learners to include these words in their personal dictionaries.
7. Call learners to attention and discuss the lists of words they think are important as follows:
 - Ask learners to tell you which words they think are important.
 - As learners list the words, make a class list on the board.
 - a. Help learners to make connections between these words. If they are struggling, model this for them by 'thinking aloud' to show your thought process.
 - b. In the lesson plan, a suggested list of important words is provided, together with ideas of how they are linked. This helps to make meaning of the text.
8. Finally, ask learners predictive questions, like:
 - a. What do you think this text is about?
 - b. What do you think we will learn from this text?
 - c. Why? (What evidence do you have?)
 - d. Do you think you will enjoy this text? Why?

Purpose:

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

Shared Reading: First Read

Instructions:

1. Tell learners to turn to the correct text in the DBE Workbook.
2. Learners will also need their personal dictionaries for this lesson.
3. Tell learners to follow in their DBE Workbook, listen carefully and think as you read the text.
 - Read each paragraph or section fluently and clearly.
 - As you read, use gestures, actions and facial expressions. Change tone of voice (expression) to enhance meaning.
 - Where necessary, stop and explain a word or phrase to learners.
 - If you need to code switch, you may do so. This helps to give learners a basic understanding of the text.
4. At the same time, during the First Read, model 'thinking about the text' for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see 'thinking aloud' prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading, and when you are 'thinking aloud'.
 - You will notice that the 'thinking aloud' focusses on one or two main comprehension strategies. This is to lead learners to a deeper understanding of the text by showing them how to use these comprehension strategies.
5. Finally, give learners the opportunity to answer questions.
 - The first two questions are recall questions to gauge a straightforward understanding of the text.
 - Ask different learners to answer these questions.
 - Thereafter, there are 1-2 questions that demand more critical thinking.
 - Allow learners the chance to turn and talk and discuss their answers with a partner.
 - Then call on a few learners to share their answers.
 - Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.

Purpose:

The first read is important for many reasons, including:

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

Shared Reading: Second Read**Instructions:**

1. Tell learners to turn to the correct text in the DBE Workbook.
2. Learners will also need their personal dictionaries for this lesson.
3. Write the follow up questions on the board before the lesson.
4. Read through and explain these questions to learners.
5. Explain to learners that you are going read the text once again.
6. Tell learners to follow in their DBE Workbooks, listen carefully and think as you read the text once again.
7. If the text includes dialogue, you may want to include some learners in this second 'read aloud', by allocating different characters to different learners.
8. Read each paragraph or section fluently and clearly.
 - As you read, embed meaning by using gestures, actions, facial expressions and vocal expression.
 - Where necessary, stop and explain a word or phrase to learners. For the Second Read, you should no longer code-switch.
9. This repeated reading helps learners to move from a basic understanding of the text, to a deeper level of understanding and meaning making.

1. Once again, model 'thinking about the text' for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see 'thinking aloud' prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading and when you are 'thinking aloud'.
 - You will notice that the 'thinking aloud' shows learners how to think about the text in a deeper manner, to ensure that learners really start to think more critically about the text.

2. Next, give learners the opportunity to answer questions written on the chalkboard.
 - Allow learners the chance to turn and talk and discuss their answers with a partner.
 - Then call on a few learners to share their answers.
 - Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.

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

Purpose:

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

Teach the Comprehension Strategy

Instructions:

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

Purpose:

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

Strategy 1: Predict	
Explanation	When learners predict, they say what they <u>think</u> a text is about. Learners can predict what the text will be about by looking at the text features. They can also make predictions by scanning the text, and identifying important words. They must then try to connect these words to form a basic understanding of what the text will be about.
Purpose	Prediction prompts learners to try and get a sense of what a text is about, and to think about the text, even before read it. Teaching learners a 'routine approach' to prediction is a valuable skill that learners can use to try and understand all new texts.
Steps (For predicting with text structures)	1. Ask learners to look over the whole text. 2. Ask learners: <i>What kind of text do you think this is? How is it laid out?</i> (Are there paragraphs, stanzas, sections, a greeting, headings, columns, etc?) 3. Ask learners: <i>What do you think we might read about?</i> 4. If learners cannot answer, ask further prompting questions, or provide the answers.
Steps (For predicting by scanning the text)	1. Ask learners to scan the text and identify two lists of words: a. words they do not understand b. words that they think are important 2. Go through the list of words that learners do not understand, and explain them in context. 3. Then, go through the list of important words, and show learners how to connect these words to make meaning and predictions about the text.
Strategy 2: Visualise	
Explanation	When learners visualise, they must think about what is happening in the text like a scene from a movie. They must try to <u>see</u> the text as it happens.
Purpose	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the text as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a movie in our minds. Visualisation can also help learners to remember the details in a text.

Steps	1. Read the text on the page. 2. Tell learners what you visualised. (Model the skill.) 3. Instruct learners to close their eyes. Explain that learners must listen to the text and try to picture it, or make a movie in their minds. 4. Read the text again. 5. Ask learners: What did you visualise? (What happened in your movie?) 6. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the text.
Strategy 3: Search the text	
Explanation	Search the text questions ask learners to recall information or events from the text. Learners need to understand what kind of information they are being asked to recall. They must then think about where in the text they would find that information.
Purpose	These questions help learners to check that they have a basic understanding of the text. Teaching learners how to answer these questions shows them: • How to identify the kind of information the question is asking for • How to locate the information in the text
Steps	1. Read the text. 2. Ask learners a question about the text, like: <i>What did person x do?</i> 3. Ask learners: What kind of information is this question asking for? (<i>an action – we need to identify what person x did</i>) 4. Ask learners: <i>When did we read about person x's actions? Was it at the beginning, the middle or the end of the text?</i> 5. Ask learners to locate the part of the text where the action took place. 6. Ask learners to read that part of the text, and to try and identify what person x did.
Strategy 4: Summarise	
Explanation	When learners summarise, they think about the most important points of a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.
Purpose	Summarising shows that the learner has understood the main points of the text. Asking learners to summarise the main points of a text is the best way to check their understanding.

Steps	1. Read the text. 2. Remind learners: When we summarise, we identify the most important parts of a text. 3. Explain: Today we will summarise the text we just read. That means we will identify only the main points of the text. 4. Tell learners to use the following questions as a guide: a. What is this text about? b. What is the main purpose of the text? Why was it written? c. What did you learn from this text? d. What did you like about this text and why? 5. Always give learners time to think about the text. 6. Always instruct learners to turn and talk and discuss their summary with a partner. 7. Next, instruct learners to write their summary down. 8. Give learners a frame to help them to structure summaries.
Strategy 5: Think about the text (I wonder?)	
Explanation	When learners wonder about the text, they are thinking about an aspect of the text.
Purpose	By modelling how to think/wonder about a text, we teach learners two things: 1. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. 2. Secondly, we show learners the kinds of thoughts that good readers have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.
Steps	1. Read the text on the page. 2. Think of a question or idea that a good reader might have about the text. (Ideas are provided in the First Read and Second Read columns in the lesson plans.) 3. Say: I wonder ... 4. Let learners think about this. 5. Learners do not need to answer – the point is to encourage them to think more deeply about the text.

Strategy 6: Make connections

Explanation	When learners make connections, they compare the text to one of three things: 1. To their own lives or experiences - sometimes, learners gain a deeper understanding by thinking about how something from the text is like something in their own lives. <u>This is called a text-to-self connection.</u> 2. To another text - sometimes, learners gain a deeper understanding of a text by connecting it to a related text. These texts may deal with similar issues, or have characters who face the same challenges, or they may be about the same topic. <u>This is called a text-to-text connection.</u> 3. To the world - sometimes, learners must connect the situations or challenges in a text to a more global context. They must relate the text to what has happened or is happening in the world. <u>This is called a text-to-world connection.</u>
Purpose	Making connections helps learners go beyond the text itself and relate the issues in the text to a deeper understanding of their own lives and the broader world.
Steps	1. Read the text on the page. 2. Ask learners relevant connection questions, like: a. When was a time that you felt x? b. Do you remember when we read about x? Can you make a connection between these two texts? c. This text makes me think about something that is taking place in the world / South Africa / our town right now. Can anyone think of what that is?

Strategy 7: Make inferences

Explanation	Making an inference involves using what you know together with what is written in the text, to make a good guess about what isn't explicitly written in the text. This is what is meant by 'reading between the lines'. Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, for readers to work out for themselves. If something is not explicitly stated or described in a text, learners need to make an inference or a good guess about this. They do this by putting what they <i>have read</i> together with <i>their own experiences and prior knowledge</i>.
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Purpose	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
Steps	1. Read the text on the page. 2. Ask learners: What do you know about this? What does the text say? 3. Ask learners: What else can we work out about this? Is there something that the text does not say? 4. Listen to and discuss learners' answers. Make sure learners' answers are logical. 5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I can infer that ...
Example	Text: We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes. Inference: Based on the fact that Thuli got married recently, and that she is buying nappies and baby clothes, we infer that she might be pregnant.
Strategy 8: Evaluate	
Explanation	When learners evaluate a text, they make a judgement about an aspect of the text, based on the evidence in the text. Learners can make evaluations about: • Characters, people or events • Facts versus opinions • The author's perspective, opinions and motivations • What they like or find interesting • What they dislike or find boring
Purpose	Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read. They must then be able to support or justify their evaluations.
Steps	1. Read the text on the page. 2. Ask learners an evaluation question and ask them to support their answer. For example: Do you think x did the right thing? Why or why not? 3. Listen to and discuss learners' answers. Make sure that learners' answers are logical. 4. If learners struggle, share your own evaluation as an example: I think x did the right thing because x 5. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.

Shared Reading: Post-Read

Instructions:

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

Instructions for a written comprehension:

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

Instructions for the oral recount or written summary:

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

1. Write down the class summary.
2. Ask learners to go back to their own summaries, to see if they missed any important details. Give learners time to correct their summaries.

Instructions for a visualisation activity:

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

Purpose:

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

GROUP GUIDED READING

Assigning Group Guided Reading groups and text selection:

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

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
• This learner knows no or very few sight words. • This learner does not seem to recognise many letter-sound relationships, and struggles to decode most phonetically regular words, even common words.	• This learner knows just a few common sight words. • This learner does not recognise some letter-sound relationships, and struggles to decode many previously unseen words.	• This learner knows many common sight words. • This learner needs help to decode some previously unseen words.	• This learner knows many common sight words and can decode most previously unseen words. • This learner occasionally needs help to decode more challenging words. • This learner reads with some fluency.	• This learner knows many common words. • This learner can decode previously unseen words. • This learner reads with fluency and expression. • This is one of the best readers in the class.

What to do with each group during Group Guided Reading:

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

What to do with struggling readers during Group Guided Reading:

1. Keep groups of struggling readers as small as possible, preferably 2-4 learners per group.
2. Call the group to come and work with you.
3. Practice sounding out the week's phonic words with learners.

4. Next, practice reading the sight words with learners.
 - Ask learners to take note of the first sound in the word.
 - Then, tell the learners to look at the spelling of the word.
 - Finally, revise the meaning of the word with learners if applicable – this can help them to remember the word.
5. Then, give learners a chance to try and read the decodable texts silently, on their own.
6. Tell them to ask you if they need help.
7. Finally, listen to each learner read a text on his or her own.
8. As each learner reads, do the following:
 - Be kind and patient.
 - Give the learner some time to try and work out the word alone.
 - Then, help the learner to sound out the word.
 - If the word is irregular and cannot be sounded out, then say the word and get the learner to repeat it.
 - Once the learner has managed to read all the words in a sentence, get him or her to reread the sentence.
 - Thank learners for their efforts, and praise learners for any improvements.

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

Purpose:

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

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

INDEPENDENT AND PAIRED READING AND COMPREHENSION

Independent or Paired Reading Activities

Instructions:

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

Purpose:

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

WRITING & PRESENTING

Process writing: Teach the Genre

Instructions:

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

Purpose:

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

Process Writing: Planning

Instructions:

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

Purpose:

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

Process Writing: Drafting

Instructions:

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

Purpose:

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

Process Writing: Editing**Instructions:**

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

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

Purpose:

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

Process Writing: Publishing & Presenting

Instructions:

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

Publishing:

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

Presenting:

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

Purpose:

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

WRITING STRATEGIES

Introduction

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

Strategy: Teacher models writing first

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

Strategy: Writers think before they write

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

Strategy: Writers turn and talk

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

Strategy: Writers may create a framework

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

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

Strategy: Writers use resources to write words

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

Strategy: Writers read what they write

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

Strategy 8: Hold mini-conferences

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

GRADE 4 - TERM 3

WEEK
1

THEME:
BEAUTIFUL BIRDS

'No bird soars too high if he soars with his own wings'
- William Blake

TERM 3: WEEK 1	
OVERVIEW	
THEME	Beautiful birds
THEME VOCABULARY	beak, curved, burglar, break in, flamingo, nest, swoop, hatch, fragile, treehouse
LSC	Descriptive verbs
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Descriptive paragraphs.
WRITING TOPIC	Write two paragraphs describing the most beautiful bird you have ever seen.
CLASSROOM PREPARATION	1. Take down and carefully store the flashcard words and pictures from the previous term. 2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 3. Try to find some reading material for your theme table, for example: a book about birds. 4. Try to find some pictures of different kinds of birds. 5. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.

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

INTRODUCE THE THEME

PICTURE	1. Tell learners to turn to DBE Workbook 2 page 2 2. Instruct learners to look at the title, headings and pictures in the text.	
INTRODUCE THE THEME	1. Tell learners the title of the theme. 2. Activate learners’ background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart.	
SONG / POEM (Can be sung to ‘I’m a little teapot’)	Lyrics	Actions
	I’m a little penguin	Point to yourself
	Black and white	-
	Cute and fluffy	Wiggle your fingers like feathers
	Oh what a sight!	-
	I can’t fly	Shake your head no and pretend to fly
	But I love to swim	Pretend to swim
	So I’ll waddle to the water	Waddle in place
	And dive right in!	Pretend to dive into the water
THEME VOCABULARY	beak, curved, burglar, break in, flamingo	
QUESTION OF THE DAY		
Question	Explain that there is a flamingo in the story learners will listen to next. Ask learners: Which fact do you think is true?	
Graph	3 COLUMN GRAPH	
Options	flamingos are pink / flamingos have curved beaks / flamingos like to stand on one leg	
Follow-up questions		
Question	How many learners think it is true that flamingos are pink?	
Answer	__ learners think it is true that flamingos are pink.	
Question	How many learners think it is true that flamingos have curved beaks?	
Answer	__ learners think it is true that flamingos have curved beaks.	

Question	How many learners think it is true that flamingos like to stand on one leg?
Answer	___ learners think it is true that flamingos like to stand on one leg.
Question	Which fact do most learners think is true?
Answer	Most learners think it is true that ___.
Question	Which fact do fewest learners think is true?
Answer	Fewest learners think it is true that ___.
Question	Which fact do you think is true?
Answer	I think it is true that flamingos are pink.
Answer	I think it is true that flamingos have curved beaks.
Answer	I think it is true that flamingos like to stand on one leg.
EXPLAIN	<i>Explain that all of these facts about flamingos are actually true!</i>
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 1: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. Remind learners of the theme for the cycle.
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **Beautiful birds**
4. This week, learners will listen to **a story: A Strange Burglar!**
5. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
6. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
7. **THIRD READ:** Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

TEXT	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
Grandma Mpumi loved her daughter, Ulwazi, and her 6-month old granddaughter. She smiled as she phoned Ulwazi to see how her little granddaughter was doing. 'How is my beautiful baby girl?' asked Grandma Mpumi. 'She is doing so well, Mama. In fact, I am holding her in my arms right now,' answered Ulwazi.	I can infer that Grandma Mpumi doesn't live with her daughter and granddaughter, because she is calling them on the phone to check up on them.	- Who are the characters in this story? (<i>Grandma Mpumi, Ulwazi, and her baby</i>) - How old is Ulwazi's daughter? (<i>She is six months old.</i>)
Suddenly, Ulwazi started screaming! 'Who are you? Get out! Get out! Leave us alone!' Then, the phone went dead. Grandma Mpumi got a huge fright! She imagined that there was a burglar in Ulwazi's house! She rushed to Ulwazi's house to find out what was going on. She was very worried about her family!	I can infer that Grandma Mpumi lives nearby to her daughter and granddaughter, because she can go to their house when she feels worried about them.	- What does Grandma Mpumi infer when she Ulwazi screams on the phone? (<i>She infers that there is a burglar in Ulwazi's house.</i>) - Where did Grandma Mpumi go? (<i>She went to her daughter Ulwazi's house.</i>)
		Why did Grandma Mpumi rush to Ulwazi's house? (<i>Because she was worried that there was a burglar in her daughter's house!</i>)
When Grandma arrived, the house was quiet. There were no burglars to be seen. Instead, there was a tall, pink bird standing in the middle of the kitchen! It had a long, curved beak, and it stood on one leg.	I can infer that there was no burglar – it was just a bird that came into the house and frightened Ulwazi! Now I understand why the title of the story is 'A strange burglar'.	- What did Grandma Mpumi find in Ulwazi's house? (<i>She found a big pink bird – a flamingo.</i>) - Why is this story called 'A strange burglar'? (<i>Because a flamingo broke into Ulwazi's house!</i>)

Grandma started laughing. 'This bird is so beautiful and interesting looking,' said Grandma Mpumi, 'I do not think you should be afraid of it.' 'It is beautiful,' replied Ulwazi, 'but from now on, I think that I will keep my back door closed.'	I can infer that the bird must have come through Ulwazi's back door.	1. Why do you think Grandma Mpumi started laughing? (<i>Because she thought she would find a burglar but instead she found a big bird!</i>) 2. What does Grandma Mpumi think about this bird? (<i>She thinks it is beautiful and interesting looking.</i>)
Later that day, Grandma Mpumi had tea with her best friend, Ma Zwane. Grandma Mpumi told Ma Zwane about the big pink bird that visited Ulwazi's house. Ma Zwane was a bird lover, and she knew all about the big pink bird. 'That big pink bird is called a greater flamingo,' said Ma Zwane. 'The greater flamingo is found in many lakes and wetlands around the Western Cape.'	I can infer that Grandma Mpumi must have never seen a flamingo before, because she doesn't know what it is called.	1. What kind of bird is the big pink bird? (<i>A flamingo.</i>) 2. Where are flamingos normally found? (<i>In the lakes and wetlands around the Western Cape.</i>)
'That's interesting,' replied Grandma Mpumi, 'I wonder why it was in Ulwazi's house?' 'It was probably looking for water,' said Ma Zwane. 'I have heard this story before. Because of the bad drought here in the Cape, flamingos are going into people's yards to look for water.'	I can infer that the flamingo in Ulwazi's house must have been thirsty. It must have been looking for water!	1. Where can we infer that the characters in this story live? (<i>We can infer that they live in the Cape</i>)
Grandma Mpumi thought about how the drought was bad for people and animals. She wished it would rain...	I can infer that flamingos must really need water if they are going into people's houses!	1. What does Grandma Mpumi wish for? (<i>She wishes for rain to come!</i>)

WEEK 1: TUESDAY / DAY 2: SPEAKING

DISCUSS...

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

WEEK 1: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/fl/ /a-e/ /-ing/												
Activity	3. Write the following sounds on the chalkboard: fl, a-e (long A), -ing 4. Say the sounds and instruct learners to repeat the sounds. Do this three times. 5. Explain that with this sound (a-e) the two letters are not written together in the word, but that they make one sound (long A). 6. Explain that when -ing is added to a word that ends in 'e', the 'e' is dropped. For example: flake – flaking poke – poking 7. Write the following words on the chalkboard and sound each word out as follows: a. /fl/ - /i/ - /ck/ = flick b. /b/ - /a-e/ - /k/ = bake c. /m/ - /a-e/ - /k/ - /ing/ = making (drop the e) 6. Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>fl</td><td>a-e</td><td>b</td></tr><tr><td>k</td><td>i</td><td>o</td></tr><tr><td>ng</td><td>m</td><td>p</td></tr><tr><td>ing</td><td></td><td></td></tr></table> MODEL 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: flake or mop 5. Possible words (this is not a complete list): flake, flop, flip, fling, flame, bake, make, ping, mop, king, pong, flaking, baking, making, etc.	fl	a-e	b	k	i	o	ng	m	p	ing		
fl	a-e	b											
k	i	o											
ng	m	p											
ing													

WEEK 1: TUESDAY / DAY 2: PRE-READING	
TITLE	<i>Birds in our Treehouse</i>
DBE WORKBOOK 2, PAGE	2
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
1. Remind learners of the theme for this cycle. 2. Remind them of the text that they listened to and discussed in the previous lessons. 3. Explain that you are now going to move on to another text, but it is still related to the theme. 4. Ask a learner to read the title: <i>Birds in our Treehouse</i> 5. Explain the meaning of the title, e.g. <i>A treehouse is a little play house that is built high up in a tree. It is meant for children to play in.</i> 6. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about. 7. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about. <i>Explain that learners might need to look for words that relate to: birds</i> 8. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time. 9. Ask learners: Which words did you underline? Why? 10. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words. 11. Instruct learners to think about the title, the pictures, and the words they underlined. 12. Ask learners predictive questions: a. What is the setting of this story? b. What do you think will happen in this story? c. What do you think might happen at the end of this story? d. Who are the characters in the story? What do you think you know about them? e. Who talks in this story? How do you know? 13. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.	

WEEK 1: WEDNESDAY / DAY 3: ORAL ACTIVITIES

SONG / RHYME (Can be sung to 'I'm a little teapot')	Lyrics	Actions
	I'm a little penguin	Point to yourself
	Black and white	-
	Cute and fluffy	Wiggle your fingers like feathers
	Oh what a sight!	-
	I can't fly	Shake your head no and pretend to fly
	But I love to swim	Pretend to swim
	So I'll waddle to the water	Waddle in place
	And dive right in!	Pretend to dive into the water
THEME VOCABULARY	nest, swoop, hatch, fragile, treehouse	
QUESTION OF THE DAY		
Question	If you were Mandu and Ann, what would you do with the nest in your treehouse?	
Graph	2 COLUMN GRAPH	
Options	move the nest / leave the nest	
Follow-up questions		
Question	How many learners would move the nest?	
Answer	___ learners would move the nest.	
Question	How many learners would leave the nest?	
Answer	___ learners would leave the nest.	
Question	What would more learners do with the nest?	
Answer	More learners would ___ the nest.	
Question	What would fewer learners do with the nest?	
Answer	Fewer learners would ___ the nest.	
Question	If you were Mandu and Ann, what would you do with the nest in your treehouse?	
Answer	I would move the nest.	

Answer	I would leave the nest.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 1: WEDNESDAY / DAY 3: FIRST READ	
TITLE	<i>Birds in our treehouse</i>
DBE WORKBOOK 2, PAGE	2
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
1. Hand out the DBE workbooks. 2. Instruct learners to turn to the story on page 2. 3. Allow learners a few minutes to try and read the story on their own, in silence. 4. Explain that you will read the story to learners. They must follow along as you read. 5. Read the story with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column.	
Text	Think Aloud: First Read
In winter last year, Mandu's father built a tree house for her. He made it in the big tree in the garden in front of their house. When Spring came, the trees and the flowers started blooming. Mandu and her friend Ann started using the tree house. They were happy sitting in it and looking down onto the busy neighbourhood.	I can infer that Mandu and Ann spend time in the treehouse every day!

After school they liked to take their books and relax in the middle of the cool green branches. They enjoyed having a bird's eye view of the neighbourhood.	
One day the girls found a bird's nest in the tree. They were very surprised. It was right where they liked to sit. It had three eggs in it. "Oh no!" said Mandu. "What are we going to do about that? There's no space for us." "We can't sit here in our tree house. We will bump the bird's nest with those little eggs!" said Ann.	I can infer that when the girls first find the nest, the mother bird is not sitting on her nest. I can infer this because they can count the three eggs inside the nest.
Just then the mother bird swooped down and sat on her eggs. The mother bird was afraid and looked fearfully at the two girls. She then sat protectively on her eggs.	I can infer that the mother bird comes to protect her eggs when she sees Mandu and Ann. She must take up more room in the treehouse!
"Oh, what a pity. I was looking forward to sitting in the treehouse today," said Ann. "Me too, but if we move, we'll bump the nest," said Mandu.	I can infer that Mandu and Ann have decided they shouldn't sit in the treehouse, because they don't want to hurt the eggs!
The mother bird hoped they would not chase her away because she had to take care of her eggs.	I can infer that the mother bird doesn't know what the girls will do next!
Follow up questions	Responses
What do Mandu and Ann like to do in the treehouse?	They like to read and relax in the treehouse. They like to watch people in the neighbourhood.
What did the girls find in the treehouse?	They found a nest with three eggs inside.
Why question	Possible response
Why do Mandu and Ann decide not to sit in the treehouse?	• Because they find a nest in their treehouse. • Because the nest is right where they usually sit! • Because they are afraid they will bump the nest and break the eggs!

Introduce the LSC in context

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

Paragraph 1

*After school they liked to take their books and **relax** in the middle of the cool green branches.*

The word 'relax' is used as a descriptive verb rather than 'sit'.

3. Introduce this LSC as follows: *Remember we learnt that verbs are words that describe different actions. Descriptive verbs are interesting, specific verbs that help the reader visualise what we are writing about.*

WEEK 1: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Birds in our treehouse</i>
DBE WORKBOOK 2, PAGE	2
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
- Before the lesson begins, write the follow-up questions on the board: <i>How do you think the mother bird felt when she saw Mandu and Ann?</i> <i>What do you think Mandu and Ann might do next?</i> <i>Why did Mandu and Ann feel disappointed when they found a nest in their treehouse?</i> - Read the follow-up questions out loud to learners. - Hand out the DBE workbooks. - Instruct learners to turn to the story on page 2. - Explain that you will read the story to learners. They must follow along with the text as you read. - Read the story with fluency and expression to learners. - Read the Text first, and then say the comment in the Second Read column. - Next, instruct learners to turn and talk with a partner. - Instruct learners to take turns reading the story to each other. - Tell learners to orally discuss the follow-up questions together.	
Text	Think Aloud: Second Read
In winter last year, Mandu's father built a tree house for her. He made it in the big tree in the garden in front of their house. When Spring came, the trees and the flowers started blooming. Mandu and her friend Ann started using the tree house. They were happy sitting in it and looking down onto the busy neighbourhood. After school they liked to take their books and relax in the middle of the cool green branches.	I can infer that Mandu and Ann must have been waiting to use the treehouse all winter! Now that it is Spring, I think they are happy to be in the treehouse every day!

They enjoyed having a bird's eye view of the neighbourhood.	
One day the girls found a bird's nest in the tree. They were very surprised. It was right where they liked to sit. It had three eggs in it. "Oh no!" said Mandu. "What are we going to do about that? There's no space for us." "We can't sit here in our tree house. We will bump the bird's nest with those little eggs!" said Ann.	I can infer that Mandu and Ann feel disappointed because there is no space for them in their treehouse! They can't relax there while they are worried about breaking the bird eggs!
Just then the mother bird swooped down and sat on her eggs. The mother bird was afraid and looked fearfully at the two girls. She then sat protectively on her eggs.	I can infer that the bird must feel worried that the two girls will hurt the eggs in her nest.
"Oh, what a pity. I was looking forward to sitting in the treehouse today," said Ann. "Me too, but if we move, we'll bump the nest," said Mandu.	I can infer that Mandu and Ann feel disappointed that they can't sit in the tree house and relax, because Ann says, 'What a pity!'
The mother bird hoped they would not chase her away because she had to take care of her eggs.	I can infer that the bird will be relieved that Mandu and Ann have decided not to sit in the treehouse.
Follow up questions	Responses
How do you think the mother bird felt when she saw Mandu and Ann?	I think she felt...because....
What do you think Mandu and Ann might do next?	I think they might...
Why question	Possible response
Why did Mandu and Ann feel disappointed when they found a nest in their treehouse?	- Because they wanted to sit in the treehouse but there was no space for them! - Because the nest was right where they liked to sit. They couldn't sit in their treehouse. - Because they wanted to relax in the treehouse but they didn't want to bump the nest. - Because they realized they couldn't play in their treehouse while there was a nest with fragile eggs in it!

Ask learners to formulate a question about the text.

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

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

Modelling (I DO)	1. Explain that this week, we have been working on making inferences. 2. Explain that we make an inference when we use what is written and what we already know to figure something out. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 2 5. Read out loud while learners follow along: <i>In winter last year, Mandu's father built a treehouse for her. He made it in the big tree in the garden in front of their house. When spring came, the trees and the flowers started blooming. Mandu and her friend Ann started using the tree house.</i> 6. Explain we can make inferences that: a. Mandu and Ann didn't begin using the treehouse until spring. b. It was too cold in winter to sit in the treehouse. c. Now that it is warmer, Mandu and Ann can finally sit in the treehouse! 7. Explain that these are inferences because these are all things that aren't written, but we can guess when we read the text.
Work with learners (WE DO)	1. Read out loud while learners follow along: <i>"Oh, what a pity. I was looking forward to sitting in the tree house today," said Ann. "Me too, but if we move, we'll bump the nest," said Mandu.</i> 2. Ask learners: What inferences can you make after you read these sentences? 3. <i>If needed, you can help prompt learners by asking:</i> a. <i>What do you think the characters might be thinking?</i> b. <i>What do you think the characters might be feeling?</i> c. <i>What do you think the characters might do?</i> 4. Listen to learners' ideas, like: a. Ann and Mandu are sad that they cannot sit in the treehouse. b. Ann and Mandu have decided they cannot sit in the treehouse today. c. Ann and Mandu are worried that they might break the eggs!

Pair work (YOU DO)	1. Explain that now, learners will work with a partner to make an inference. 2. Read out loud while learners follow along: <i>The mother bird hoped they would not chase her away because she had to take care of her eggs.</i> 3. Ask learners: What inferences can you about how the bird feels? 4. Instruct learners to discuss this with their partners. 5. After 3-5 minutes, call learners back together. 6. Call on 2-3 learners to share their answer to the question, like: a. The bird is afraid of Mandu and Ann. b. The bird doesn't know what Mandu and Ann will do next. c. The bird is scared of Mandu and Ann but she will not leave her eggs alone.
NOTES	1. Tell learners to open their exercise books, and copy down the following notes to remind them of what an inference is: <u>Making Inferences</u> To make an inference, we take: what is written + what we already know and we make a good guess about the text. 2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).

WEEK 1: FRIDAY / DAY 5: POST-READING

TITLE	<i>Birds in our treehouse</i>
DBE WORKBOOK 1, PAGE	2
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	Summarise Make inferences
PURPOSE	Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.

POST-READING

1. Explain that today we will be **summarising the main point/s** of the text. *This means that we will think about the most important parts of the text.*
2. Explain that we will also be making an inference about the text. This means that we will think about how we can make a good guess about the text, based on what is written AND what we know.
3. Ask learners: How can you tell a friend about the story in **3-5 sentences**?
4. Instruct learners to use the frame to answer the question:
 - a. **This text is about...**
 - b. **I can infer that Mandu and Ann feel...because...**
 - c. **I think in the end, Mandu and Ann will...**
5. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
6. Give learners time to think about the most important parts of the text. Explain that learners may **skim** or **scan** the text if they need help remembering what the text was about.
7. Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.
8. Call the class back together. Call a few learners up to the front of the classroom to present to the class.
9. Come up with a class summary, like: **This text is about** *two girls finding a nest in their treehouse. They want to relax in their treehouse, but they are worried about breaking the fragile bird eggs. They must decide what to do!* **I can infer that Mandu and Ann feel** *upset* **because** *Ann says ‘What a pity!’ when they can’t sit in the treehouse.* **I think in the end, Mandu and Ann will** *move the nest carefully, so they can sit in their treehouse without breaking the eggs.*

WEEK 1: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
DESCRIPTIVE ESSAY	To describe something in a vivid way	Identification: Gives a general orientation to the subject, <i>e.g. There was a huge beast.</i> Description: Describes features or characteristics of the subject, <i>e.g. It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.</i>	May be written in past or present tense. Creates a picture in words. Uses adjectives and adverbs. Uses figurative language, <i>e.g. simile, metaphor, personification and alliteration.</i>
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write descriptive paragraphs. 2. Remind learners that a paragraph is a group of sentences about the same topic. In a paragraph, we do not start every sentence on a new line – the sentences continue one after the other. The first sentence tells us about the topic. It is called a topic sentence. The body sentences add more details about the topic. The final sentence is called the conclusion sentence. It summarises the paragraph. 3. Explain that descriptive writing is writing that uses words to create pictures in the reader's imagination. It helps the reader to visualise what the writer is writing about. 4. Explain that in descriptive writing, we must: a. Create a picture using words b. Use words that tells us about what something looks, sounds, smells, tastes and feel like. c. Use interesting adjectives 5. Use figures of speech		

READ THE SAMPLE TEXT	<i>A summer's day</i> <i>Sitting under a big tree is a great way to relax on a hot summer's day. You can feel the cool breeze from the leaves brushing against your delicate skin. Way up high in the clear blue sky, there are beautiful birds chirping happily. And you hear the joyous laughter of children playing in the park. I really enjoy summer!</i>
DISCUSS	1. What is being described? 2. What are some words that tell is about how something looks, sounds, smells, tastes or feels? 3. Who is telling this story? (Is the person talking about herself or someone else?) 4. How do we know this is descriptive writing?
NOTES	Tell learners to open their exercise books, and write down the following heading and notes: <u>Descriptive writing</u> 1. Tells us in detail about a person, place or thing. 2. I use interesting adjectives. 3. I write about how something looks, sounds, smells, tastes and feels 4. I write in the past or present tense.

GRADE 4 - TERM 3

WEEK
2

THEME:
BEAUTIFUL BIRDS

'A bird is three things: feathers, flight and song.

And feathers is the least of these.'

- Majorie Allen Seiffert

TERM 3: WEEK 2	
OVERVIEW	
THEME	Beautiful birds
THEME VOCABULARY	beak, curved, burglar, break in, flamingo, nest, swoop, hatch, fragile, treehouse, notice, protect, protectively, fear, fearfully, relax, omnivore, drought, Blue Crane, African Penguin, crow
LSC	Descriptive verbs
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Descriptive paragraphs
WRITING TOPIC	Write two paragraphs describing the most beautiful bird you have ever seen.

WEEK 2: MONDAY / DAY 1: PLANNING		
TOPIC	Write two paragraphs describing the most beautiful bird you have ever seen.	
GENRE	Descriptive paragraphs	
PLANNING STRATEGY	Draw a picture and write a list	
MODEL THE PLANNING STRATEGY (I DO)	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about how to address the writing topic, like: <i>The most beautiful bird I have ever seen was a yellow bird with a long black beak.</i> <i>The bird had shiny yellow feathers. They were the brightest feathers I have ever seen! The bird was so bright it looked like the sun.</i> 4. Have the planning frame written on one side of the chalkboard. 5. Explain that we will describe our birds using our senses: what the bird looks, sounds, and feels like. 6. Show learners how you plan by drawing a picture and adding labels. Answer the questions below your picture. 7. Do this on the other side of the chalkboard.	
	My beautiful bird	My beautiful bird
	1. Where did you see the bird? 2. What colour was the bird? 3. What did the bird look like? 4. What did the bird sound like? 5. What do you think the bird felt like? 6. What was the bird doing? 7. How did you feel when you saw the bird?	1. In a big tree at the park 2. Black with a red and white chest, and a white face 3. It had a long, straight tail, it was bright and beautiful 4. Like a song at church 5. Smooth because the feathers were so shiny 6. Sitting peacefully on the branch, singing a happy song 7. My spirits lifted, I felt like the bird was singing just for me, I felt joy and peace

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and think of the most beautiful bird they have ever seen. Explain that learners can choose a real bird they have seen or they can make up a bird.
2. Next, tell learners to **turn and talk** with a partner, to share their stories.
3. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their descriptive paragraph, just like you did.
4. **Hand out exercise books.**
5. Tell learners they must write their own ideas – they must **not** to copy your plan.
6. As learners work, walk around the room and hold mini-conferences.

Planning: My beautiful bird

1. In a big tree at the park
2. Black with a red and white chest, and a white face
3. It had a long, straight tail and it was bright and beautiful
4. Like a song at church
5. Smooth because it is so shiny
6. Sitting peacefully on the branch, singing a happy song
7. My spirits went up, I felt joy and peace

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 2: TUESDAY / DAY 2: ORAL ACTIVITIES		
SONG / POEM <i>(Can be sung to 'I'm a little teapot')</i>	Lyrics	Actions
	I'm a little penguin	<i>Point to yourself</i>
	Black and white	-
	Cute and fluffy	<i>Wiggle your fingers like feathers</i>
	Oh what a sight!	-
	I can't fly	<i>Shake your head no and pretend to fly</i>
	But I love to swim	<i>Pretend to swim</i>
	So I'll waddle to the water	<i>Waddle in place</i>
	And dive right in!	<i>Pretend to dive into the water</i>
THEME VOCABULARY	notice, protect, protectively , fear, fearfully , relax <i>Remind learners that in Term 1 (WEEK 6) we learned about adverbs, like: quietly, quickly, curiously! Remind learners that adverbs describe a verb (an action word, like: speak, walk, fall, etc.) and end in -ly</i>	
QUESTION OF THE DAY		
Question	Which adverb best describes how the bird in our story sat on her nest?	
Graph	3 COLUMN GRAPH	
Options	protectively / fearfully / nervously	
Follow-up questions		
Question	How many learners think protectively best describes how the bird sat on her nest?	
Answer	___ learners think protectively best describes how the bird sat on her nest.	
Question	How many learners think fearfully best describes how the bird sat on her nest?	
Answer	___ learners think fearfully best describes how the bird sat on her nest.	
Question	How many learners think nervously best describes how the bird sat on her nest?	
Answer	___ learners think nervously best describes how the bird sat on her nest.	

Question	Which adverb do most learners think best describes how the bird sat on her nest?
Answer	Most learners think ___ best describes how the bird sat on her nest.
Question	Which adverb do fewest learners think best describes how the bird sat on her nest?
Answer	Fewest learners think ___ best describes how the bird sat on her nest.
Question	Which adverb best describes how the bird in our story sat on her nest?
Answer	I think fearfully best describes how the bird sat on her nest.
Answer	I think fearfully best describes how the bird sat on her nest.
Answer	I think nervously best describes how the bird sat on her nest.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 2: WEDNESDAY / DAY 3: LSC AND DRAFTING	
LSC	Descriptive verbs
LSC MODELLING (I DO)	1. Explain that in descriptive writing, we have to use words that help the reader visualise the topic we are writing about! 2. Explain that one way we can be good, descriptive writers is by using interesting verbs (along with adverbs, like we learned in Term 1) 3. Remind learners that a verb is an action word. Verbs describe different actions! 4. Explain that in this theme, we have learnt some new, interesting verbs: <i>swoop, hatch, notice, relax, protect, fear</i> 5. Explain that we must try to use new, interesting verbs in our descriptive writing, like: <i>RATHER THAN: The bird flew onto her nest.</i> <i>WE CAN WRITE: The bird swooped onto her nest.</i>
LSC Ask learners for help (WE DO)	1. Write the following sentence onto the board: The girls sat in the treehouse. 2. Underline the verb: <u>sat</u> 3. Ask learners: What words can you think of that are more interesting and descriptive than sat? 4. Brainstorm ideas, like: • relaxed (The girls relaxed in the treehouse.) • read (The girls read in the treehouse.)
LSC Pair work (YOU DO)	1. Hand out learners' exercise books. 2. Instruct learners to look at their plans from Monday. 3. Instruct learners to answer the question: What did the bird do? 4. Explain that learners must list interesting verbs that they can use to describe the bird's actions! 5. As learners write, walk around the room and complete mini conferences. 6. Ask learners to read their writing to you. 7. Help learners use the first person. 8. Encourage learners! Sharing 1. Call learners back together. Call on random learners to give examples of verbs they have listed. 2. Explain that learners will need to use two interesting verbs in their paragraph this week.

TOPIC	Write two paragraphs describing the most beautiful bird you have ever seen.	
PLANS	Before class begins, rewrite the planning frames on the board:	
	My beautiful bird	My beautiful bird
	1. Where did you see the bird? 2. What colour was the bird? 3. What did the bird look like? 4. What did the bird sound like? 5. What do you think the bird felt like? 6. What was the bird doing? 7. How did you feel when you saw the bird?	1. In a big tree at the park 2. Black with a red and white chest, and a white face 3. It had a long, straight tail, it was bright and beautiful 4. Like a song at church 5. Smooth because the feathers were so shiny 6. Sitting peacefully on the branch, singing a happy song 7. My spirits lifted, I felt like the bird was singing just for me, I felt joy and peace
WRITING FRAME	1. Remind learners that they must use two interesting verbs in their paragraphs this week. 2. Next, tell learners that they must turn each point in their plan into a sentence. 3. Then, explain that points 1-5 will form the first paragraph. This is all about how the bird looks, sounds and feels. 4. Explain that points 6-7 will form the second paragraph. This is all about what the bird is doing, and how you feel when you see the bird. 5. Write the following writing frame on the chalkboard, and show learners how you use it to write a draft of your paragraphs, using your plan. Writing frame: My beautiful bird <u>Paragraph 1: Points 1-5</u> 1. I saw the most beautiful bird when I was... 2. The bird was... 3. It looked... 4. It sounded like... 5. I thought it would feel like...because... <u>Paragraph 2: Points 6-7</u> 6. The beautiful bird... 7. I felt... (you may write more than one sentence)	

DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write two descriptive paragraphs using the frame. 4. Instruct learners to write the date and heading: Draft: Descriptive paragraph a. Instruct learners to find their plan from Monday and think about their ideas. b. Instruct learners to complete the writing frame using their plans. c. Remind learners of the strategies they can use to help them. d. As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.

Draft: My beautiful bird.

Paragraph 1

1. I saw the most beautiful bird ~~when~~ in a big tree at the park.
2. The bird was black with a red and white chest and a white face.
3. It looked bright and beautiful. It had a long, strate tail.
4. It sounded like a song at church.
5. I thought it would feel like smooth because it is so shiny.

Paragraph 2

6. The beautiful bird sitting peacefully on the branch. It was singing a happy song.
7. I felt my spirits went up, I felt joy and peace.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 2: THURSDAY / DAY 4: ORAL ACTIVITIES

SONG / POEM (Can be sung to 'I'm a little teapot')	Lyrics	Actions
	I'm a little penguin	Point to yourself
	Black and white	-
	Cute and fluffy	Wiggle your fingers like feathers
	Oh what a sight!	-
	I can't fly	Shake your head no and pretend to fly
	But I love to swim	Pretend to swim
	So I'll waddle to the water	Waddle in place
	And dive right in!	Pretend to dive into the water
THEME VOCABULARY	omnivore, drought, Blue Crane, African Penguin, crow	
QUESTION OF THE DAY		
Question	Which bird do you think is an omnivore?	
Graph	3 COLUMN GRAPH	
Options	Flamingo / Blue Crane / African Penguin	
Follow up questions		
Question	How many learners think a Flamingo is an omnivore?	
Answer	__ learners think a Flamingo is an omnivore.	
Question	How many learners think a Blue Crane is an omnivore?	
Answer	__ learners think a Blue Crane is an omnivore.	
Question	How many learners think an African Penguin is an omnivore?	
Answer	__ learners think an African Penguin is an omnivore.	
Question	Which bird do most learners think is an omnivore?	
Answer	Most learners think __ is an omnivore.	
Question	Which bird do fewest learners think is an omnivore?	
Answer	Fewest learners think __ is an omnivore.	

Question	Which bird do you think is an omnivore?
Answer	I think a Flamingo is an omnivore.
Answer	I think a Blue Crane is an omnivore.
Answer	I think an African Penguin is an omnivore.
EXPLAIN	<i>Explain that the Blue Crane and Flamingos are omnivores. African Penguins are not omnivores because they feed primarily on fish.</i>
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

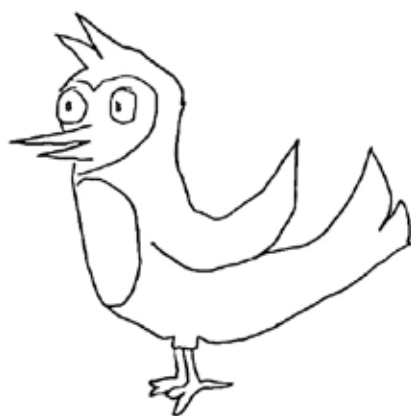
WEEK 2: FRIDAY / DAY 5: EDITING AND PUBLISHING

EDITING CHECKLIST <i>(Write this on the board before class begins)</i>	1. Did I use two interesting verbs? 2. Did I describe how my bird looks, sounds and feels? 3. Did I describe what the bird did, and how I felt? 4. Did I spell all words correctly? 5. Does every sentence start with a capital letter? 6. Does every sentence end with a full stop or exclamation mark?
EDIT	1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their description sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
PUBLISH	1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their description, correcting any mistakes. 3. Instruct learners to rewrite the paragraphs correctly, under the heading: My beautiful bird! 4. Tell learners that they may illustrate their writing by drawing a picture, but it is not a requirement.
SHARE	1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partner's writing.
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

My beautiful bird.

I spotted the most beautiful bird in a big tree at the park. The bird was black with a red and white chest and a white face. It looked bright and beautiful. It had a long, straight tail. It sounded like a song at church. I thought it would feel smooth because it was so shiny.

The beautiful bird was ~~sitting~~ perched peacefully on the branch. It was singing a happy song. I felt my spirits rise and I felt joy and peace.



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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 2: CONCLUSION

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

UPDATE THE K-W-L CHART	• Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
SUMMARISE	• Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: - o Theme vocabulary - o LSC - o The different texts that were read - o The small group discussion - o The comprehension strategy - o The writing genre and task - o All content from the theme
SHARE WITH FAMILIES	• Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.
ACKNOWLEDGE AND CELEBRATE	• Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: - o EFAL skills like reading or writing - o Theme content - o Tasks or activities - o Behaviour in the class - o Relationships with other learners - o Attitude to EFAL - o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 4 - TERM 3



THEME:
SLITHERING SNAKES

'I'm like a snake sleeping on a rock. I won't bother you unless you poke a stick at me'

- Harlan Ellison

TERM 3: WEEK 3	
OVERVIEW	
THEME	Slithering snakes
THEME VOCABULARY	season, breed, active, expert, remove, harmless, treatment, poisonous, poison, common
LSC	'a' and 'the' with nouns
COMPREHENSION STRATEGY	Search the text
WRITING GENRE	Poster
WRITING TOPIC	Write a poster teaching other learners what to do if they see a snake.
CLASSROOM PREPARATION	1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: a book about snakes. 5. Try to find some pictures of different kinds of snakes. 6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.

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

INTRODUCE THE THEME

PICTURE	1. Tell learners to turn to DBE Workbook 2 page 18 2. Instruct learners to look at the title, headings and pictures in the text.	
INTRODUCE THE THEME	1. Tell learners the title of the theme. 2. Activate learners’ background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart.	
SONG / RHYME <i>(Tune: If you’re happy and you know it)</i>	Lyrics	Actions
	Oh I wish I was a silly slippery snake	<i>Move your body like a snake</i>
	Oh I wish I was a silly slippery snake	<i>Move your body like a snake</i>
	Oh I’d slither across the floor	<i>Move your right arm like a snake</i>
	And I’d slip under the door	<i>Move your right arm like a snake</i>
	Oh I wish I was a silly slippery snake	<i>Move your body like a snake</i>
THEME VOCABULARY	season, breed, active, expert, remove	
QUESTION OF THE DAY		
Question	In which season do you think snakes are most active?	
Graph	3 COLUMN GRAPH	
Options	in summer / in winter / in spring	
Follow-up questions		
Question	How many learners think snakes are most active in summer?	
Answer	__ learners think snakes are most active in summer.	
Question	How many learners think snakes are most active in winter?	
Answer	__ learners think snakes are most active in winter.	
Question	How many learners think snakes are most active in spring?	
Answer	__ learners think snakes are most active in spring.	

Question	When do most learners think snakes are most active?
Answer	Most learners think snakes are most active in ____.
Question	When do fewest learners think snakes are most active?
Answer	Fewest learners think snakes are most active in ____.
Question	When do you think snakes are most active?
Answer	I think snakes are most active in summer.
Answer	I think snakes are most active in winter.
Answer	I think snakes are most active in spring.
EXPLAIN	<i>Explain that snakes are cold blooded, their body temperature rises or falls depending on their environment. Snakes cannot survive if it is too hot or too cold! Therefore, snakes are most active during the spring, and during the early mornings and late afternoons throughout the summer.</i>
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 3 MONDAY / DAY 1: LISTENING

LISTEN TO...

1. Remind learners of the theme for the cycle.
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: Snakes
4. This week, learners will listen to an information text: **Breeding season**
5. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
6. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
7. **THIRD READ:** Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

TEXT	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
The hot months between September and February are snake breeding season in South Africa! During these months, it is common for South Africans to spot snakes in their gardens or homes. Snakes breed during these hotter months because they are more active when the sun is shining.	When do snakes breed? Oh, I learn that they breed in the hotter months between September and February.	1. What is common during snakes' breeding season? (<i>It is common for South Africans to spot snakes.</i>) 2. When are snakes more active? (<i>They are more active when the sun is shining.</i>)
Snakes look for cool, shady areas to lay their eggs. This is why they sometimes go into gardens or homes during the breeding season. There have been reports of snakes laying their eggs in garden furniture, flower beds, tool sheds and sometimes even inside people's houses!	Where do snakes like to lay their eggs? I learn here that snakes prefer to lay their eggs in cool, shady places!	1. Why do snakes sometimes go into gardens and homes during breeding season? (<i>Because they like to lay their eggs in cool, shady places.</i>) 2. Where are some places that snakes have reportedly laid eggs? (<i>In garden furniture, flower beds, tool sheds, and inside people's houses</i>)

There are a few simple rules to follow if you ever find a snake in your home or garden. • Firstly, never get too close to the snake. • Secondly, do not try to remove it yourself. • Thirdly, if the snake does not leave on its own, call a local snake expert to come and remove the snake.	What must you do if you see a snake in your own home or garden? I learn that you mustn't get close to or touch the snake!	1. What should you do if a snake doesn't leave your home or garden on its own? (<i>You should call an expert to remove the snake.</i>)
The African Snakebite Institute keeps a list of experts who can remove snakes. They keep a list for every town in South Africa. This list can be found on their free app that can be downloaded onto a smart phone. This app helps you to identify the snake, and tells you what to do. You can also phone the Poison Information Helpline for South Africa, on 0861 555 777.	How can you get the list of experts who can remove snakes? I learn here there are two different ways: You can download an app or call a hotline!	1. How many lists of experts does the African Snakebite Institute keep? (<i>They keep a list for every town in South Africa.</i>)
It is important to remember that most snakes are harmless. There are around 170 species of snakes in South Africa, and most of them are not dangerous to humans. However, if you are ever bitten by a snake, you must go straight to a hospital.	What must you do if you get bitten by a snake? (<i>You must go straight the hospital to get treatment!</i>)	1. How many species of snakes are there in South Africa? (<i>About 170 species.</i>)

A bite from a poisonous snake can kill you! Before you go to the hospital, try to get a good look at the snake, or even take a photo of it. This will help the doctors to give you the correct treatment.		2. If you get bitten by a snake, what must you do before you go to the hospital? (<i>You must try to look at the snake or even take a picture of it.</i>) 3. Why must you try to get a good look or picture at a snake that has bitten you? (<i>Because it will help the doctors give you the correct treatment!</i>)
Remember, if you ever see a snake in your house or garden, stay calm, leave the snake alone, and call a snake expert to remove the snake!	This is a summary of the most important pieces of information in this text!	1. What are the three most important pieces of information in this text? (<i>If you see a snake, stay calm, leave the snake alone, and call a snake expert to get rid of the snake.</i>)

WEEK 3: TUESDAY / DAY 2: SPEAKING

DISCUSS...

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

WEEK 3: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/nk/ /i - e/									
Activity	1. Write the following sounds on the chalkboard: nk and i - e (long i) 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Explain that with this sound (i-e) the two letters are not written together in the word, but that they make one sound (long I). 4. Write the following words on the chalkboard and sound each word out as follows: /bl/ - /a/ - /nk/ = blank /k/ - /i - e/ - /t/ = kite 5. Ask learners to sound out and read each word after you.									
Word find	Write the following table on the chalkboard: <table><tr><td>nk</td><td>i - e</td><td>bl</td></tr><tr><td>a</td><td>b</td><td>k</td></tr><tr><td>s</td><td>t</td><td>a - e</td></tr></table> MODEL 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: blink or sat 5. Possible words (this is not a complete list): blink, site, kite, kites, tank, blank, base, sank, etc.	nk	i - e	bl	a	b	k	s	t	a - e
nk	i - e	bl								
a	b	k								
s	t	a - e								

WEEK 3: TUESDAY / DAY 2: PRE-READING

TITLE	<i>Which animals lay eggs?</i>
DBE WORKBOOK 2, PAGE	18
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Remind learners of the theme for this cycle.
2. Remind them of the text that they listened to and discussed in the previous lessons.
3. Explain that you are now going to move on to another text, but it is still related to the theme.
4. Ask a learner to read the title: ***Which animals lay eggs?***
5. Explain the meaning of the title, e.g. *Explain that some animals have babies by laying eggs. In this information text we will learn about some animals that lay eggs.*
6. Remind learners that when we scan the text, we look for *particular* words.
7. Instruct the learners to scan the text for **animal names**. *Instruct them to underline any other words they think might be important to the meaning of the text as they scan the text! Explain that learners should also scan for words related to eggs, like: hatch, nest.*
8. Give learners 1 minute to scan the text. Remind learners they must try to skim the entire text quickly in this amount of time.
9. Ask learners: Which words did you underline? Why?
10. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
11. Instruct learners to think about the title, the pictures, and the words they underlined.
12. Ask learners predictive questions:
 - a. What are some animals that you think lay eggs?
 - b. Where do you think these animals lay eggs?
 - c. Who do you think this text was written for?
 - d. When or why might someone want to read this text?
 - e. Are you interested in reading this website? Why or why not?
13. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

WEEK 3: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME <i>(Tune: If you're happy and you know it)</i>	Lyrics	Actions
	Oh I wish I was a silly slippery snake	<i>Move your body like a snake</i>
	Oh I wish I was a silly slippery snake	<i>Move your body like a snake</i>
	Oh I'd slither across the floor	<i>Move your right arm like a snake</i>
	And I'd slip under the door	<i>Move your right arm like a snake</i>
	Oh I wish I was a silly slippery snake	<i>Move your body like a snake</i>
THEME VOCABULARY	harmless, treatment, poisonous, poison, common	
QUESTION OF THE DAY		
Question	Which kind of snakes are more common?	
Graph	2 COLUMN GRAPH	
Options	poisonous snakes / harmless snakes	
Follow-up questions		
Question	How many learners think poisonous snakes are more common?	
Answer	__ learners think poisonous snakes are more common.	
Question	How many learners think harmless snakes are more common?	
Answer	__ learners think harmless snakes are more common.	
Question	Which kind of snakes do more learners think are more common?	
Answer	More learners think __ are more common.	
Question	Which kind of snakes do fewer learners think are more common?	
Answer	Fewer learners think __ are more common.	
Question	Which kind of snakes are more common?	
Answer	I think poisonous snakes are more common.	
Answer	I think harmless snakes are more common.	
EXPLAIN	<i>Explain that most snakes are harmless! There are some very poisonous snakes in South Africa, so we must be careful when we see a snake.</i>	

PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 3: WEDNESDAY / DAY 3: FIRST READ

TITLE	<i>Which animals lay eggs?</i>
DBE WORKBOOK 1, PAGE	18
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Search the text
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the story on **page 18**.
3. Allow learners a few minutes to try and read the story on their own, in silence.
4. Explain that you will read the story to learners. They must **follow along** as you read.
5. Read the story with fluency and expression to learners.
6. Read the **Text** first, and then say the comment in the **First Read** column.

Text	Think Aloud: First Read
Turtles make a nest in the sand. They lay their eggs in it. Later the babies hatch. They dig to get out of the nest. After they hatch, the baby turtles run straight to the water and start swimming. How long do we humans take to learn to walk and swim?	Where do turtles lay eggs? Oh, I learn that turtles lay eggs in a nest they make in the sand.
Snakes lay eggs in the damp ground. Snakes do not have legs, so when the babies hatch, they slide over the ground. Snakes can also swim.	Where do snakes lay eggs? I read that snakes lay their eggs in the damp ground.

Frogs also lay eggs. They lay them in the water. Baby frogs are tadpoles, and they have tails. When they hatch, they start using their tails immediately to swim. Later, when they grow into frogs, they can jump on land.	Where do frogs lay their eggs? I learn that they lay their eggs in the water.
Spiders lay eggs in sacs. When the babies hatch they can walk or run on their eight legs.	Where do spiders lay their eggs? I read that they lay their eggs in sacs!
Did you know that fish also lay eggs? They lay lots of tiny eggs in the water. The babies can use their fins as soon as they hatch to help them swim in the water.	Where do fish lay eggs? I learn that they lay their eggs in the water, just like frogs.
Lizards lay eggs on the ground. After hatching the little lizards are able to walk and run.	Where do lizards lay eggs? I learn that they lay their eggs on the ground, like snakes.
Platypuses dig a tunnel or a hole and lay their eggs in it. Later the babies hatch and go straight to the water where they swim.	Where do platypuses lay their eggs? Oh, I read that they lay their eggs in a tunnel or hole!
Follow up questions	Responses
Where are all the different places that animals lay eggs?	In the sand, on the ground, in the water, in sacs, and in holes and tunnels.
What happens when an egg hatches?	When an egg hatches, a little baby animal comes out of the egg.
Why question	Possible response
Why do animals lay eggs?	• They lay eggs to reproduce. • They lay eggs to have babies.
Introduce the LSC in context	
1. Explain to learners that this cycle, they will be learning about: ‘a’ and ‘the’ with nouns. 2. Point out the following example of this in the text: Paragraph 1 <i>‘Turtles make a nest in the sand. They lay their eggs in it. Later the babies hatch.’</i> 3. Introduce this LSC as follows: <i>we use ‘a’ with general nouns. For example, we use ‘a nest’ to refer to any nest. It refers to nests in general. We use ‘the’ with specific nouns. For example, in ‘the babies hatch’ we are referring to the turtles’ babies, not just any babies! We are being specific!</i>	

WEEK 3: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Which animals lay eggs?</i>
DBE WORKBOOK 1, PAGE	18
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Search the text
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
- Before the lesson begins, write the follow-up questions on the board: <i>Which baby animals swim after they hatch?</i> <i>Which baby animals walk and run after they hatch?</i> <i>Why do you think different animals lay eggs in different places?</i> - Read the follow-up questions out loud to learners. - Hand out the DBE workbooks. - Instruct learners to turn to the story on page 18. - Explain that you will read the story to learners. They must follow along with the text as you read. - Read the story with fluency and expression to learners. - Read the Text first, and then say the comment in the Second Read column. - Next, instruct learners to turn and talk with a partner. - Instruct learners to take turns reading the story to each other. - Tell learners to orally discuss the follow-up questions together.	
Text	Think Aloud: Second Read
Turtles make a nest in the sand. They lay their eggs in it. Later the babies hatch. They dig to get out of the nest. After they hatch, the baby turtles run straight to the water and start swimming. How long do we humans take to learn to walk and swim?	What do baby turtles do after they hatch? I learn that baby turtles run to the water and swim!
Snakes lay eggs in the damp ground. Snakes do not have legs, so when the babies hatch, they slide over the ground. Snakes can also swim.	What do baby snakes do after they hatch? I learn that baby snakes slide and slither on the ground!

Frogs also lay eggs. They lay them in the water. Baby frogs are tadpoles, and they have tails. When they hatch, they start using their tails immediately to swim. Later, when they grow into frogs, they can jump on land.	What do baby frogs do after they hatch? I learn that they swim, because they don't yet have legs!
Spiders lay eggs in sacs. When the babies hatch they can walk or run on their eight legs.	What do baby spiders do after they hatch? I learn that they use their legs to walk and run!
Did you know that fish also lay eggs? They lay lots of tiny eggs in the water. The babies can use their fins as soon as they hatch to help them swim in the water.	What do baby fish do after they hatch? I learn that they swim with their tiny fins!
Lizards lay eggs on the ground. After hatching the little lizards are able to walk and run.	What do baby lizards do after they hatch? I learn that they walk and run on the ground!
Platypuses dig a tunnel or a hole and lay their eggs in it. Later the babies hatch and go straight to the water where they swim.	What do baby platypuses do after they hatch? I learn that baby platypuses run to the water and swim, like baby turtles!
Follow up questions	Responses
Which baby animals swim after they hatch?	Baby turtles, baby frogs (tadpoles), baby fish, and baby platypuses all swim after they hatch.
Which baby animals walk and run after they hatch?	Baby turtles and platypuses run to the water, but then swim. Baby spiders and baby lizards walk and run on the ground after they hatch.
Why question	Possible response
Why do you think different animals lay eggs in different places?	- Because they live in different places. - Because the little baby animals need different things when they hatch. - The mothers lay their eggs in places that will be good for their babies when they hatch.
Ask learners to formulate a question about the text. 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions.	

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

Modelling (I DO)	1. Explain that this week, we have been working on searching the text. 2. Explain that when we search the text, we look for information that is stated in the text. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 19 5. Ask learners: <i>What colour is an egg shell?</i> 6. Explain that to answer this question quickly, we can search the text for the words 'shell' and 'colour' – these are helpful key words in the question! 7. Use modelling to search the text for the words <i>shell</i> and <i>colour</i>. Scan the text and point out the word wherever you can find it: <i>Shell...some eggs have shells that are pale colour, others have shells that are a darker colour.</i> 8. Now we can answer the question: <i>An egg shell can be pale in colour or dark in colour. Different shells are different colours.</i> 9. Explain that when we search the text, we usually answer questions about: a. Who b. What c. When d. Where e. How f. Why 10. When we search the text, we: a. think about the question word – what is being asked? b. look for information in the words that are written. c. look for key words to help us find the answer more easily!
Work with learners (WE DO)	1. Ask learners: What is an egg yolk? 2. Ask learners: What key word/s do you think you could try to find? a. Explain that yolk is the key word. 3. Instruct learners to search the text for the answer to this question. 4. Call on learner to answer the question: a. The yolk is the yellow part of the egg. b. The yolk is the middle part of an egg.

Pair work (YOU DO)	1. Explain that now, learners will work with a partner to search the text. 2. Ask learners: Which part of the egg has vitamins? 3. Instruct learners to discuss this with their partners. 4. After 3-5 minutes, call learners back together. 5. Call on a learner to share their answer to the question: The yolk is full of vitamins. 6. Ask learners: What key words did you look for to help you answer this question? 7. Explain that to answer this question, we could have searched for the key word: vitamins
NOTES	1. Tell learners to open their exercise books, and copy down the following notes to remind them of how to search the text: <u>Search the text</u> Answer questions! I must: • Think about the question word. What kind of information must you find? • Think about key words. • Look at the text. Think about the meaning. • Put information from the text together. 2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).

WEEK 3: FRIDAY / DAY 5: POST-READING

TITLE	<i>Which animals lay eggs?</i>
DBE WORKBOOK 1, PAGE	18
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	Summarise Search the text
PURPOSE	Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
POST-READING	
1. Before the lesson begins, write the following heading, questions and sentence starters on the board. 2. Read through the questions with learners, and explain them if necessary. 3. Tell learners that next, they are going to turn and talk and discuss these questions with a partner. 4. Then, learners must open their exercise books, write the date and heading, and write the answers to the questions. 5. Explain that learners do not have to write the questions, but they must write the sentence starters and the answers. 6. In the last five minutes of the lesson, call all the learners back together. Go through the answers with learners, and allow them to correct their own work.	
<u>Which animals lay eggs?</u> 1. Which animal lays their eggs in a sac? ...lay their eggs in a sac. 2. What are baby frogs called? Baby frogs are called... 3. Which animals hatch on land but then run to the water to swim? ...hatch on land, and then run to the water to swim. 4. Why do frogs lay their eggs in the water? Frogs lay their eggs in the water because... 5. Why do you think that fish lay their eggs in the water? Fish lay their eggs in the water because...	

Which animals lay eggs?

1. Which animal lays their eggs in a sac?
Spiders lay their eggs in a sac.
2. What are baby frogs called?
Baby frogs are called tadpoles
3. Which animals hatch on land but then run to the water to swim?
Turtles and platypuses hatch on land, and then run to the water to swim.
4. Why do frogs lay their eggs in the water?
Frogs lay their eggs in the water because they are tadpoles when they hatch. They only grow into frogs later.
5. Why do you think that fish lay their eggs in the water?
Fish lay their eggs in the water because fish live in the water! They only swim.

1. Spiders lay their eggs in a sac.
2. Baby frogs are called tadpoles.
3. Turtles hatch on land, and then run to the water to swim.
4. Frogs lay their eggs in the water because they don't have legs to walk yet.
5. Fish lay their eggs in water because fish cannot live out of water.

WEEK 3: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
ADVERTISEMENT POSTERS and NOTICES	To persuade someone to buy something or use a service or <i>to educate someone about something</i>	• Can take a variety of forms • Make use of slogans and logos. • Usually have a visual, design element. • Use advertising techniques. • Use design to make the advertisement eye-catching and memorable.	Figurative language and poetic devices used to create impact and make the language memorable, e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a visual text: a poster. 2. Explain that in a poster, we try to persuade people to buy something or to use a service. A poster or notice can also educate (or teach) people about something new and important! 3. Explain that to persuade someone, we can: a. Use pictures and different ways of writing. We can use big, bold, cursive or print writing. b. Use special persuasive language, like hyperbole (like we learned in Term 2).		
READ THE SAMPLE TEXT	FISH FOR SALE! <i>For only R100 you get 10 Goldfish</i> FREE fish tank & fish food for one month! FREE delivery! <i>Call us NOW on 082123. Don't miss out!</i>		
DISCUSS	1. What is the purpose of this poster? 2. What are some of the words that are used to persuade you to take action? 3. Who do you think might have written this poster? 4. Who do you think the poster was written for?		

NOTES	Tell learners to open their exercise books, and write down the following heading and notes: <u>Poster</u> 1. Is meant to make someone want to buy something, use a service, or learn more about something. 2. I use pictures and different sizes or styles of writing. 3. I use language to tell people why they should buy or do something.
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GRADE 4 - TERM 3



THEME:
SLITHERING SNAKES

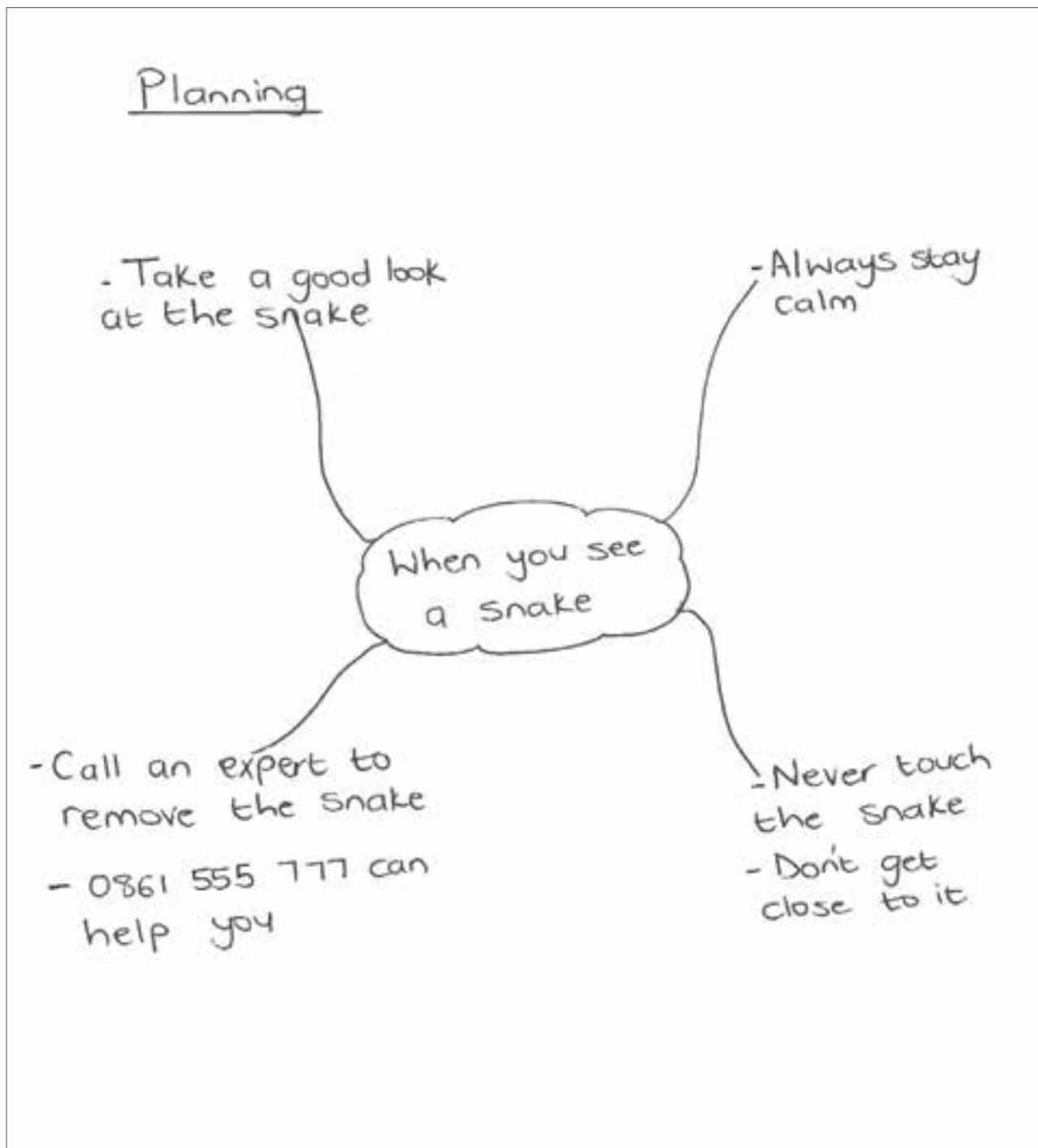
'Even if a snake is not poisonous, it should pretend to be venomous.' -
Chanakya

TERM 3: WEEK 4	
OVERVIEW	
THEME	Slithering snakes
THEME VOCABULARY	season, breed, active, expert, remove, harmless, treatment, poisonous, poison, common, spit, venom, venomous, fangs, zoo, Black Mamba, backwards, metres, speed, kilometres per hour
LSC	'a' and 'the' with nouns
COMPREHENSION STRATEGY	Search the text
WRITING GENRE	Poster
WRITING TOPIC	Write a poster teaching other learners what to do if they see a snake.

WEEK 4: MONDAY / DAY 1: PLANNING	
TOPIC	Write a poster teaching other learners what to do if they see a snake.
GENRE	Poster
PLANNING STRATEGY	Use a mind-map
MODEL THE PLANNING STRATEGY (I DO)	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Use modelling to show learners some ideas you have for your poster, like: <i>I remember last week, we listened to an information text called 'Breeding season'.</i> 4. Have the writing topic written on one side of the chalkboard. 5. Write the planning frame below on the other side of the chalkboard. On the other side of the chalkboard, show learners how you make a mind-map.
Poster <pre> graph TD A[When you see a snake] --> B[What must I do?] A --> C[Who can you call?] A --> D[What must you remember?] A --> E[Where can someone find out more information?] A --> F[What other important information does someone need to know?] </pre> Poster <pre> graph TD A[When you see a snake] --> B[Stay calm!] A --> C[Do not touch the snake] A --> D[If you get bitten try to look at the snake. Then, go to the hospital!] A --> E[Download the app for the African Snakebite Institute!] A --> F[Poison Information Helpline for South Africa, on 0861 555 777 / You can call an expert to remove a snake] </pre>	

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and think about all the things they learned about snakes last week.
2. Instruct learners to think about the information they think is important for other learners to know about seeing snakes!
3. Next, tell learners to **turn and talk** with a partner, to share their ideas.
4. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their poster, just like you did.
5. Tell learners not to copy your plan – they must write their **own** ideas.
6. As learners work, walk around the room and hold mini-conferences.



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

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

INDEPENDENT OR PAIRED READING

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

WEEK 4: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME <i>(Tune: If you're happy and you know it)</i>	Lyrics	Actions
	Oh I wish I was a silly slippery snake	<i>Move your body like a snake</i>
	Oh I wish I was a silly slippery snake	<i>Move your body like a snake</i>
	Oh I'd slither across the floor	<i>Move your right arm like a snake</i>
	And I'd slip under the door	<i>Move your right arm like a snake</i>
	Oh I wish I was a silly slippery snake	<i>Move your body like a snake</i>
THEME VOCABULARY	spit, venom, venomous, fangs, zoo	
QUESTION OF THE DAY		
Question	Where would you prefer to see a venomous snake?	
Graph	3 COLUMN GRAPH	
Options	in the zoo / in my garden / in the street	
Follow up questions		
Question	How many learners would prefer to see a venomous snake in the zoo?	
Answer	___ learners would prefer to see a venomous snake in the zoo.	
Question	How many learners would prefer to see a venomous snake in their garden?	
Answer	___ learners would prefer to see a venomous snake in their garden.	
Question	How many learners would prefer to see a venomous snake in the street?	
Answer	___ learners would prefer to see a venomous snake in the street.	
Question	Where would most learners prefer to see a venomous snake?	
Answer	Most learners would prefer to see a venomous snake in ___.	
Question	Where would fewest learners prefer to see a venomous snake?	
Answer	Fewest learners would prefer to see a venomous snake in ___.	
Question	Where would you prefer to see a venomous snake?	
Answer	I would prefer to see a venomous snake in the zoo.	

Answer	I would prefer to see a venomous snake in my garden.
Answer	I would prefer to see a venomous snake in the street.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 4: WEDNESDAY / DAY 3: LSC AND DRAFTING

LSC	Revise: 'a' and 'the' with nouns
LSC MODELLING (I DO)	GETTING READY <i>In this activity, you will split learners into small groups of 3-4 learners.</i> <i>Each group will need a set of flashcards that say: a / an / the</i> 1. Explain that today, we will revise using article 'a' and 'the' with nouns. 2. <u>Explain that we use a / an with general nouns.</u> - For example: I'm hungry. I want a pizza. Can you see a pizza right now? No? That's why it's a pizza. I don't have a specific pizza in mind. I can't see it, and you can't see it. We don't know which pizza I'm talking about. It could be any pizza. 3. <u>We use the with specific nouns.</u> - For example: <i>[Give a blue pen to one of your learners]</i> Lerato, can you pass me the blue pen? Can everyone see the blue pen? Yes? That's why it's the blue pen. I know which pen it is. I can see it, and you can see it. I'm talking about only this one specific pen, and we all know which pen I'm talking about! - We use <i>the</i> when there is only one of something. Examples include <i>the sun, the moon, the earth, the board, the teacher's desk</i> (if there is only one teacher in your classroom), etc... - We use <i>the</i> when it's the second mention of the noun. Even though we still can't see it, we know which one the speaker is talking about because it has been introduced. For example: I saw a movie last night. The movie was so boring that I fell asleep. 4. Explain that today, we will play a game to practice using the correct articles. 5. For this game, learners will be split into small groups. Each group will have a set of flashcards. 6. Explain that you will say a sentence. Then the group must discuss and decide which article belongs in the sentence. 7. Demonstrate an example for learners, like: 8. [Point to the board]. Say: This is ___ board! 9. Explain that you will hold up the flashcard for the article you think is correct. 10. Hold up the flashcard: the 11. Explain that there is just one board in the classroom. I am pointing to it and you all know which specific board I am talking about. That is why we use 'the'.

LSC Ask learners for help (WE DO)	1. Split learners up into groups of 3-4 learners. 2. Give each small group a set of articles flashcards. 3. Explain that each group must assign one person to be in charge of the flashcard. 4. Ask learners to identify the correct article for the following sentence: 5. I want to eat ___ sandwich. 6. Help make sure all the learners hold up a flashcard for the article 'a' 7. <i>Explain that we use 'a' here because we can't see the sandwich – it is not a specific sandwich!</i> 8. Make sure all the learners know the instructions for the game.
LSC Pair work (YOU DO)	1. Go through the following sentences. Give learners time to discuss in their groups and decide on the flashcard. 2. Look around at all the flashcards. Help correct any mistakes the learners make as you go! 3. <i>[Hold up a book for learners to see] Can you see ___ book? (We use 'the' here because you can see the book I am talking about! It is a specific book.)</i> 4. I will buy ___ dog for my children. <i>(We use 'a' here because you don't know which dog I want to buy! We would use the only if I was pointing to a specific dog, or showing you a picture of the exact dog I want to buy.)</i> 5. I must go speak to ___ Principal. <i>(We use 'the' because there is one principal in our school. We are talking about a specific person!)</i> 6. I want to play with ___ friend. <i>(We use 'a' because you do not know which friend I want to play with, and I have more than one friend.)</i> 7. She has ___ computer at home. <i>(We use 'a' because there are lots of computers. She has one, general computer and we don't know which one.)</i> 8. <i>[Call up a learner to the front of the room. Point to a desk.] He / she must sit in ___ desk.</i> <i>(We use the, because I have pointed to a specific desk. We all know the desk the learner must sit in.)</i>
TOPIC	Write a poster teaching other learners what to do if they see a snake.
PLANS	Before class begins, rewrite the planning frames on the board:

Poster <pre> graph TD A[When you see a snake] --> B[What must I do?] A --> C[Who can you call?] A --> D[What must you remember?] A --> E[Where can someone find out more information?] A --> F[What other important information does someone need to know?] </pre>	Poster <pre> graph TD A[When you see a snake] --> B[Stay calm!] A --> C[Do not touch the snake] A --> D[If you get bitten try to look at the snake. Then, go to the hospital!] A --> E[Download the app for the African Snakebite Institute!] A --> F[Poison Information Helpline for South Africa, on 0861 555 777 / You can call an expert to remove a snake] </pre>
WRITING FRAME	1. Next, tell learners that they must design and write a poster. 2. Explain that the words on a poster do not have to be written in full sentences! 3. Explain that a poster might use a lot of exclamation marks! 4. On a poster, the ideas do not need to be written in any particular order – they might even be spaced around the page! 5. When writing a poster, learners must think about how it looks, because it is meant to catch people's attention!
DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a poster using the frame. 4. Instruct learners to write the date and heading: Poster: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more words or details if they have time. 8. Remind learners of the strategies they can use to help them. 9. As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.

Draft : Poster

When you see a snake!

DO:

- Always stay calm
- Take a good look at the snake
- Call an expert to remove the snake

DONT:

- Touch the snake!
- Get too close to the snake
- Panic

Call the snake helpline on
0861 555 777 for help!

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 4: THURSDAY / DAY 4: ORAL ACTIVITIES

SONG / RHYME (Tune: If you're happy and you know it)	Lyrics	Actions
	Oh I wish I was a silly slippery snake	Move your body like a snake
	Oh I wish I was a silly slippery snake	Move your body like a snake
	Oh I'd slither across the floor	Move your right arm like a snake
	And I'd slip under the door	Move your right arm like a snake
	Oh I wish I was a silly slippery snake	Move your body like a snake
THEME VOCABULARY	Black Mamba, backwards, metres, speed, kilometres per hour	
QUESTION OF THE DAY		
Question	What is the scariest thing about a Black Mamba?	
Graph	4 COLUMN GRAPH	
Options	their sharp fangs / their strong venom / their large size / their speed	
Follow-up questions		
Question	How many learners think the scariest thing is their sharp fangs?	
Answer	___ learners think the scariest thing is their sharp fangs.	
Question	How many learners think the scariest thing is their strong venom?	
Answer	___ learners think the scariest thing is their strong venom.	
Question	How many learners think the scariest thing is their large size?	
Answer	___ learners think the scariest thing is their large size.	
Question	How many learners think the scariest thing is their speed?	
Answer	___ learners think the scariest thing is their speed.	
Question	What do most learners think is the scariest thing about a Black Mamba?	
Answer	Most learners think the scariest thing is ___.	
Question	What do fewest learners think is the scariest thing about a Black Mamba?	
Answer	Fewest learners think the scariest thing is ___.	

Question	What do you think is the scariest thing about a Black Mamba?
Answer	I think the scariest thing is their sharp fangs.
Answer	I think the scariest thing is their strong venom.
Answer	I think the scariest thing is their large size.
Answer	I think the scariest thing is their speed.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING

EDITING CHECKLIST <i>(Write this on the board before class begins)</i>	1. Did I check 'a' and 'the' with the nouns in my poster? 2. Does my poster explain what someone must do if they see a snake? 3. Did I use proper punctuation? 4. Will I include some pictures or different styles of writing in my final draft? 5. Did I spell all words correctly?
EDIT	1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to change words if it will help their poster sound better and more interesting. 7. Explain that learners may begin to publish when they are finished editing.
PUBLISH	1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their poster, correcting any mistakes. 3. Instruct learners to rewrite the paragraph correctly, under the heading: Poster: Final Draft 4. Tell learners that they should add different design elements, like pictures or different sizes of writing to their final draft!
SHARE	1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partner's writing.
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

When you see A SNAKE!

DO



DON'T



- ✓ Always stay calm
- ✓ Take a good look at the snake
- ✓ Call an expert

- X Touch the snake
- X Get too close
- X Panic

0861 555 777

Snake Helpline



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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 4: CONCLUSION

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

UPDATE THE K-W-L CHART	• Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
SUMMARISE	• Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: - o Theme vocabulary - o LSC - o The different texts that were read - o The small group discussion - o The comprehension strategy - o The writing genre and task - o All content from the theme
SHARE WITH FAMILIES	• Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.
ACKNOWLEDGE AND CELEBRATE	• Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: - o EFAL skills like reading or writing - o Theme content - o Tasks or activities - o Behaviour in the class - o Relationships with other learners - o Attitude to EFAL - o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 4 - TERM 3

WEEK 5

THEME:
SUPERHEROES

'Superheroes are everyday people.'
- Unknown

TERM 3: WEEK 5	
OVERVIEW	
THEME	Superheroes
THEME VOCABULARY	superhero, disguise, lonely, loneliness, mask, suspicious, shadow, disappear, twirled, superhuman
LSC	Prepositions indicating time
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Diary entry
WRITING TOPIC	Write a diary entry about a time you saw a superhero
CLASSROOM PREPARATION	1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: a comic about superheroes. 5. Try to find some pictures of different superheroes. For example, Black Panther, Superman, Wonder Woman, etc. 6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.

WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
INTRODUCE THE THEME		
PICTURE	1. Tell learners to turn to DBE Workbook 1 page 44. 2. Instruct learners to look at the title, headings and pictures in the text.	
INTRODUCE THE THEME	1. Tell learners the title of the theme. 2. Activate learners’ background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart.	
<i>(Kids’ superhero song from Bounce Patrol)</i>	Lyrics	Actions
	Let’s be superheroes	<i>Raise your right fist in the air</i>
	So we can save the day	--
	Wherever there is trouble	<i>Point in all directions with your index finger</i>
	We are always on our way!	<i>Run on the spot really fast</i>
	Let’s be superheroes	<i>Raise your right fist in the air</i>
	So we can save the world	--
	With our super powers	<i>Thumbs up</i>
	We’re super boys and super girls!	<i>Raise your right fist in the air</i>
THEME VOCABULARY	superhero, disguise, lonely, loneliness, mask	
QUESTION OF THE DAY		
Question	What would you like to wear to disguise yourself?	
Graph	2 COLUMN GRAPH	
Options	a mask / face paint	
Follow-up questions		
Question	How many learners would like to wear a mask?	
Answer	__ learners would like to wear a mask.	
Question	How many learners would like to wear face paint?	
Answer	__ learners would like to wear face paint.	

Question	What would more learners like to wear to disguise themselves?
Answer	More learners would like to wear ____.
Question	What would fewer learners like to wear to disguise themselves?
Answer	Fewer learners would like to wear ____.
Question	What would you like to wear to disguise yourself?
Answer	I would like to wear a mask.
Answer	I would like to wear face paint.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 5: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. Remind learners of the theme for the cycle.
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **Superheroes**
4. This week, learners will listen to **a story: The lonely fighter**
5. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
6. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
7. **THIRD READ:** Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

TEXT	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
Solomzi was a very lonely boy because he did not have friends at school. Solomzi was so shy that he didn't often speak to anybody at school.	I can infer that Solomzi wishes that he had friends, but he feels too shy to make friends on his own.	1. What do we know about Solomzi from this paragraph? (<i>He is shy, he hates school, he doesn't have friends at school, etc.</i>)

Solomzi was so shy that he didn't often speak to anybody at school. He always felt scared that the other learners would laugh at him! Solomzi hated school because when he was there, he felt very sad and alone.		
Solomzi's mother was very worried about him. She did not want her son to be sad and lonely. She wanted him to know that everything was going to be okay! One day, Solomzi's mother decided to dress up as a super-hero. She put on green pants and a bright purple top. She pulled long purple socks on over her green pants, and she wore a pair of bright green shoes. Then, she tied her hair back and put on a purple and green mask. The mask was small, so it only covered her eyes. Then, Solomzi's mother used face paint to paint purple and green lines on her cheeks. She called herself 'The Lonely Fighter'. She believed that she could help fight Solomzi's loneliness.	I can infer that Solomzi's mother really cares about him and wants to help him, because she puts so much effort into dressing up like a superhero for him!	1. What did Solomzi's mother do to try to help Solomzi? (<i>She dressed up like a superhero – The Lonely Fighter.</i>) 2. How can we infer that Solomzi's mother did not want Solomzi to know the superhero was really her? (<i>Because she wore a mask, and painted her face.</i>) 3. Why can we infer that Solomzi likes superheroes? (<i>His mom probably chose to dress up like a superhero because Solomzi likes them!</i>)
Later that day, when Solomzi got home from school, The Lonely Fighter, was waiting for him in the kitchen. She had her hands on her hips and stood up tall and proud, 'Solomzi! It is me, The Lonely Fighter!' she exclaimed in a deep voice.	I can infer that Solomzi's mother doesn't want him to know that the superhero is really his mother. That must be why changes her voice to sound deep!	1. What did Solomzi's mother do to disguise herself? (<i>She spoke in a deep voice.</i>)

Solomzi's eyes went wide as he looked at the super-hero. He looked very surprised. The Lonely Fighter stepped forward and put a hand on Solomzi's shoulder, 'Solomzi, I want you to know that you are never alone! I am always with you, and I will always protect you,' said The Lonely Fighter. Solomzi smiled, 'Really?' The Lonely Fighter grinned and nodded her head, 'Yes! Be brave Solmozi, because you are never alone. I see that in your future, you will have many friends, and you will be very happy!' Then, The Lonely Fighter twirled around many times, before running into the bedroom.	I can infer that Solomzi doesn't realise this superhero is really his own mother! I can infer this because of how surprised he feels to see this superhero.	1. How does Solomzi feels when he sees the superhero? (<i>He feels surprised.</i>) 2. Where did the superhero run when she was done speaking to Solomzi? (<i>She ran into the bedroom.</i>) 3. Do you think that Solomzi knows the superhero is really his mother? Why or why not? (<i>I think...because...</i>)
The next day at school, Solmozi held his head high, and he smiled at all the students in his class. Solomzi felt brave and confident because he knew that he was not alone. The other learners noticed that Solomzi was smiling and that he looked happier than usual.	I can infer that speaking with the superhero made Solomzi feel less lonely. I can infer that he feels ready to try to make some friends.	1. What made Solomzi feel brave and confident? (<i>Speaking to the superhero.</i>) 2. How can the other learners infer that Solomzi feels happier than usual? (<i>He held his head high, he smiled at all the learners in his class.</i>)
At break, one of Solomzi's classmates approached him. 'Come play with us!' Lesedi said. Solmozi joined her and her group of friends, feeling happy, friendly and confident.	I can infer Solomzi might begin to feel differently about school!	1. Who asked Solomzi to come play? (<i>His classmate, Lesedi.</i>)

WEEK 5: TUESDAY / DAY 2: PRE-READING	
TITLE	<i>Shadow girl to the rescue</i>
DBE WORKBOOK 2, PAGE	44
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
1. Remind learners of the theme for this cycle. 2. Remind them of the text that they listened to and discussed in the previous lessons. 3. Explain that you are now going to move on to another text, but it is still related to the theme. 4. Ask a learner to read the title: <i>Shadow Girl to the rescue</i> 5. Explain the meaning of the title, e.g. <i>Shadow Girl is capitalised, so it must be the name of someone. I know our theme this week is superheroes, so I can infer that Shadow Girl must be the name of a superhero. I think Shadow Girl is going to save, or rescue, someone.</i> 6. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about. 7. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about. 8. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time. 9. Ask learners: Which words did you underline? Why? 10. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words. 11. Instruct learners to think about the title, the pictures, and the words they underlined. 12. Ask learners predictive questions: a. What do you think will happen in this story? b. What do you think might happen at the end of this story? c. Who are the characters in the story? What do you think you know about them? d. Who talks in this story? How do you know? e. Do you think this story will be fiction or nonfiction? Why? 13. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.	

WEEK 5: TUESDAY / DAY 2: SPEAKING

DISCUSS...

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

WEEK 5: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/sp/ /o-e/ /-ed/												
Activity	- Write the following sounds on the chalkboard: sp, o-e (long O) and -ed - Say the sounds and instruct learners to repeat the sounds. Do this three times. - Explain that with this sound (o-e) the two letters are not written together in the word, but that they make one sound (long O). - Explain that if a word ends in a short vowel and a consonant, like -in as in spin, you double the consonant before adding -ed. For example: spin – spinned tip - tipped - Write the following words on the chalkboard and sound each word out as follows: /sp/ - /u/ - /n/ = spun /n/ - /o-e/ - /t/ = note /sp/ - /i/ - /ll/ - /ed/ = spilled - Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>sp</td><td>o-e</td><td>p</td></tr><tr><td>k</td><td>i</td><td>t</td></tr><tr><td>n</td><td>-ed</td><td>br</td></tr><tr><td>a</td><td>c</td><td>e</td></tr></table> MODEL - Review all of the sounds on the chalkboard. - Tell learners to copy the table into their books. - Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. - Show learners how to build one or two words, like: spoke or nip - Possible words (this is not a complete list): spit, spat, spank, spent, spoke, broke, pin, tin, spin, spinned, tinned, pinned, coke, cope, coped, can, cat, etc.	sp	o-e	p	k	i	t	n	-ed	br	a	c	e
sp	o-e	p											
k	i	t											
n	-ed	br											
a	c	e											

WEEK 5: WEDNESDAY / DAY 3: ORAL ACTIVITIES

SONG / RHYME (Kids superhero song from Bounce Patrol)	Lyrics	Actions
	Let's be superheroes	Raise your right fist in the air
	So we can save the day	--
	Wherever there is trouble	Point in all directions with your index finger
	We are always on our way!	Run on the spot really fast
	Let's be superheroes	Raise your right fist in the air
	So we can save the world	--
	With our super powers	Thumbs up
	We're super boys and super girls!	Raise your right fist in the air
THEME VOCABULARY	suspicious, shadow, disappear, twirled, superhuman	
QUESTION OF THE DAY		
Question	Which super power would you like to have?	
Graph	3 COLUMN GRAPH	
Options	be able to turn into a shadow / be able to disappear / have superhuman strength	
Follow-up questions		
Question	How many learners would like to be able to turn into a shadow?	
Answer	__ learners would like to be able to turn into a shadow.	
Question	How many learners would like to be able to disappear?	
Answer	__ learners would like to be able to disappear.	
Question	How many learners would like to have superhuman strength?	
Answer	__ learners would like to have superhuman strength.	
Question	Which super power would most learners like to have?	
Answer	Most learners would like to __.	
Question	Which super power would fewest learners like to have?	
Answer	Fewest learners would like to __.	

Question	Which super power would you most like to have?
Answer	I would like to be able to turn into a shadow.
Answer	I would like to be able to disappear.
Answer	I would like to have superhuman strength.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 5: WEDNESDAY / DAY 3: FIRST READ	
TITLE	<i>Shadow girl to the rescue</i>
DBE WORKBOOK 1, PAGE	44
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
1. Hand out the DBE workbooks. 2. Instruct learners to turn to the story on page 44. 3. Allow learners a few minutes to try and read the story on their own, in silence. 4. Explain that you will read the story to learners. They must follow along as you read. 5. Read the story with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column.	
Text	Think Aloud: First Read
The children at New Town School were glad to see Lindi Myeza at school today. For those of you who don't know her, Lindi looks just like any other eleven-year-old schoolgirl, in her uniform and pigtails.	I can infer that Lindi Myeza is a superhero. I can infer that she must be Shadow Girl, because the text tells me she 'turns into a shadow with superhuman strength' whenever there is a problem!

But when there is a problem, she instantly turns into a shadow with superhuman strength. Today, she became angry when the children told her about the three cell phones that had disappeared from the school. She knew New Town School was no longer a safe place to be.	
When Lindi and her friend Wendy went out for their 10 o'clock break, they saw a man sitting in a big bakkie just outside the school. They saw him call a small grade 1 child and heard him offer her a ride and a chocolate.	I can infer that the man in the bakkie is suspicious. It is very suspicious for a stranger to give a small child chocolate!
"Chocolate my foot!" snorted Lindi. In a second, she was gone and all that was left was a long, dark shadow that stretched right across the street. Shadow Girl was back, and she was going after the man.	I can infer that Lindi was suspicious of the man in the bakkie, because she turned into Shadow Girl and chased him.
She immediately saw the three cell phones in his car. Ring ring! "What's this?" she shouted as she picked up the phones. "Look at his name! This phone belongs to Thabo Ndlovu. And this name, can you read it, is Wendy Smith. What are you doing with their phones?" "I needed to make ... um ... uh ... a call ..." stammered the man. "I'm sorry I took the phones." What was going on? Where was this voice coming from? He started to shake.	Oh, I can infer that the phones in the suspicious man's bakkie do not belong to him! Shadow Girl makes this inference because she sees the owners' names on the phones!
"You stole their phones, you crook!" And Shadow Girl twirled the man round on her finger. She lifted him above her head and shook him. A necklace fell from his pocket. "I know this necklace!" shouted Shadow Girl. "It belongs to my teacher." "Put me down!" muttered the man.	Oh! I can infer that Shadow Girl is very strong! She picks up the man once she realises he is the phone burglar!
"The only place I will put you, Mister, is into the police van." The man looked down and saw a police van stopping behind them. "He's all yours, constable!" she said. And Shadow Girl disappeared. Her work was done.	I can infer that Lindi doesn't hurt the suspicious man – she makes sure that the police catch him!

Lindi stood inside the school grounds with Wendy, watching and looking as though nothing unusual had happened. In a split second, she was back at her desk, ready to start writing in her workbook.	I can infer that Shadow Girl is super fast!
“Now children,” said Mrs Smith. “Today let’s talk about what we can do to make our neighbourhood safer. The children all turned to Lindi and grinned.	--
Follow up questions	Responses
Who is Shadow Girl?	She is really an eleven-year-old schoolgirl named Lindi Myeza.
When does Lindi turn into Shadow Girl?	She turns into Shadow Girl when there is a problem!
Why question	Possible response
Why did Lindi turn into Shadow Girl?	• Because she heard that three cell phones were stolen. • Because she saw the suspicious man in the bakkie. • Because she realised that the suspicious man in the bakkie was the person who stole the phones. • Because she wanted to get the phones back and make New Town School safe again!
Introduce the LSC in context	
1. Explain to learners that this cycle, they will be learning about: Words that describe time. Remind learners that time is when something happens. 2. Point out the following example of this in the text: Paragraph 2: But when there is a problem, she instantly turns into a shadow with superhuman strength. (When describes the time, it tells us that every time there is a problem, she changes into a superhero.) Paragraph 8: In a split second, she was back at her desk, ready to start writing in her workbook. (In a split second describes the time, we know that this happened instantly.) 3. Introduce this LSC as follows: Words that describe the time are called ‘Prepositions indicating time’. The tells us more about when something happens. They are usually words like: on; during; in; at; since; for; before; when.	

WEEK 5: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Shadow Girl to the rescue</i>
DBE WORKBOOK 1, PAGE	44
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
- Before the lesson begins, write the follow-up questions on the board: <i>Who stole the three cell phones from school?</i> <i>Why did Shadow Girl disappear after giving the man over to the police?</i> <i>Why did the learners turn and smile at Lindi at the end of the story?</i> - Read the follow-up questions out loud to learners. - Hand out the DBE workbooks. - Instruct learners to turn to the story on page 44. - Explain that you will read the story to learners. They must follow along with the text as you read. - Read the story with fluency and expression to learners. - Read the Text first, and then say the comment in the Second Read column. - Next, instruct learners to turn and talk with a partner. - Instruct learners to take turns reading the story to each other. - Tell learners to orally discuss the follow-up questions together.	
Text	Think Aloud: Second Read
The children at New Town School were glad to see Lindi Myeza at school today. For those of you who don't know her, Lindi looks just like any other eleven-year-old schoolgirl, in her uniform and pigtails. But when there is a problem, she instantly turns into a shadow with superhuman strength. Today, she became angry when the children told her about the three cell phones that had disappeared from the school. She knew New Town School was no longer a safe place to be.	I can infer that the other learners know Lindi is a superhero because they are happy to see her after three cell phones have been stolen!

When Lindi and her friend Wendy went out for their 10 o'clock break, they saw a man sitting in a big bakkie just outside the school. They saw him call a small grade 1 child and heard him offer her a ride and a chocolate.	--
"Chocolate my foot!" snorted Lindi. In a second, she was gone and all that was left was a long, dark shadow that stretched right across the street. Shadow Girl was back, and she was going after the man.	I can infer that Lindi believes she can solve this problem – that must be why she turns herself into Shadow Girl.
She immediately saw the three cell phones in his car. Ring ring! "What's this?" she shouted as she picked up the phones. "Look at his name! This phone belongs to Thabo Ndlovu. And this name, can you read it, is Wendy Smith. What are you doing with their phones?" "I needed to make ... um ... uh ... a call ..." stammered the man. "I'm sorry I took the phones." What was going on? Where was this voice coming from? He started to shake.	Oh, I can infer that the suspicious man in the bakkie cannot see Shadow Girl – he must be frightened because he can hear her voice, but he doesn't know where it is coming from!
"You stole their phones, you crook!" And Shadow Girl twirled the man round on her finger. She lifted him above her head and shook him. A necklace fell from his pocket. "I know this necklace!" shouted Shadow Girl. "It belongs to my teacher." "Put me down!" muttered the man.	I can infer that Shadow Girl felt suspicious that the man stole more things – I think that is why she shook him. So she could see if he was hiding anything in his pockets!
"The only place I will put you, Mister, is into the police van." The man looked down and saw a police van stopping behind them. "He's all yours, constable!" she said. And Shadow Girl disappeared. Her work was done.	I can infer that Shadow Girl quickly disappeared, because she didn't want anyone to see her face!
Lindi stood inside the school grounds with Wendy, watching and looking as though nothing unusual had happened. In a split second, she was back at her desk, ready to start writing in her workbook.	I can infer that Lindi doesn't want anyone else to know that she is Shadow Girl, because she pretends that nothing has happened!

“Now children,” said Mrs Smith. “Today let’s talk about what we can do to make our neighbourhood safer. The children all turned to Lindi and grinned.	I can infer that all the other children know that Lindi is a superhero, because they all turn and smile at her when Mrs Smith talks about keeping the neighbourhood safe.
Follow up questions	Responses
Who stole the three cell phones from school?	The man in the bakkie stole the cell phones.
Why did Shadow Girl disappear after giving the man over to the police?	• Because her work was done. • Because she caught the man who stole the cell phones! • Because she solved the problem.
Why question	Possible response
Why did the learners turn and smile at Lindi at the end of the story?	• Because they all know that Lindi is a superhero. • Because they know Lindi is helping to keep their neighbourhood safe. • Because the teacher doesn’t seem to know that Lindi is a superhero, but the other learners know.
Ask learners to formulate a question about the text. 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions.	

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

Modelling (I DO)	1. Explain that this week, we have been working on making inferences. 2. Explain that we make an inference when we use what is written and what we already know to figure something out. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 44 5. Read out loud while learners follow along: <i>"What's this?" she shouted as she picked up the phones. "Look at his name! This phone belongs to Thabo Ndlovu. And this name, can you read it, is Wendy Smith. What are you doing with their phones?"</i> 6. Remind learners that this is the part of the story when Shadow Girl saw three cell phones in the suspicious man's bakkie. 7. Explain we can make inferences that: a. Shadow Girl knows that the phone with the name Thabo Ndlovu doesn't belong to the driver, so she must know the real Thabo Ndlovu. b. Shadow Girl must know Thabo Ndlovu and Wendy Smith, because she knows these phones have been stolen.
Work with learners (WE DO)	1. Read out loud while learners follow along: <i>What was going on? Where was this voice coming from? He started to shake.</i> 2. Ask learners: What inferences can you make after you read these sentences? 3. If needed, you can help prompt learners by asking: a. What do you think the characters might be thinking? b. What do you think the characters might be feeling? 4. Listen to learners' ideas, like: a. The man cannot see Shadow Girl. b. The man can only hear Shadow Girl's voice. c. The man feels scared. d. The man is scared about what will happen next!
Pair work (YOU DO)	1. Explain that now, learners will work with a partner to make an inference. 2. Read out loud while learners follow along: <i>She lifted him above her head and shook him. A necklace fell from his pocket.</i> 3. Ask learners: What inferences can you make about the man? 4. Instruct learners to discuss this with their partners. 5. After 3-5 minutes, call learners back together. 6. Call on 2-3 learners to share their answer to the question, like: a. The man steals many things. b. The man didn't just steal phones – he also stole a necklace! c. He probably has stolen a lot of other things!

NOTES	1. Look at the notes below. If your learners have not copied these into their exercise books, they should do so now. <u>Making Inferences</u> To make an inference, we take: what is written + what we already know and we make a good guess about the text. 2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).
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WEEK 5: FRIDAY / DAY 5: POST-READING	
TITLE	<i>Shadow Girl to the rescue</i>
DBE WORKBOOK 1, PAGE	44
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	Summarise Make inferences
PURPOSE	- Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. - Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
POST-READING	
1. Explain that today we will be summarising the main points of the text. <i>This means that we will think about the most important parts of the text.</i> 2. Explain that we will also be making an inference about the text. <i>This means that we will think about how we can make a good guess about the text, based on what is written AND what we know.</i> 3. Ask learners: How can you tell a friend about the story in 3-5 sentences? 4. Instruct learners to use the frame to answer the question: a. This story is about... b. I can infer that Shadow Girl is...because... c. I can infer that this story is fictional (not true) because... 5. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts. 6. Give learners time to think about the most important parts of the text. Explain that learners may skim or scan the text if they need help remembering what the text was about. 7. Instruct learners to turn and talk with a partner. Partners will take turns presenting and listening. 8. Call the class back together. Call a few learners up to the front of the classroom to present to the class. 9. Come up with a class summary, like: <u>This text is about</u> <i>an eleven-year-old girl named Lindi, who is also a superhero named Shadow Girl! She helps keep her neighbourhood safe. She finds stolen cell phones and brings the burglar to the police! <u>I can infer that Shadow Girl is good because</u> she solves problems in her neighbourhood. <u>I can infer that this story is fictional (not true) because</u> Shadow Girl disappears, and real people cannot do that.</i>	

WEEK 5: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
DIARY ENTRY	To record and reflect on personal experience	- Usually written in a special book (a diary or a journal) - Entries written regularly (e.g. daily or weekly) - Entries dated - May use personal recount text type	- Usually written in past tense - Informal in style - The writer is writing for him or herself
INTRODUCE THE GENRE	1. Explain that in this cycle, learners will write a diary entry. Explain a diary entry 1. Explain that a diary entry is a record of a personal experience, that the writer writes for him or herself. 2. This allows the writer to remember an event and to reflect on it. 3. In terms of the text structure, a diary entry must: a. Be written in a special book (but learners will write in their exercise books) b. Be written regularly – a diary is an ongoing record of events c. Have a date to help the writer remember when things happened 4. In terms of language, a diary entry must: a. Be written in the past tense, because it is usually about things that have happened b. Be informal – this is a personal record, usually for the writer's eyes only 5. Show learners an example of a diary entry. Write the following example on the board:		

READ THE SAMPLE TEXT	Diary entry 13th May 2020 Dear Diary Today I saw something really weird and amazing! On the way home from school, I saw a gang stop a lady. They pushed her around and wanted to take her handbag. Then, a guy dressed in a red cape ran straight into the group, and pushed them away from the lady! The guy whispered in the gang leader's ear, and they all ran away! Then he gave the lady a hug – so cute! This guy was a hero in a red cape! He saved the lady and stopped a crime! It was so cool to see! It made me really good, and kinda safe.
DISCUSS	Diary entry 1. What is the date? 2. How does the diary entry start? 3. Why do you think it starts this way? 4. What is the first paragraph about? 5. What is the second paragraph about? 6. What is the third paragraph about? 7. What tense is the diary entry written in? 8. Which words are informal?
NOTES	Tell learners to open their exercise books, and to write down the following heading and notes: <u>Diary entry</u> 1. In terms of the text structure, a diary entry must: a. Be written in a special book (pretend) b. Be written regularly – not just once c. Have a date d. Be a record of something that happened 2. In terms of language, a diary entry must: a. Be written in the past tense b. Be informal – for the writer's eyes only

GRADE 4 - TERM 3

WEEK

6

THEME:
SUPERHEROES

'A true hero isn't measured by the size of his strength, but by the strength of his heart.'

– Hercules

TERM 3: WEEK 6	
OVERVIEW	
THEME	Superheroes
THEME VOCABULARY	superhero, disguise, lonely, loneliness, mask, suspicious, shadow, disappear, twirled, superhuman, cape, invisible, drown, terror, risk a life, imaginary, make believe, impressive, instantly, rescue
LSC	Prepositions indicating time
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Diary entry
WRITING TOPIC	Write a diary entry about a time you saw a superhero!

WEEK 6: MONDAY / DAY 1: PLANNING		
TOPIC	Write a diary entry about a time you saw a superhero	
GENRE	Diary entry	
PLANNING STRATEGY	List	
MODEL THE PLANNING STRATEGY (I DO)	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about completing the writing topic, like: <i>Hmm, I am going to write about a dog that was a hero. The dog saw a child drowning in the river, and jumped in and saved the child.</i> 4. Have the writing topic written on one side of the chalkboard. 5. Write the planning frame below the topic on the chalkboard. 6. On the other side of the chalkboard, show learners how you make a plan by answering each of the questions.	
	Planning: A time I saw a superhero	Planning: A time I saw a superhero
	1. When did the event happen? 2. Where were you? 3. What was the problem? 4. Who was the superhero? 5. What did they do? 6. Why was the person/animal a superhero? 7. How did this make you feel?	1. On Saturday morning 2. I was playing next to the river 3. A little boy went in the river to fetch his ball. He went too deep, and he could not swim. He was drowning. 4. A big brown dog heard the boy shouting and crying. 5. The dog went into the river and pulled the boy out of the water, . The dog licked the boy's face to make him calm down. 6. The dog saved the boy from drowning, and calmed him down. 7. I felt relieved and happy! I can't swim so I could not save the boy.

LEARNERS USE THE PLANNING STRATEGY (YOU DO)	1. Tell learners to close their eyes and think of a problem where a superhero could help. 2. Remind learners that they need to see the problem, and they then need to see the superhero solve the problem. Finally, they need to say how this made them feel. 3. Remind them that they can write informally, and in the past tense. 4. Next, tell learners to turn and talk with a partner, to share their ideas. 5. Hand out exercise books. 6. Show learners the planning frame on the chalkboard and tell them to use this frame to plan their diary entry, just like you did. 7. Tell learners not to copy your plan – they must write their own ideas. 8. As learners work, walk around the room and hold mini-conferences.
HOMEWORK	Learners must complete both plans for homework.

Planning: A time I saw a superhero

1. On Saturday morning
2. I was playing next to the river
3. A little boy went into the river to fetch his ball.
He went too deep. He could not swim. He was drowning
4. A big brown dog heard the little boy crying
5. The dog went in the river and pulled the boy out.
The dog liked the boys face to make him calm.
6. The dog saved the little boy. The dog made
the little boy calm.
7. I felt relieved because I could not save the boy.
I felt happy.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME (Kids' superhero song from Bounce Patrol)	Lyrics	Actions
	Let's be superheroes	Raise your right fist in the air
	So we can save the day	--
	Wherever there is trouble	Point in all directions with your index finger
	We are always on our way!	Run on the spot really fast
	Let's be superheroes	Raise your right fist in the air
	So we can save the world	--
	With our super powers	Thumbs up
	We're super boys and super girls!	Raise your right fist in the air
THEME VOCABULARY	cape, invisible, drown, terror, risk a life (risk my life / risk your life / risk his / her life, etc.)	
QUESTION OF THE DAY		
Question	Who would you risk your life for?	
Graph	3 COLUMN GRAPH	
Options	someone I love / a stranger / no one	
Follow up questions		
Question	How many learners would risk their life for someone they love?	
Answer	___ learners would risk their life for someone they love.	
Question	How many learners would risk their life for a stranger?	
Answer	___ learners would risk their life for a stranger.	
Question	How many learners would not risk their life for anyone?	
Answer	___ learners would not risk their life for anyone.	
Question	Who would most learners risk their life for?	
Answer	Most learners would risk their life for ___.	
Question	Who would fewest learners risk their life for?	
Answer	Fewest learners would risk their life for ___.	

Question	Who would you risk your life for?
Answer	I would risk my life for someone I love.
Answer	I would risk my life for a stranger.
Answer	I wouldn't risk my life for anyone.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: WEDNESDAY / DAY 3: LSC AND DRAFTING

LSC	Prepositions indicating time
LSC MODELLING (I DO)	- Write the following prepositions on the board: - on - during - in - at - since - for - before - Explain that today, we will think about some words to describe time! - Remind learners that time is when something happens. - Write each sentence on the board. Explain the sentences: - Many shops don't open on Sundays. - I wrote a test during Maths class. - I walk to school in the morning and in the afternoon. - It is cold at night. - I have been going to this school since Grade 1. - I will play outside for 30 minutes. - She always wakes up before me! - Explain that we use many different words to talk about time!
LSC Ask learners for help (WE DO)	- Explain that we will write a sentence for each of the prepositions together. - Go through the prepositions with learners. Brainstorm a sentence with learners using each preposition, like: - I go to church on Sunday. - I sing during church. - I eat breakfast in the morning. - What did you do at the weekend? - I have been at the clinic since yesterday. - We will do writing for 15 minutes. - We must do LSC before writing today!

LSC Pair work (YOU DO)	1. Hand out learners' exercise books. 2. Instruct learner to turn and talk and write a sentence using each preposition. 3. As learners talk and write, walk around the room and complete mini conferences. 4. Ask learners to read their writing to you. 5. Instruct learners who finish quickly to write more sentences! 6. Encourage learners! Sharing 1. Call learners back together. Call on random learners to give examples for each prepositions. 2. Explain that learners must use at least one new preposition in their writing to show time!
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TOPIC	Write a diary entry about a time you saw a superhero	
PLANS	Planning: A time I saw a superhero	Planning: A time I saw a superhero
	1. When did the event happen? 2. Where were you? 3. What was the problem? 4. Who was the superhero? 5. What did they do? 6. Why was the person/animal a superhero? 7. How did this make you feel?	1. On Saturday morning 2. I was playing next to the river 3. A little boy went in the river to fetch his ball. He went too deep, and he could not swim. He was drowning. 4. A big brown dog heard the boy shouting and crying. 5. The dog went into the river and pulled the boy out of the water, . The dog licked the boy's face to make him calm down. 6. The dog saved the boy from drowning, and calmed him down. 7. I felt relieved and happy! I can't swim so I could not save the boy.

WRITING FRAME	<u>Diary entry</u> 1. Tell learners to start their diary entry with the date, and a greeting: Dear Diary. 2. Next, tell learners that they must turn each point in their plan into a sentence. 3. They must also arrange the sentences into 3 paragraphs. 4. Write the following frame on the chalkboard, and explain it to learners: Date Dear Diary, Paragraph 1 Points 1-3 <i>Something ... happened on ...</i> <i>I was...</i> <i>I saw...</i> Paragraph 2 Points 4-5 <i>Then / Suddenly, ...</i> <i>The...</i> Paragraph 3 Points 6-7 <i>The ... was a superhero because...</i> <i>This made me feel...</i>
DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a diary entry of 3 short paragraphs using the frame. 4. Instruct learners to write the date and heading: Draft: A time I saw a superhero a. Instruct learners to find their plan from Monday and think about their ideas. b. Instruct learners to complete the writing frame using their plans. c. Remind learners of the strategies they can use to help them. d. As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.

Draft: A time I saw a superhero

13 May 2020

Dear Diary

1. Something cool happened on Saturday morning.
2. I was playing next to the river
3. I saw a little boy went into the river to get his ball.
He went too deep and he could not swim. He was drown.
4. Suddenly a big brown dog heard the boy crying.
5. The dog went in the river and pulled the boy out.
Then the dog licked the boys face to make him calm.
6. The dog was a supahero because it saved the boy. And
the dog made the boy calm.
7. This made me feel relieved because I could not save
the boy. It made me happy.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: THURSDAY / DAY 4: ORAL ACTIVITIES

SONG / RHYME (Kids' superhero song from Bounce Patrol)	Lyrics	Actions
	Let's be superheroes	Raise your right fist in the air
	So we can save the day	--
	Wherever there is trouble	Point in all directions with your index finger
	We are always on our way!	Run on the spot really fast
	Let's be superheroes	Raise your right fist in the air
	So we can save the world	--
	With our super powers	Thumbs up
	We're super boys and super girls!	Raise your right fist in the air
THEME VOCABULARY	imaginary, make believe, impressive, instantly, rescue	
QUESTION OF THE DAY		
Question	Which superhero do you think is the most impressive?	
Graph	3 COLUMN GRAPH	
Options	Shadow Girl / The superhero of kindness	
Follow-up questions		
Question	How many learners think Shadow Girl is the most impressive?	
Answer	__ learners think Shadow Girl is the most impressive.	
Question	How many learners think the superhero of kindness is the most impressive?	
Answer	__ learners think the superhero of kindness is the most impressive.	
Question	Which superhero do most learners think is the most impressive?	
Answer	More learners think __ is the most impressive.	
Question	Which superhero do fewest learners think is the most impressive?	
Answer	Fewer learners think __ is the most impressive.	
Question	Which superhero do you think is the most impressive?	
Answer	I think Shadow Girl is the most impressive.	

Answer	I think the superhero of kindness is the most impressive.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: FRIDAY / DAY 5: EDITING AND PUBLISHING

EDITING CHECK-LIST <i>(Write this on the board before the class begins)</i>	Diary entry 1. Is there a date? 2. Is there a greeting? 3. Are there 3 paragraphs? 4. Is the diary entry written in past tense? 5. Is the diary entry written in informal language? 6. Is the spelling and punctuation correct? 7. Does the diary entry make sense? 8. Is there a preposition that describes time, like: during, since, before or on?
EDIT	1. Instruct learners to open their books to the completed drafts. 2. Go through the editing checklist on the chalkboard with learners. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure that the answer to each question is yes. 5. Instruct learners to fix any mistakes they find. 6. Explain that learners may begin to publish when they are finished editing.
PUBLISH	1. Instruct learners to read through their corrections. 2. Instruct learners to redraft their diary entries in their exercise books.
SHARE	1. Instruct learners to turn and talk with a partner. 2. Instruct learners to read their diary entries aloud to their partners. 3. Instruct learners to tell their partners 1-2 things they liked about their writing.

A time I saw a superhero

13 May 2020

Dear Diary,

Something cool happened on Saturday morning. I was playing by the river. I saw a little boy go into the river to get his ball. He went too deep. He was drowning!

Suddenly, a big brown dog heard the boy crying! The dog went in the river and pulled the boy out. Then the dog licked the boy's face to make him calm.

The dog was a superhero because it saved the boy and made him feel calm. This made me feel relieved because I could not save the boy. It made me feel happy!

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: CONCLUSION

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

UPDATE THE K-W-L CHART	• Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
SUMMARISE	• Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: - o Theme vocabulary - o LSC - o The different texts that were read - o The small group discussion - o The comprehension strategy - o The writing genre and task - o All content from the theme
SHARE WITH FAMILIES	• Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.
ACKNOWLEDGE AND CELEBRATE	• Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: - o EFAL skills like reading or writing - o Theme content - o Tasks or activities - o Behaviour in the class - o Relationships with other learners - o Attitude to EFAL - o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 4 - TERM 3

WEEK
7

THEME:

FINDING OUT MORE ABOUT POETRY

'Poetry is language at its most distilled and most powerful.'

Rita Dove

TERM 4: WEEK 7	
OVERVIEW	
THEME	Finding out more about poetry
THEME VOCABULARY	poet, poem, rhythm, rhyme, meaning, free verse, rhyming couplet, haiku, syllables, rules
LSC	Rhyming words
COMPREHENSION STRATEGY	Search the text
WRITING GENRE	Report, poem
WRITING TOPIC	Write a report on the literature genre of poetry Write a poem
CLASSROOM PREPARATION	1. Take down and carefully store the flashcard words and pictures from the previous term. 2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 3. Try to find some reading material for your theme table, for example: a book of poetry. 4. Try to find or make some posters of different poems. 5. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.

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

INTRODUCE THE THEME

PICTURE	• Show learners the poem on page 26 of the DBE Workbook. • Ask if they know what we call this kind of writing? (Poetry)	
INTRODUCE THE THEME	• Ask learners if they know what it means to research something. • Listen to learner responses. This will help you understand what learners already know. • Explain to learners that for the next two weeks, all the work they do will be related to this theme: Finding out more about poetry. ○ They will learn new vocabulary related to the theme. ○ They will listen to and discuss a text about the theme. ○ They will read some research texts related to the theme. ○ They will write a text related to the theme.	
SONG / RHYME	Lyrics	Actions
	Poems can have rhythm	<i>Click your fingers in a rhythm</i>
	Poems can have rhyme	<i>Click your fingers in a rhythm</i>
	We can clap our hands and stamp in time	<i>Clap your hands and stamp your feet to the rhythm</i>
	Poems can be fun	<i>Throw your hands up in the air</i>
	Can make us think	<i>Point at your head</i>
	We can put our feelings down in ink!	<i>Put one hand on your heart and pretend to write</i>
THEME VOCABULARY	poet, poem, rhythm, rhyme, meaning	
QUESTION OF THE DAY		
Question	What do you think the most important part of a poem is?	
Graph	3 COLUMN GRAPH	
Options	rhythm / rhyme / meaning	
Follow-up questions		
Question	How many learners think the rhythm is most important?	
Answer	__ learners think the rhythm is most important.	
Question	How many learners think the rhyme is most important?	
Answer	__ learners think the rhyme is most important.	

Question	How many learners think the meaning is most important?
Answer	__ learners think the meaning is most important.
Question	What do most learners think is most important?
Answer	Most learners think the ____ is most important.
Question	What do fewest learners think is most important?
Answer	Fewer learners think the ____ is most important.
Question	What do you think the most important part of a poem is?
Answer	I think the ____ is the most important part of a poem.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 7: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. Remind learners of the theme for the cycle.
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **Finding out more about poetry**
4. This week, learners will listen to **an information text**: Poetry for kids
5. **FIRST READ**: Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
6. **SECOND READ**: Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
7. **THIRD READ**: Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

Text	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
<u>Poetry for kids</u> Many kids are scared of reading and writing poems. They think you have to be really clever to be a poet.	Why are many kids scared of poetry? Oh, they think you have to be clever to be a poet.	1. What do many kids think about poetry? <i>They think you have to be really clever to write poetry.</i>
But, this is a false idea. Poetry is for everybody!	Why is it a false idea that you must be clever to be a poet? Oh, because poetry is for everybody – I see.	2. Who is poetry for? <i>Poetry is for everybody.</i>
Poetry can use many words, or a few words. Poetry can use rhythm and rhyme, or not.	Must all poems use many words? No, poetry can use many words or not.	3. Do all poems have to use rhyme? <i>No, poems can use rhyme or not.</i>
In a type of poem called a free verse, the poet does not have to follow any rules. The poet can use invented spelling. And the poet can choose to use punctuation marks or not.	Which type of poems do not have to follow rules? I see – free verse does not have to follow any rules.	4. What are two features of free verse? <i>The poet can use invented spelling. The poet can choose to use punctuation marks or not.</i>

In a type of poem called a rhyming couplet, the poet must write the poem in groups of two lines that rhyme. The lines must have more or less the same number of syllables. Syllables are the parts of a word that can be clapped out.	What is a syllable? I remember – syllables are the parts of a word when we clap it out, like po / et / ry.	5. What are two features of a rhyming couplet? <i>The poem must be written in groups of two lines that rhyme. The two lines must have more or less the same number of syllables.</i>
In a type of poem called a haiku, the poet thinks of words and phrases to describe something. Then, the poet arranges the words in three lines. The first line has 5 syllables. The second line has 7 syllables, and the third line has 5 syllables.	What is the purpose of a haiku? Oh, a haiku poem is used to describe something.	6. What is the structure of a haiku poem? <i>Three lines, the first line has 5 syllables, the second line has 7 syllables, the third line has 5 syllables.</i>
Poems may be written to entertain the reader. But usually, poems tell us how the poet thinks or feels about something.	Why are poems usually written? Oh, poems are usually written to tell us how the poet thinks or feels about something.	7. What are two reasons for poetry? <i>To entertain the reader. To tell the reader how the poet thinks or feels about something.</i>
Writing poetry about something sad or bad that happens to us can help us to deal with these feelings.	What can writing poetry help us with? Writing poetry can help us to deal with our feelings.	8. Why is it a good idea to write poetry if something sad or bad happens to us? <i>It can help us to deal with our feelings.</i>
Don't be afraid of writing poetry – it is about sharing your own ideas, thoughts and feelings, and there is no 'wrong' way to do this!		9. Why do people write poetry? <i>To share their own ideas, thoughts and feelings.</i>

WEEK 7: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week learners will discuss **the information text**: *Poetry for kids*
2. Before class begins, write the conversation frame on the board:

Conversation frame

- a. This text was about...
 - b. I learnt that...and...
 - c. I think the text was written to...
3. Break learners into their small discussion groups.
 4. Complete the speaking activity as per the core methodology.

WEEK 7: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/wh/ /u-e/ /oo/												
Activity	1. Write the following sounds on the chalkboard: wh, /u-e/ (long U) and oo 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Explain that with this sound (u-e) the two letters are not written together in the word, but that they make one sound (long U). 4. Explain that the /oo/ sound can be said two ways. It has a short sound, as in book. It has a long sound, as in pool. 5. Write the following words on the chalkboard and sound each word out as follows: a. /wh/ - /i/ - /m/ = whim b. /c/ - /u-e/ - /b/ = cube c. /l/ - /oo/ - /k/ = look (short sound) d. /c/ - /oo/ - /l/ = cool (long sound) 6. Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>wh</td><td>u - e</td><td>c</td></tr><tr><td>e</td><td>p</td><td>l</td></tr><tr><td>t</td><td>oo</td><td>a</td></tr><tr><td>i - e</td><td>k</td><td>n</td></tr></table> MODEL 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: what or cute 5. Possible words (this is not a complete list): when, what, while, pool, tool, noon, look, took, cute, tune, puke, pet, pan, etc.	wh	u - e	c	e	p	l	t	oo	a	i - e	k	n
wh	u - e	c											
e	p	l											
t	oo	a											
i - e	k	n											

WEEK 7: TUESDAY / DAY 2: PRE-READING	
TITLE	Research texts on poetry
READING WORK-SHEET	Term 3, Week 7&8 Reading Worksheet: Research Texts
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
1. Remind learners of the theme for this cycle. 2. Remind them of the text that they listened to and discussed in the previous lessons. 3. Explain that you are now going to move on to another text, but it is still related to the theme. 4. Turn to the Reading Worksheet for Weeks 7 and 8. 5. Ask a learner to read the title: Research Texts 6. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about. 7. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about. <i>Explain that learners might need to look for words that could relate to the concept: poetry or poems.</i> 8. Explain that learners should circle any new words in the text that they don't know. 9. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time. 10. Ask learners: Which words did you underline? Why? 11. As learners list the words, make a list on the board. Ask learners to explain why they have chosen to underline certain words. 12. Ask learners: Which words did you circle? 13. As learners list the words, make a list on the board. Help learners to define these words in context. 14. Instruct learners to think about the title, the pictures, and the words they underlined. 15. Ask learners predictive questions: a. What do you think these texts are about? 16. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.	

WEEK 7: WEDNESDAY / DAY 3: FIRST READ	
TITLE	Research texts on poetry
READING WORK-SHEET	Term 3, Week 7&8 Reading Worksheet: Research Texts
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Search the text
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
1. Tell learners that this cycle, instead of reading from the DBE Workbook, they will read some texts from the READING WORKSHEET for WEEKS 7&8. 2. Explain that these texts will help them to write a report on poetry next week. 3. Allow learners a few minutes to try and read the text on their own, in silence. 4. Explain that you will read the text to learners. They must follow along as you read. 5. Read the text with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column.	
Text	Think Aloud: First Read
Fiction text and free verse poem: Best friends My name is Rita Smit. I live on a farm near a small town called Bredasdorp. Most of my friends live in town. But my best friend lives on the farm with me.	1. Where does Rita live? <i>She lives on a farm near a small town called Bredasdorp.</i> 2. Who lives on the farm with Rita? <i>Her best friend.</i>
I wrote a free verse poem about my best friend. I chose to write a free verse because I wanted to write what I feel. I didn't want to worry about rules. I know that with free verse: • I can use any number of words • I can use invented spelling • I can choose to use punctuation or not • I can write what I am feeling, in any way I want	

Here is my free verse: Best friends Lick lick sniff Lick licky lickety sniff sniff woof Woof WOOF WOOF! My best friend talks to me like this. She says: Hello Rita, please come and play RITA, COME NOW! I smile and fetch the ball We go outside to play I am never lonely! by Rita Smit	Who is speaking in the first three lines of the poem? <i>In the first three lines of the poem, the dog is speaking.</i> What do these lines mean? <i>These lines mean that the dog is saying hello to Rita, and is asking her to come and play.</i>
Fiction text and rhyming couplet: Bush animals My name is Sizwe Mtshali. I live in the city of Richard's Bay in KZN. My mother and father took us to the game reserve. I saw many wild animals living in the bush. I wrote a rhyming couplet poem about the animals I saw in the bush. I chose to write a rhyming couplet because I wanted the poem to have a rhythm, like the song of one of the birds we saw. I also like to follow rules when I write a poem.	Where does Sizwe live? <i>He lives in the city of Richards Bay in KZN.</i> Where did Sizwe see many wild animals living in the bush? <i>In the game reserve.</i>
I know that with a rhyming couplet: - I must write my poem in sets of two lines - The last words in the two lines must rhyme - The lines must have more or less the same number of syllables There must be a rhythm to my poem when I read it aloud	

Here is my rhyming couplet: Bush animals We drive through the bush, as quiet as can be, My mother, father, sister and me. I spot a big beast, he is huge and grey, When he gets angry, we must move away! Mom sees a bright bird, singing a song, Cheep cheep, chirp chirp, sweet but not long. Dad spots impala, jumping through the air, Light and lovely, like they don't have a care. My sister is quiet, she listens and looks Then writes about the animals in her books! by Sizwe Mtshali	1. Which animal do you think Sizwe spots (a big beast, huge and grey)? <i>I think Sizwe spots an elephant.</i>
Fiction text and haiku poem: King My name is Sammy-Jo Claasens. I live in Post-masburg in the Northern Cape. Once, I went to a game reserve and I saw the lions. They were the most beautiful thing I have ever seen. Then I heard that lions are called the 'King of the Jungle'. I love reading and writing about lions.	1. What is the most beautiful thing that Sammy-Jo has ever seen? <i>The lions in the game reserve.</i> 2. What is another name for a lion? <i>A lion is sometimes called the 'King of the Jungle'.</i>
I wrote a haiku poem about a lion. I chose to write a haiku because I wanted the poem to be short and powerful, like when a lion attacks its prey. I like the way a haiku can describe something I love. I know that with a haiku: • I must try to create a picture with my words • I must write three lines • The first line must have 5 syllables • The second line must have 7 syllables • The third line must have 5 syllables • I can choose to use punctuation or not	

Here is my haiku: King he lies silently satisfied after his feast golden, strong, the king by Sammy-Jo Claasens	1. Break up the word 'silently' into syllables, like this: per/fect/ly si/lent/ly
Follow up questions	Responses
What are the three types of poems we read about?	Free verse, rhyming couplets, and haiku poems.
Which types of poems need you to know about syllables?	Rhyming couplets and haikus.
Why question	Possible response
Why do you think people write poetry?	<i>Learners' own answers.</i>
Introduce the LSC in context	
1. Explain to learners that this cycle, they will be learning about: Rhyming words 2. Point out the following example of this: <i>In the rhyming couplet, 'Bush Animals', every set of lines end in rhyming words.</i> <i>be and me</i> <i>grey and away</i> <i>song and long</i> <i>air and care</i> <i>looks and books</i> 3. Introduce this LSC as follows: <i>Rhyming words are words that have the same ending sounds. We sometimes see rhyming words in stories or poems.</i>	

WEEK 7: THURSDAY / DAY 4: SECOND READ (RESEARCH TEXTS)	
TITLE	Research texts on poetry
READING WORKSHEET	Term 3, Week 7&8 Reading Worksheet: Research Texts
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Search the text
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
1. Tell learners that this cycle, instead of reading from the DBE Workbook, they will read some texts from the READING WORKSHEET for WEEKS 7&8. 2. Before the lesson begins, write the follow-up questions on the board: a. <i>What are some of the features of free verse?</i> b. <i>What are some of the features of a rhyming couplet?</i> c. <i>What are some of the features of a haiku?</i> 3. Read the follow-up questions out loud to learners. 4. Tell learners to turn to the Research Texts in Week 7&8 of the Reading Worksheets. 5. Explain that you will read the text to learners. They must follow along with the text as you read. 6. Read the text with fluency and expression to learners. 7. Read the Text first, and then say the comment in the Second Read column. 8. Next, instruct learners to turn and talk with a partner. 9. Instruct learners to take turns reading the text to each other. 10. Tell learners to orally discuss the follow-up questions together.	
Text	Think Aloud: Second Read
Fiction text and free verse poem: Best friends My name is Rita Smit. I live on a farm near a small town called Bredasdorp. Most of my friends live in town. But my best friend lives on the farm with me. I wrote a free verse poem about my best friend. I chose to write a free verse because I wanted to write what I feel. I didn't want to worry about rules.	1. Why did Rita choose to write a free verse? <i>Oh, because she wanted to write what she feels, and not have to worry about rules.</i>

I know that with free verse: • I can use any number of words • I can use invented spelling • I can choose to use punctuation or not • I can write what I am feeling, in any way I want	
Here is my free verse: Best friends Lick lick sniff Lick licky lickety sniff sniff woof Woof WOOF WOOF! My best friend talks to me like this. She says: Hello Rita, please come and play RITA, COME NOW! I smile and fetch the ball We go outside to play I am never lonely! by Rita Smit	1. Why do you think the poet write some words in capital letters? <i>I think the poet writes some words in capital letters to show that the dog is barking loudly.</i>
Fiction text and rhyming couplet: Bush animals My name is Sizwe Mtshali. I live in the city of Richard's Bay in KZN. My mother and father took us to the game reserve. I saw many wild animals living in the bush. I wrote a rhyming couplet poem about the animals I saw in the bush. I chose to write a rhyming couplet because I wanted the poem to have a rhythm, like the song of one of the birds we saw. I also like to follow rules when I write a poem.	1. Why did Sizwe write a rhyming couplet? <i>I see, he wanted the poem to have rhythm, like the song of one of the birds he saw in the game reserve. And, Sizwe also likes to follow rules when he is writing.</i>

I know that with a rhyming couplet: • I must write my poem in sets of two lines • The last words in the two lines must rhyme • The lines must have more or less the same number of syllables • There must be a rhythm to my poem when I read it aloud	
Here is my rhyming couplet: Bush animals We drive through the bush, as quiet as can be, My mother, father, sister and me. I spot a big beast, he is huge and grey, When he gets angry, we must move away! Mom sees a bright bird, singing a song, Cheep cheep, chirp chirp, sweet but not long. Dad spots impala, jumping through the air, Light and lovely, like they don't have a care. My sister is quiet, she listens and looks Then writes about the animals in her books! by Sizwe Mtshali	1. How many syllables are in lines 5 and 6? <i>There are 9 syllables in line 5. There are 8 syllables in line 6.</i> 2. Which words rhyme in lines 7 and 8? <i>The words that rhyme in lines 7&8 are air and care.</i>
Fiction text and haiku poem: King My name is Sammy-Jo Claasens. I live in Postmasburg in the Northern Cape. Once, I went to a game reserve and I saw the lions. They were the most beautiful thing I have ever seen. Then I heard that lions are called the 'King of the Jungle'. I love reading and writing about lions.	1. Why did Sammy-Jo choose to write a haiku? <i>Oh, she wanted her poem to be short and powerful, like when a lion attacks its prey. She also likes the way that a haiku can describe something that she loves.</i>

I wrote a haiku poem about a lion. I chose to write a haiku because I wanted the poem to be short and powerful, like when a lion attacks its prey. I like the way a haiku can describe something I love. I know that with a haiku: • I must try to create a picture with my words • I must write three lines • The first line must have 5 syllables • The second line must have 7 syllables • The third line must have 5 syllables • I can choose to use punctuation or not	
Here is my haiku: King he lies silently satisfied after his feast golden, strong, the king by Sammy-Jo Claasens	1. Which two words describe how the lion looks? <i>The two words that describe how the lion looks are golden and strong.</i>
Follow up questions	Responses
What are some of the features of free verse?	<i>Free verse:</i> • <i>uses any number of words</i> • <i>can use invented spelling</i> • <i>can use punctuation or not</i>
What are some of the features of a rhyming couplet?	<i>Rhyming couplet:</i> • <i>written in sets of two lines</i> • <i>last words in every two lines must rhyme</i> • <i>lines must have more or less the same number of syllables</i> • <i>there must be a rhythm to the poem when it is read aloud</i>
What are some of the features of a haiku?	<i>Haiku:</i> • <i>creates a picture with my words</i> • <i>three lines</i> • <i>first line must have 5 syllables</i> • <i>second line must have 7 syllables</i> • <i>third line must have 5 syllables</i> • <i>can use punctuation or not</i>

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

Modelling (I DO)	1. Explain that this week, we have been working on searching the text. 2. Explain that when we search the text, we look for information that is stated in the text. 3. Tell learners to turn to the Research Texts in Weeks 7&8 of the Reading Worksheets. 4. Ask learners: <i>Why did Rita choose to write in free verse?</i> 5. Explain that to answer this question quickly, we can search the text for the word 'free verse'. This is a helpful key word in the question! 6. Use modelling to search the text for the words <i>free verse</i>. Scan the text and stop when you find it: <i>I wrote a free verse poem about my best friend. I chose to write a free verse because I wanted to write what I feel. I didn't want to worry about rules.</i> 7. Now we can answer the question: <i>Rita chose to write in free verse because she wanted to write what she feels, and she didn't want to worry about rules.</i> 8. Explain that when we search the text, we usually answer questions about: a. Who b. What c. When d. Where e. How f. Why
	9. When we search the text, we: a. think about the question word – what is being asked? b. look for information in the words that are written. a. look for key words to help us find the answer more easily!
Work with learners (WE DO)	1. Ask learners: What did Sizwe choose to write a rhyming couplet about? 2. Ask learners: What key word/s do you think you could try to find? 3. Ask a learner to search the text for the key word: rhyming couplet. 4. Explain that they must stop when they find it: <i>I wrote a rhyming couplet poem about the animals I saw in the bush.</i> 5. Now ask a learner to answer the question: Sizwe chose to write a rhyming couplet about <i>the animals he saw in the bush</i>.

Pair work (YOU DO)	1. Explain that now, learners will work with a partner to search the text. 2. Ask learners: Sammy-Jo says her haiku must be short and powerful. What does she compare her haiku poem to? 3. Instruct learners to discuss this with their partners. 4. After 3-5 minutes, call learners back together. 5. Call on a learner to share their answer to the question: <i>like when a lion attacks its prey</i> 6. Ask learners: What key words did you look for to help you answer this question? 7. Explain that to answer this question, we could have searched for the key words: short and powerful because we know these are the words used to compare the two things.
NOTES	1. Look at the notes below. If your learners have not copied these into their exercise books, they should do so now. <u>Search the text</u> Answer questions! I must: - Think about the question word. What kind of information must I find? - Think about key words. - Look at the text. Think about the meaning. - Put information from the text together. 1. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).

WEEK 7: FRIDAY / DAY 5: POST-READING

TITLE	Research texts on poetry
READING WORK-SHEET	Term 3, Week 7&8 Reading Worksheet: Research Texts
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	Summarise Search the text
PURPOSE	Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.

POST-READING

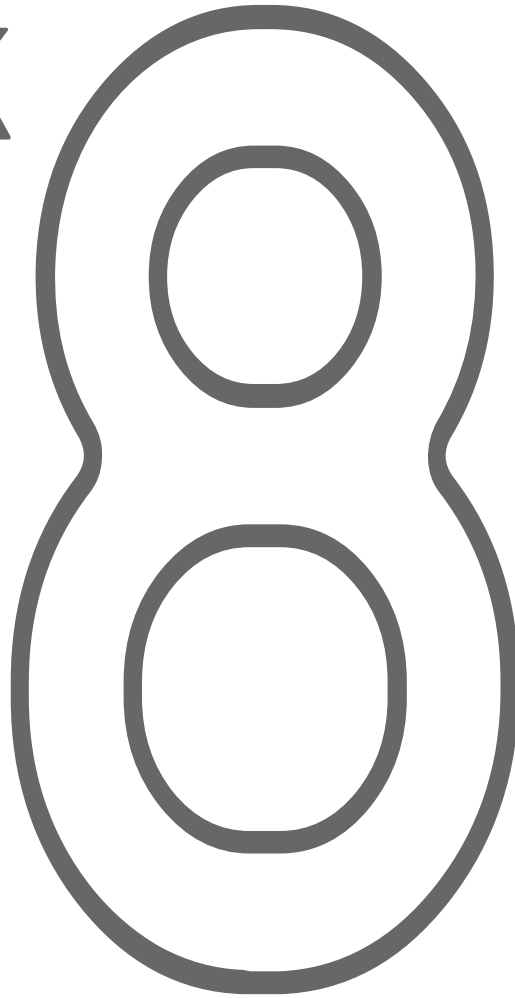
1. Explain that today we will be **summarising the main point/s** of the text. *This means that we will think about the most important parts of the text.*
2. Explain that we will also be recounting **details** about the different poem structures. *This means we will be thinking about the features of different types of poems.*
3. Instruct learners to use the frame to answer the question:
The features of free verse are...
The features of a rhyming couplet are...
The features of a haiku are...
I like ... poems best, because...
4. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
5. Give learners time to think about the most important parts of the text. Explain that learners may **skim** or **scan** the text if they need help remembering what the text was about.
6. Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.
7. Call the class back together. Call a few learners up to the front of the classroom to present to the class.
8. Come up with a class summary, like: **The features of free verse are** *it uses any number of words, it can use invented spelling, it can choose to use punctuation or not.* **The features of a rhyming couplet are** *it is written in sets of two lines. the last words of the two lines must rhyme. The lines must have more or less the same number of syllables.* **The features of a haiku are** *it creates a picture using words, it has three lines, the first line has 5 syllables, the second line has 7 syllables, and the third line has 5 syllables.* **I like ... poems best, because...** *(learners' own answers.)*

WEEK 7: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Report	To inform, educate and enlighten the reader on a topic, situation or event.	- Give a succinct title and add clear sub-titles. - Start with an introduction (background, purpose and scope) - Follow with the body (information / facts) - End with a conclusion (evaluations, reason, example)	- Write in paragraphs with sub-headings - Use clear and concise language - Use present tense - Use factual descriptions - Use technical words
INTRODUCE THE GENRE	1. Explain that this cycle, learners will do their own research and then write a report. 2. Explain that research means to find out more about a topic by reading about it, by speaking to people, and by watching videos on the topic. 3. Tell learners that once they have done their research, they will write the information that they find in the form of a report. 4. Give learners some idea of what they are going to do, by writing the sample text on the board, and showing it to them.		
READ THE SAMPLE TEXT	Report Title: Sunny Primary School Feeding Scheme 1. <u>Introduction</u> This report is about how healthy the feeding scheme food is. The report was researched by: - noting food served for one month - reading texts 2. <u>Body</u> <u>The food at Sunny Primary Feeding Scheme</u> In April 2021, the children were fed proteins, like: advocado, beans and meat gravy. They were fed carbohydrates, like: porridge, bread and rice. They were fed fruit and vegetables, like: bananas and spinach. <u>Readings</u> The texts state that children must eat: protein, vegetables, fruit, and some carbohydrates (but not too many).		

	3. <u>Conclusion</u> An evaluation can be made that the feeding scheme is doing a good job. They must just try to use less carbohydrates. <u>Example:</u> • Instead of porridge, give spinach • Instead of bread, give nuts
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 two sub-headings. What are they? 6. What information is given here? 7. What is the third heading? 8. What information is given here? 9. Do you think the report does its job, and tells the reader how healthy the food is? 10. Does the report give an evaluation about the food? 11. What evaluation is made?
NOTES	Tell learners to open their exercise books, and to write down these notes to remind them of how to write a report: <u>Report</u> In a report we must write: • The title • Heading 1: Introduction a. This must say what the report is about b. It must say how the research will be done • Heading 2: Body a. This must share the information that was found out b. It must be written under different sub-headings • Heading 3: Conclusion a. This must give an evaluation b. It can include examples

GRADE 4 - TERM 3

WEEK



THEME:
FINDING OUT MORE ABOUT POETRY

'Poetry is the rhythmical creation of beauty in words.'

Edgar Allen Poe

TERM 3: WEEK 8

OVERVIEW

THEME	Finding out more about poetry
THEME VOCABULARY	poet, poem, rhythm, rhyme, meaning, free verse, rhyming couplet, haiku, syllables, rules, research, interview, expert, videos, articles, express, feelings, create, image, purpose
LSC	Rhyming words
COMPREHENSION STRATEGY	Search the text
WRITING GENRE	Report, poem
WRITING TOPIC	Write a report on the literature genre of poetry Write a poem

WEEK 8: MONDAY / DAY 1: PLANNING		
TOPIC	Write a report on the literature genre of poetry Write a poem	
GENRE	Report, poem	
PLANNING STRATEGY	Lists	
MODEL THE PLANNING STRATEGY (I DO)	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about how to address the writing topic, like: <i>I will write a report to share what I find out about poetry. I will write about the purpose of poetry. I will write about the main features of one type of poem. I will make an evaluation about this type of poem, and I will write an example poem.</i> 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 poem, we will also plan by answering questions. 6. Show learners how you plan by answering the questions for the report, and for the poem. 7. Do this on the other side of the chalkboard.	
	<u>Planning Part 1: Report</u>	<u>Planning Part 1: Report</u>
	1. What is the purpose of the report? 2. How will you research the topic? 3. What is the purpose of poetry? 4. Give a full explanation of one type of poetry. 5. Make an evaluation about this type of poetry. Do you like it or not? Why?	1. The purpose of the report is to find out more about poetry. 2. I will research the topic by reading texts about poetry. 3. The purpose of poetry is to: 4. The type of poetry that I will explain is: The main features of this type of poem are: 5. My evaluation on this type of poetry is that... I like / do not like it because...

	<u>Planning Part 2: Poem</u>	<u>Planning Part 2: Poem</u>
	1. What is the topic of your poem? 2. What will you write about – tell the story of your poem. 3. Which words / vocabulary will you use? 4. How do you feel about this topic? 5. What type of poem will you write?	1. Superheroes 2. I will write about different superheroes, like my mom who does everything, my teacher who knows all about us, my pastor who makes us feel better 3. brave, strong, kind, funny, calm, peaceful, saves us 4. Rhyming couplet
LEARNERS USE THE PLANNING STRATEGY (YOU DO)	Report 1. Remind learners that they can use the Research Texts in the Reading Worksheets for Weeks 7&8 to help them write their reports. 2. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their report. 3. Hand out exercise books. 4. Tell learners to make their plans in their exercise books. 5. As learners work, walk around the room and hold mini-conferences. Poem 1. Tell learners that for the last part of their report, they are going to write an example poem, for the type of poem that they chose to research. 2. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their report. 3. Tell learners to make their plans in their exercise books. 4. As learners work, walk around the room and hold mini-conferences.	

Planning Part 1 : Report

1. The purpose is to find out about poetry

2. I will research by reading texts

3. The purpose of poetry is to:

- Express feeling
- Paint a picture with words
- Describe something

4. The type of poetry I will explain is rhyming couplet.

The main features are

- It must be written in ~~two~~ sets of 2 lines
- The last words of every 2 lines must rhyme
- The lines must have more or less the same number of syllables

5. My evaluation is I like it because it is fun to write. I like rhyming words.

Planning Part 2: Poem

1. Superheroes
2. About different heroes
 - my mom who takes care of me
 - my teacher
 - my pastor
3. care, knows our names, teaches us, prays, calm
4. rhyming couplet

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 8: TUESDAY / DAY 2: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Poems can have rhythm	<i>Click your fingers in a rhythm</i>
	Poems can have rhyme	<i>Click your fingers in a rhythm</i>
	We can clap our hands and stamp in time	<i>Clap your hands and stamp your feet to the rhythm</i>
	Poems can be fun	<i>Throw your hands up in the air</i>
	Can make us think	<i>Point at your head</i>
	We can put our feelings down in ink!	<i>Put one hand on your heart and pretend to write</i>
THEME VOCABULARY	research, interview, expert, videos, articles	
QUESTION OF THE DAY		
Question	What do you think is the best way to research something?	
Graph	3 COLUMN GRAPH	
Options	interview an expert / read articles / watch videos on the internet	
Follow-up questions		
Question	How many learners think the best way is to interview an expert?	
Answer	__ learners think the best way is to interview an expert.	
Question	How many learners think the best way is to read articles?	
Answer	__ learners think the best way is to read articles.	
Question	How many learners think the best way is to watch videos on the internet?	
Answer	__ learners think the best way is to watch videos on the internet.	
Question	What do most learners think is the best way to research something?	
Answer	Most learners think the best way to research something is to __.	
Question	What do fewest learners think is the best way to research something?	
Answer	Fewest learners think the best way to research something is to __.	
Question	What do you think is the best way to research something?	
Answer	I think the best way is to interview an expert.	

Answer	I think the best way is to read articles.
Answer	I think the best way is to watch videos on the internet.
EXPLAIN	Explain that to do proper research, different methods should be used. Then, the researcher should compare what they find to see if the answers are the same or different.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 8: WEDNESDAY / DAY 3: LSC AND DRAFTING	
LSC	Rhyming words
LSC MODELLING (I DO)	1. Explain that rhyming words are words that end the same way. 2. For example: hat, cat, mat and rat rhyme because they all end in -at 3. Explain that sometimes we see rhyming words in stories and in poems.
LSC Ask learners for help (WE DO)	Part 1 1. Write this week's SONG/RHYME up on the board. 2. Instruct learners to look at the rhyme: Poems can have rhythm. 3. Ask learners: What rhyming words can you find in the rhyme? 4. Go through the rhyme and help learners find the rhyming words: a. rhyme / time b. think / ink 5. Ask learners: What do you notice about the rhyming words in a rhyme? 6. Explain that most of the rhyming words are found at the end of the lines. Part 2 1. Explain that next, learners will need to write their own Rhyming sentences. 2. Read the line: So we can save the day 3. Explain that now, we will write a rhyming sentence together: I would ... 4. Ask learners: What are some words you can think of that rhyme with day? 5. Brainstorm some ideas with learners, play, say, may, holiday, ray, etc. 6. Complete the rhyming sentence together with the learners, like: I would shout and play, So we can save the day! 7. Point out the rhyming words at the end of the lines: play / day.
LSC Pair work (YOU DO)	1. Write the following frame on the board: I would... So we can save the day! 2. Explain that learners must fill in the frame so that the words at the end of the sentences rhyme.

	3. Hand out learners' exercise books. 4. As learners write, walk around the room and complete mini conferences. 5. Ask learners to read their writing to you. 6. Help learners use rhyming words. 7. Encourage learners! Sharing 1. Call learners back together. Call on random learners to read their rhyming sentences to the class! 2. Help make sure learners understand rhyming words.	
TOPIC	Write a report on the literature genre of poetry Write a poem	
PLANS	Before class begins, rewrite the planning frames on the board:	
	<u>Planning Part 1: Report</u>	<u>Planning Part 1: Report</u>
	1. What is the purpose of the report? 2. How will you research the topic? 3. What is the purpose of poetry? 4. Give a full explanation of one type of poetry. 5. Make an evaluation about this type of poetry. Do you like it or not? Why?	1. The purpose of the report is to find out more about poetry. 2. I will research the topic by reading texts about poetry. 3. The purpose of poetry is to: 4. The type of poetry that I will explain is: The main features are: 5. My evaluation on this type of poetry is that... I like / do not like it because...
	<u>Planning Part 2: Poem</u>	<u>Planning Part 2: Poem</u>
	1. What is the topic of your poem? 2. What will you write about – tell the story of your poem. 3. Which words / vocabulary will you use? 4. What type of poem will you write?	1. Superheroes 2. I will write about different superheroes, like my mom who does everything, my teacher who knows all about us, my pastor who makes us feel better 3. Helps, kind, takes care of, teaches, prays, 4. Rhyming couplet

WRITING FRAME:
REPORT

1. Explain that learners that **for their report**, they must turn each point in their plan into a sentence.
2. Remind learners that in a paragraph, we do not start every sentence on a new line – the sentences continue one after the other.
3. Write the following frame on the chalkboard, and explain it to learners:

A report on the literature genre of poetry

Introduction

Points 1-2

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

Body

The purpose of poetry

The purpose of poetry is to:

- Xx
- Xx

Free Verse / Rhyming Couplet / Haiku

The type of poetry that I will explain is...

The main features are:

- Xx
- Xx

Conclusion

My evaluation on this type of poetry is that...

I like / do not like it because...

Here is an example of this type of poem:

(Write your own poem and insert it here)

DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. Report 1. Remind learners that they will write a report using the frame. 2. Instruct learners to write the date and heading: Report: Draft 3. Instruct learners to find their plan from Monday and think about their ideas. 4. Instruct learners to complete the writing frame using their plans. 5. Remind learners of the strategies they can use to help them. 6. Remind learners that they can use the RESEARCH TEXTS to help them. Poem 1. Remind learners that they will must also write an example poem. 2. Instruct learners to write the date and heading: Poem: Draft 3. Instruct learners to find their plan from Monday and think about their ideas. 4. Instruct learners to complete the draft using their plans. 5. As learners write, walk around the classroom and help learners who are struggling. <i>Note: Because the report makes up part of the Term 3 research assessment, allow learners to work on this during the Group Guided Reading lessons.</i>
HOMEWORK	Learners must work on their drafts.

Report : DraftA report on the literature genre of poetryIntroduction

1. The purpose of this report is to find out about poetry.
2. The research was done by reading texts on poetry.

BodyThe purpose of poetry

The purpose is to :

- Express our feelings
- Describe something
- Make a picture with words

Rhyming couplet

The type of poem I will explain is ^{rhyming} ~~rhyming~~ couplet.

The main features are :

- It must be written in sets of 2 lines
- The last words must rhyme
- The 2 lines must have more or less the same number of syllables

Conclusion

My evaluation on this type of poetry is I like it because I like rhyming words. It is fun.

Here is an example of a rhyming couplet I wrote:

Poem: Draft

Superheroes

My mother is a superhero she takes care of ~~me~~^{us} me
She is always there to help when I need her to be.

My teacher is a hero, she knows all our names
She ~~teaches~~_{teaches} us to read and plays many fun games!

My pastor is a hero, he makes me feel ~~safe~~ calm
He preys and speaks so kindly, I feel no alarm.

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 2: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Poems can have rhythm	Click your fingers in a rhythm
	Poems can have rhyme	Click your fingers in a rhythm
	We can clap our hands and stamp in time	Clap your hands and stamp your feet to the rhythm
	Poems can be fun	Throw your hands up in the air
	Can make us think	Point at your head
	We can put our feelings down in ink!	Put one hand on your heart and pretend to write
THEME VOCABULARY	express, feelings, create, image, purpose	
QUESTION OF THE DAY		
Question	Remind learners that poetry must be written for a purpose. Ask learners: What do you think the main purpose of poetry is?	
Graph	2 COLUMN GRAPH	
Options	To express our feelings / to create an image	
Follow-up questions		
Question	How many learners think the main purpose is to express our feelings?	
Answer	__ learners think the main purpose is to express our feelings.	
Question	How many learners think the main purpose is to create an image?	
Answer	__ learners think the main purpose is to create an image.	
Question	What do more learners think the main purpose is?	
Answer	More learners think the main purpose is ____.	
Question	What do fewer learners think the main purpose is?	
Answer	Fewer learners think the main purpose is ____.	
Question	What do you think the main purpose of poetry is?	
Answer	I think the main purpose is to express our feelings.	
Answer	I think the main purpose is to create an image.	

PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 2: FRIDAY / DAY 5: EDITING AND PUBLISHING

EDITING CHECKLIST (Write this on the board before class begins)	Report 1. Did I use the proper format for my report? 2. Did I spell all words correctly? 3. Does every sentence start with a capital letter? 4. Does every sentence end with a full stop? 5. Did I use some technical terms? 6. Did I make an evaluation? 7. Does my report make sense? Poem 1. Is my poem a free verse, rhyming couplet or haiku? 2. Did I follow the rules for my poem? 3. Is the spelling correct? (or did I use invented spelling?)
EDIT	1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklists on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their report sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
PUBLISH	1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their report and poem, correcting any mistakes. 3. Instruct learners to rewrite the report and poem, under the heading: A report on the literature genre of poetry
SHARE	1. Tell learners that every learner will present their report and poem orally. 2. Explain that this is part of the research assessment. 3. Call a few learners during every group guided reading lessons to present to you. 4. This can continue into Term 4 – the assessment result must be recorded for Term 4.
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

A research report : The literature genre of poetry

Introduction

The purpose of this report is to research about poetry. The research was done by reading texts about poetry.

Body

The purpose of poetry

The purpose of poetry is to:

- Express our feelings
- Describe something – paint a picture with words

Rhyming couplet

The type of poem I will explain is a rhyming couplet.

The main ^{features} ~~features~~ are:

- It must be written in sets of two lines
- The last words in each set of lines must rhyme, eg: hair, air
- The two lines must have more or less the same number of syllables
- It must have a rhythm when you read it aloud

Conclusion

My evaluation of a rhyming couplet is I like it because I like rhyming words. It is fun! *****

Here is an example of a rhyming couplet I wrote:

Superheroes!

My  mother is a hero, she takes good care of me
She is always there to help, when I need her to be!

My  teacher is a hero, she knows all our names
She teaches us to read and plays many fun games!

My  pastor is a hero, he makes me feel calm
He prays and speaks so kindly, I feel no alarm.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 8: CONCLUSION

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

UPDATE THE K-W-L CHART	• Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
SUMMARISE	• Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: ○ Theme vocabulary ○ LSC ○ The different texts that were read ○ The small group discussion ○ The comprehension strategy ○ The writing genre and task ○ All content from the theme
SHARE WITH FAMILIES	• Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.
ACKNOWLEDGE AND CELEBRATE	• Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: ○ EFAL skills like reading or writing ○ Theme content ○ Tasks or activities ○ Behaviour in the class ○ Relationships with other learners ○ Attitude to EFAL ○ Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 4 - TERM 3

WEEK 9

THEME:
DECISION MAKING

'It is in your moments of decision that your destiny is shaped.'
– Tony Robbins

TERM 3: WEEK 9

OVERVIEW

THEME	Decision making
THEME VOCABULARY	decide, decision, consequence, narrator, steal, gingerbread man, cottage, stage, act, actor / actress
LSC	Future tense
COMPREHENSION STRATEGY	Visualise
WRITING GENRE	Dialogue
WRITING TOPIC	Write a dialogue in which one character has to make a difficult decision.
CLASSROOM PREPARATION	1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: a poster about good decision-making. 5. Try to find some pictures of an actor/actress on stage, the gingerbread man, etc. 6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.

WEEK 9: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES

INTRODUCE THE THEME

PICTURE	1. Tell learners to turn to DBE Workbook 1 page 60 2. Instruct learners to look at the title, headings and pictures in the text.	
INTRODUCE THE THEME	1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart.	
SONG / RHYME	Lyrics	Actions
	Early in the morning when I get up out of bed	<i>Stretch your arms out wide</i>
	There are so many choices running through my head	<i>Put your hands on your head</i>
	Make good decisions and you won't go wrong	<i>Thumbs up</i>
	Make bad decisions, you'll regret it all day long!	<i>Thumbs down</i>
	If you're wondering if it's the right thing to do	<i>Point your index fingers towards your head as though you're thinking</i>
	Stop and think about how it will affect you	<i>Put your fingers on your head, then point to your friend</i>
THEME VOCABULARY	decide, decision, consequence, narrator, steal	
QUESTION OF THE DAY		
Question	If you were hungry, what would you decide to eat?	
Graph	3 COLUMN GRAPH	
Options	to eat bread / to eat biscuits / to eat a Kit Kat	
Follow-up questions		
Question	How many learners would decide to eat bread?	
Answer	__ learners would decide to eat bread.	

Question	How many learners would decide to eat biscuits?
Answer	__ learners would decide to eat biscuits.
Question	How many learners would decide to eat a Kit Kat?
Answer	__ learners would decide to eat a Kit Kat.
Question	Which decision would most learners make?
Answer	Most learners would decide to __.
Question	Which decision would fewest learners make?
Answer	Fewest learners would decide to __.
Question	Which decision would you make?
Answer	I would decide to eat bread.
Answer	I would decide to eat biscuits.
Answer	I would decide to eat a Kit Kat.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 9: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. Remind learners of the theme for the cycle.
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **Decision making**
4. This week, learners will listen to a play: **Thembi's Decision**
5. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
6. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
7. **THIRD READ:** Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

TEXT	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
Narrator: One afternoon, Thembi and her mother went to Checkers to buy food for the weekend. When they arrived at the till, Thembi noticed rows of sweets and chocolates. She looked at her favourite chocolate with large, hungry eyes. Thembi's mouth began to water as she looked at the box of Kit Kats.	Thembi must be visualising how delicious and sweet the Kit Kat would taste in her mouth!	1. What is the setting of this play? / Where are Thembi and her mother? (<i>They are at Checkers.</i>) 2. What makes Thembi's mother water? (<i>Kit Kats make her mouth water!</i>) 3. Visualise something delicious that makes your mother water. What makes your mouth water? How do you feel when your mouth is watering? (<i>...makes my mouth water. I feel...</i>)
Thembi: Mother, please, please can I have a Kit Kat? Narrator: Thembi's mother picked up a Kit Kat and looked at the price. Thembi's mother shook her head.	I can visualise Thembi looking at her mother, holding her breath, as she waits for her answer!	1. Why didn't Thembi's mother agree to buy her the Kit Kat? (<i>Because she sees the price. / Because it is too expensive.</i>)
Mother: No Thembi. I get my salary at the end of the month. Once I have been paid I will buy you a Kit Kat as a special treat. How does that sound? Narrator: Thembi felt very disappointed. Thembi really wanted to eat a delicious, creamy, sweet Kit Kat. Thembi closed her eyes and nodded sadly. Thembi: Yes mother, that sounds good. Thank you.	I visualise Thembi staring at the Kit Kat. Her mouth is watering as she thinks about the chocolate inside!	1. When does Thembi's mother agree to buy her a Kit Kat? (<i>At the end of the month, once she has been paid.</i>) 2. How does Thembi feel? (<i>She feels disappointed.</i>)

Narrator: Thembi's mother turned around and started speaking to the lady at the till. Thembi noticed that there was nobody else around. She made the decision to quickly take a Kit Kat from the stand and put it inside her big jacket pocket. Luckily, nobody saw what Thembi did.	I can visualise Thembi looking around, and then carefully slipping the Kit Kat inside her pocket.	1. What decision did Thembi make? <i>(She made the decision to steal a Kit Kat.)</i> 2. Where did Thembi put the stolen Kit Kat? <i>(Inside her pocket.)</i>
Narrator: Later that evening Thembi lay on her bed thinking about the decision she had made. Thembi had never stolen anything in her life, and she did not feel good about it. Thembi felt very guilty. Thembi's mother walked into her bedroom with a big smile on her face.	I can visualise Thembi laying in her bed, feeling very anxious. I visualise her taking deep, slow breaths as she thinks about her bad decision.	1. Why does Thembi feel very guilty? (Because she stole a Kit Kat and she has never stolen anything before.) 2. Visualise Thembi laying on her bed, feeling guilty. What do you visualise? <i>(I visualise...)</i>
Mother: Thembi, I decided that you have been a very good girl lately, so I bought you a small present. Narrator: Thembi's mother handed Thembi a big Kit Kat. Thembi took the chocolate from her mother. Thembi did not feel good about the gift. Thembi felt very guilty. Tears started running down Thembi's cheeks as she looked at her mother.	Thembi already felt guilty about her bad decision. I can visualise her looking at her mother's big smile and feeling even worse!	1. What did Thembi's mother give to her? <i>(A Kit Kat.)</i> 2. Why did Thembi's mother buy her a Kit Kat? <i>(Because she has been a very good girl.)</i> 3. What happened when Thembi's mother gave her the Kit Kat? <i>(She began to cry because she felt so guilty!)</i>

Thembi: Mother, I am so sorry but today I made a bad decision. I stole a Kit Kat from Checkers when you were not looking. I am so sorry. Narrator: Thembi's mother looked very disappointed. She took a seat on Thembi's bed and looked at her seriously. Mother: Thembi, that was very wrong of you. You are going to be punished for this bad decision. However, I can see that you feel guilty, and I can see that I know what you did was wrong. So, I am proud of you for being honest, and for telling me the truth. That was the right decision, Thembi.	I can visualise Thembi putting her head in her hands, and sighing a big sigh of relief once she has told her mother the truth.	1. Visualise Thembi telling her mother the truth: that she stole a Kit Kat. What do you visualise? (I visualise...) 2. What bad decision did Thembi make in this play? (<i>To steal the Kit Kat.</i>) 3. What good decision did Thembi make in this play? (<i>To be honest and tell her mother the truth.</i>)
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WEEK 9: TUESDAY / DAY 2: SPEAKING

DISCUSS...

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

WEEK 9: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/sl/ /ee/												
Activity	1. Write the following sounds on the chalkboard: sl and ee 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Write the following words on the chalkboard and sound each word out as follows: /sl/ - /a/ - /p/ = slap /tr/ - /ee/ = tree 4. Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>sl</td><td>ee</td><td>a</td></tr><tr><td>p</td><td>i</td><td>s</td></tr><tr><td>tr</td><td>sh</td><td>o</td></tr><tr><td>i - e</td><td>n</td><td>gr</td></tr></table> MODEL 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: sleep or pan 5. Possible words (this is not a complete list): tree, green, peel, sheen, tripe, slap, slaps, sleep, sleeps, sleet, slot, posh, shop, sheep, etc.	sl	ee	a	p	i	s	tr	sh	o	i - e	n	gr
sl	ee	a											
p	i	s											
tr	sh	o											
i - e	n	gr											

WEEK 9: TUESDAY / DAY 2: PRE-READING	
TITLE	<i>The gingerbread man</i>
DBE WORKBOOK 2, PAGE	60
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
1. Remind learners of the theme for this cycle. 2. Remind them of the text that they listened to and discussed in the previous lessons. 3. Explain that you are now going to move on to another text, but it is still related to the theme. 4. Ask a learner to read the title: <i>The gingerbread man</i> 5. Explain the meaning of the title, e.g. <i>Gingerbread is type of biscuit. A gingerbread man is a gingerbread flavoured biscuit in the shape of a little man. They are decorated with icing and sweets to have faces and sometimes buttons, or other clothing.</i> 6. Remind learners that when we scan the text, we look for <i>particular</i> words. 7. Instruct the learners to scan the text for the word eat. Instruct them to underline any other words they think might be important to the meaning of the text as they scan! 8. Give learners 1 minute to scan the text. Remind learners they must try to scan the entire text quickly in this amount of time. 9. Ask learners: What did you find out about eating? Who wants to eat? What do they want to eat? 10. Ask learners: Which other words did you underline? Why? 11. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words. 12. Instruct learners to think about the title, the pictures, and the words they underlined. 13. Ask learners other predictive questions: a. What do you think will happen in this play? b. What do you think might happen at the end of this play? c. Who are the characters in the play? Who is the main character? d. Who do you think is good or kind in the play? Why? e. Who do you think is mean or unkind in the play? Why? f. Do you think this play is fiction or nonfiction? Why? 14. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.	

WEEK 9: WEDNESDAY / DAY 3: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Early in the morning when I get up out of bed	<i>Stretch your arms out wide</i>
	There are so many choices running through my head	<i>Put your hands on your head</i>
	Make good decisions and you won't go wrong	<i>Thumbs up</i>
	Make bad decisions, you'll regret it all day long!	<i>Thumbs down</i>
	If you're wondering if it's the right thing to do	<i>Point your index fingers towards your head as though you're thinking</i>
	Stop and think about how it will affect you	<i>Put your fingers on your head, then point to your friend</i>
THEME VOCABULARY	gingerbread man, cottage, stage, act, actor / actress	
QUESTION OF THE DAY		
Question	Which play would you like to act in?	
Graph	3 COLUMN GRAPH	
Options	Thembi's decision / the gingerbread man	
Follow-up questions		
Question	How many learners would like to act in Thembi's decision?	
Answer	___ learners would like to act in Thembi's decision.	
Question	How many learners would like to act in the gingerbread man?	
Answer	___ learners would like to act in the gingerbread man.	
Question	Which play would more learners like to act in?	
Answer	More learners would like to act in ___.	
Question	Which play would fewer learners like to act in?	
Answer	Fewer learners would like to act in ___.	
Question	Which play would you like to act in?	
Answer	I would like to act in Thembi's decision.	

Answer	I would like to act in the gingerbread man.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 9: WEDNESDAY / DAY 3: FIRST READ		
TITLE	The gingerbread man	
DBE WORKBOOK 1, PAGE	60	
ACTIVITY	FIRST READ	
COMPREHENSION STRATEGY	Visualise	
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.	
1. Hand out the DBE workbooks. 2. Instruct learners to turn to the play on page 60. 3. Allow learners a few minutes to try and read the text on their own, in silence. 4. Explain that you will read the play to learners. They must follow along as you read. 5. Read the play with fluency and expression to learners. Try to use different voices for different characters! 6. Read the Text first, and then say the comment in the First Read column.		
	Text	Think Aloud: First Read
Narrator:	Once upon a time a little old woman and a little old man lived in a cottage. One day they were very hungry and so they decided to bake a gingerbread man. They used raisins for the eyes and cherries for buttons and put him in the oven to bake.	I can visualise an old woman carefully decorating her little biscuit and putting it into the oven!

	As soon the old woman opened the oven, the gingerbread man jumped out and ran through an open window.	
Gingerbread man: Woman: Gingerbread man: Narrator:	Don't eat me! Stop! Stop! Run, run as fast as you can! You can't catch me, I'm the Gingerbread man. He ran down the road towards the river. Along the way he met many hungry animals.	I am visualising a little biscuit running and talking. That makes me laugh, because biscuits can't really run or talk!
Pig: Gingerbread man: Cow: Gingerbread man: Narrator: Horse: Gingerbread man:	Stop! Stop! I want to would like to eat you. Run, run as fast as you can. You can't catch me, I'm the gingerbread man. Stop! Stop! I want to eat you. Gingerbread man: Run, run as fast as you can. You can't catch me, I'm the gingerbread man. The cow chased the gingerbread man along with the pig and the little woman. But the gingerbread man was too fast for them. It was long before the gingerbread man met a horse. Stop! Stop! I want to eat you, little man. Run, run as fast as you can. You can't catch me, I'm the gingerbread man	I can visualise the little gingerbread man running down the road as quickly as he can, trying to escape all the animals who want to eat him up!
Narrator: Gingerbread man:	The horse and the cow and the pig and the little old lady and the little old man all ran after the gingerbread man. The gingerbread man laughed until he came to a river. Oh no! They will catch me. How can I cross the river?	I can visualise the little gingerbread man looking very worried as he gets to the river. He looks around but there is no way to get across, and the hungry animals are getting closer and closer!

Fox: Gingerbread man: Fox:	I can help you cross the river. Jump onto my tail and I will swim across. You won't eat me, will you? Of course not.	I can visualise the gingerbread man looking at the hungry fox and then looking back at the animals getting closer and closer!
Narrator: Fox: Narrator:	So the gingerbread man climbed on the fox's tail. Soon the gingerbread man began to get wet. Climb onto my back. ...Oh dear, you are too heavy and I am very tired. Jump onto my nose. They no sooner reached the other side when the fox tossed the gingerbread man into the air. He opened his mouth and 'Snap! That was the end of the gingerbread man.	I can visualise the fox smiling secretly as the gingerbread man climb's closer and closer to the fox's big mouth!
Follow up questions		Responses
Who wanted to eat the gingerbread man?		The horse, the cow, the pig, the little old lady, the little old man, and the fox all wanted to eat the gingerbread man.
What decision did the gingerbread man make at the river?		He decided to trust the fox. / He decided to get help from the fox.
Why question		Possible response
Why did the gingerbread man decide to climb onto the fox's back?		- Because all of the animals were chasing him. - Because all of the animals wanted to eat him up! - Because he needed a way to cross the river! - Because he believed the fox wouldn't eat him.
Introduce the LSC in context		
1. Explain to learners that this cycle, they will be learning about: Future tense 2. Point out the following example of this in the text: <i>'Gingerbread man: Oh no! They will catch me.'</i> 3. Introduce this LSC as follows: <i>The tense of a text tells us when it happens. The future tense shows us that something that will happen in the future at a time later than now! In our example, the gingerbread man is worried that sometime in the future, they will catch him!</i>		

WEEK 9: THURSDAY / DAY 4: SECOND READ

TITLE	<i>The gingerbread man</i>
DBE WORKBOOK 1, PAGE	60
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Visualise
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.

- Before the lesson begins, write the **follow-up questions** on the board:
 - Why did the little old woman and the little old man decide to make a gingerbread man?*
 - Who ate the gingerbread man in the end?*
 - Visualise lots of animals chasing you. Visualise that you get to a river, like the gingerbread man. How do you feel? What decision would you make?*
- Read the **follow-up questions** out loud to learners.
- Hand out the DBE workbooks.
- Instruct learners to turn to the play on **page 60**.
- Explain that you will read the play to learners. They must **follow along** with the text as you read.
- Read the play with fluency and expression to learners. Try to use different voices for different characters!
- Read the **Text** first, and then say the comment in the **Second Read** column.
- Next, instruct learners to **turn and talk** with a partner.
- Instruct learners to take turns **reading the play** to each other.
- Tell learners to **orally** discuss the **follow-up questions** together.

	Text	Think Aloud: Second Read
Narrator:	Once upon a time a little old woman and a little old man lived in a cottage. One day they were very hungry and so they decided to bake a gingerbread man. They used raisins for the eyes and cherries for buttons and put him in the oven to bake. As soon the old woman opened the oven, the gingerbread man jumped out and ran through an open window.	I can visualise the old woman's stomach growling as she smells the gingerbread biscuit baking in the oven! She must be so excited to eat her delicious biscuit when she opens the oven door!
Gingerbread man: Woman: Gingerbread man: Narrator:	Don't eat me! Stop! Stop! Run, run as fast as you can! You can't catch me, I'm the Gingerbread man. He ran down the road towards the river. Along the way he met many hungry animals.	I can visualise the little old woman looking very surprised when her little biscuit begins to run away!
Pig: Gingerbread man: Cow: Gingerbread man: Narrator: Horse: Gingerbread man:	Stop! Stop! I want to would like to eat you. Run, run as fast as you can. You can't catch me, I'm the gingerbread man. Stop! Stop! I want to eat you. Run, run as fast as you can. You can't catch me, I'm the gingerbread man. The cow chased the gingerbread man along with the pig and the little woman. But the gingerbread man was too fast for them. It was long before the gingerbread man met a horse. Stop! Stop! I want to eat you, little man. Run, run as fast as you can. You can't catch me, I'm the gingerbread man	

Narrator:	The horse and the cow and the pig and the little old lady and the little old man all ran after the gingerbread man. The gingerbread man laughed until he came to a river.	The little gingerbread man must stop laughing when he visualises all of the animals catching up with him, and eating him up!
Fox: Gingerbread man: Fox:	I can help you cross the river. Jump onto my tail and I will swim across. You won't eat me, will you? Of course not.	I can visualise the gingerbread man quickly deciding to get onto the fox, so that the hungry animals won't get him!
Narrator: Fox: Narrator:	So the gingerbread man climbed on the fox's tail. Soon the gingerbread man began to get wet. Climb onto my back. ...Oh dear, you are too heavy and I am very tired. Jump onto my nose. They no sooner reached the other side when the fox tossed the gingerbread man into the air. He opened his mouth and 'Snap! That was the end of the gingerbread man.	I visualise the gingerbread's surprised face when he realises he has made a bad decision!

FOLLOW UP QUESTIONS		RESPONSES
Why did the little old woman and the little old man decide to make a gingerbread man?		Because they were very hungry!
Who ate the gingerbread man in the end?		The hungry fox ate him!
Why question		Possible response
Visualise lots of animals chasing you. Visualise that you get to a river, like the gingerbread man. How do you feel? What decision would you make?		• I visualise... • I think I would feel... • I would...
Ask learners to formulate a question about the text. 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions.		

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

Modelling (I DO)	1. Explain that this week, we have been working on visualising a text. 2. Explain that when we visualise, we try to imagine what is happening in the text, like a movie inside our minds. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 60 5. Read out loud while learners follow along: <i>As soon the old woman opened the oven, the gingerbread man jumped out and ran through an open window.</i> 6. Close your eyes and explain what you visualise is happening in this part of the play, like: a. I visualise the little old woman slowly opening the hot over door. b. I visualise hot air in her face as she opens the over door. c. I visualise the little gingerbread biscuit popping up off the tray, and the little old woman's very surprised face! d. I visualise the little biscuit jumping to the ground from the window, and running!
Work with learners (WE DO)	1. Read out loud while learners follow along: <i>The horse and the cow and the pig and the little old lady and the little old man all ran after the gingerbread man. The gingerbread man laughed until he came to a river.</i> 2. Instruct learners to close their eyes, and to visualise what is happening in the play. 3. Ask learners: What did you visualise? 4. Listen to learners' ideas, like: a. I visualise the gingerbread man running so fast—faster than anyone else! b. I visualise all the animals behind the gingerbread man, running and running. c. I visualise the little gingerbread man getting to a big river and stopping! d. I visualise the little gingerbread man looking around for a way to cross the river.

Pair work (YOU DO)	- Write the following questions on the board: <i>What did you visualise?</i> <i>How was your visualisation similar to your partner?</i> <i>How was your visualisation different from your partner?</i> - Explain that now, learners will work with a partner to visualise. - Read out loud while learners follow along: <i>They no sooner reached the other side when the fox tossed the gingerbread man into the air. He opened his mouth and 'Snap! That was the end of the gingerbread man.</i> - Instruct learners to visualise this. - Then, instruct learners to discuss the questions with their partners. - After 3-5 minutes, call learners back together. - Call on 2-3 learners to share their answer to each question.
NOTES	Look at the notes below. If your learners have not copied these into their exercise books, they should do so now. <u>Visualise</u> To visualise, we: Close our eyes Imagine what we see, hear, smell, taste and feel Try to see the story like a movie in our minds If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).

WEEK 9: FRIDAY / DAY 5: POST-READING	
TITLE	<i>The gingerbread man</i>
DBE WORKBOOK 1, PAGE	60
ACTIVITY	TEXT ILLUSTRATION
COMPREHENSION STRATEGY	Visualise
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
POST-READING	
Getting Ready Before the lesson begins, write the following sentence starter on the board: I can visualise... Hand out exercise books. - Remind learners that this week, we have been learning how to visualise a text. - Explain that today, learners will visualise the gingerbread man from the play we have read! - Instruct learners to close their eyes. Instruct them to think about the gingerbread man running down the road. Ask learners to think about what the little gingerbread man looks like. Instruct them to think about the animals chasing him! - Instruct learners to open their books and to draw a picture of something they visualised happening in the play. - Instruct learners to use the sentence starter to write 1-2 sentences about their visualisation. Turn and Talk: - When there are 2-3 minutes left, instruct learners to put their pencils away. - Instruct learners to turn and talk with a partner and to discuss how they visualised the little gingerbread man. <i>Hang up learner drawings at learner eye-level around the room. This helps learners have conversations about the story.</i>	



I can visualise the fox opening his big mouth. He eats the gingerbread man.

WEEK 9: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
DIALOGUE	It is a record of the exchanges as they occur, directly from the speaker's point of view	When writing a dialogue; • write the names of the characters on the left side of the page; • use a colon after the name of the character who is speaking; • use a new line to indicate each new speaker; • advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken; • sketch a scenario before you start writing.	When the dialogue involves family or close friends the casual style is used. Well-known formulae for requests, questions, orders, suggestions and acknowledgement are used. When the conversation involves strangers the consultative style is used; more elaborate politeness procedures are added to the well-known formulae for requests, questions, orders, suggestions and acknowledgement.
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a dialogue. 2. Explain that our dialogue is like a play, just like <i>The gingerbread man</i> that we have read this week. 3. Explain that a dialogue is a conversation between two or more people. When we write a dialogue, we write exactly what the people in the conversation say to each other. 4. Explain that when we write a dialogue, we can think of characters acting on a stage as we write. We must think of where they are, what they are doing, how they are feeling, and how they must say the lines (sentences) we write.		

I DO (TEACHER MODELS)

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

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

Zolani: (Looking nervous. He is biting his fingernails)

6. Write an example of the line, like:

Zolani: (Looking nervous. He is biting his fingernails) I didn't study. Can I copy from your paper?

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

Zolani: (Looking nervous. He is biting his fingernails) I didn't study. Can I copy from your paper?

Zweli:

8. Explain that Zolani has just asked Zweli if he can copy.
9. Ask learners: How do you think Zweli is feeling? What is he doing?
10. Add in stage directions for Zweli. Explain that the beginning of the stage directions must line up with the lines above, like:

Zolani: (Looking nervous. He is biting his fingernails) I didn't study. Can I copy from your paper?

Zweli: (Looking angry. Shaking his head.)

WE DO (TEACHER AND LEARNERS DO TOGETHER)

	11. Ask learners: What do you think Zweli responds to his friend Zolani? What will Zweli decide to do? 12. Write an example of the line, like: Zolani: (Looking nervous. He is biting his fingernails) I didn't study. Can I copy from your paper? Zweli: (Looking angry. Shaking his head.) No Zolani! I am not getting in trouble just because you didn't study!
DISCUSS YOU DO (LEARNERS DO INDEPENDENTLY)	1. What is the setting? (When and where did this take place?) 2. Who are the characters? 3. What decision does Zweli make in the story? 4. Who is talking in this story? 5. How can we know that this is a dialogue / play? 1. Read the lines and the stage directions silently. Visualise the characters saying them on a stage. How do they sound? What are they doing? 2. Turn and talk with a partner. Act out the lines as you read them together!
NOTES	Tell learners to open their exercise books, and write down the following heading and notes: <u>Dialogue / play:</u> a. Set the scene in brackets at the top of the page. In a couple of sentences, explain where the characters are and what they are doing. b. Write the characters' names on the left side of the page. c. Use a colon after the name of the character who is speaking. d. Use a new line to indicate each new speaker. e. Use stage directions to show how characters should speak and act. Stage directions should be in brackets before whatever the character must say.

GRADE 4 - TERM 3

WEEK 10

THEME:
DECISION MAKING

'When you make the right decision, it doesn't really matter what anyone else thinks.'

– Caroline Kennedy

TERM 3: WEEK 10

OVERVIEW

THEME	Decision making
THEME VOCABULARY	decide, decision, consequence, narrator, steal, gingerbread man, cottage, stage, act, actor / actress, fox, heavy, plan, conversation, chase, diet, healthy, unhealthy, results, highest
LSC	Future tense
COMPREHENSION STRATEGY	Visualise
WRITING GENRE	Dialogue
WRITING TOPIC	Write a dialogue in which one character has to make a difficult decision.

WEEK 10: MONDAY / DAY 1: PLANNING		
TOPIC	Write a dialogue in which one character has to make a difficult decision.	
GENRE	Dialogue	
PLANNING STRATEGY	Write a list	
MODEL THE PLANNING STRATEGY (I DO)	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally, explain some ideas you have for the writing topic, like: <i>In my story there will be a character names Carla whose mother told her she must not leave the house while she goes away for the day. But, her best friend Phindi comes over and asks her to come to the playground with her. Carla must decide if she will stay home, even though her mother won't know that she is gone, or if she will listen to her mother's wishes and miss out on the fun with her friend!</i> 4. Have the planning frame written on one side of the chalkboard. 5. Show learners how you make a list by answering the questions. 6. Complete the plan on the other side of the chalkboard.	
	<u>A difficult decision</u> 1. Who are the characters in your dialogue? (There should be two!) 2. What are the characters in your dialogue talking about? What is happening? 3. When does this dialogue take place? 4. Where does your dialogue take place? 5. Why are the characters having this dialogue? 6. How are these character feeling?	<u>A difficult decision</u> 1. Carla and Phindi. 2. About whether Carla should leave home and go to the playground. 3. On a Saturday morning. 4. At the front door of Carla's house 5. Because Phindi wants Carla to come! 6. Carla feels nervous / she doesn't know what to do! Phindi feels excited. She really wants Carla to come.

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and think of which characters will talking in their dialogue. What is the difficult decision in the dialogue?
2. Next, tell learners to **turn and talk** with a partner, to share their ideas.
3. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their dialogue, just like you did.
4. **Hand out exercise books.**
5. Tell learners they must write their own ideas – they must **not** copy your plan.
6. As learners work, walk around the room and hold mini-conferences.

Planning : Dialogue

1. Tshepo and Themba
2. If they should eat some of the cookies their aunt baked for her church guests
3. On a Sunday morning
4. At their aunts house
5. Tshepo really wants a cookie
6. Themba is scared that they will get into trubil. Tshepo thinks their aunt wont see.

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 10: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Early in the morning when I get up out of bed	<i>Stretch your arms out wide</i>
	There are so many choices running through my head	<i>Put your hands on your head</i>
	Make good decisions and you won't go wrong	<i>Thumbs up</i>
	Make bad decisions, you'll regret it all day long!	<i>Thumbs down</i>
	If you're wondering if it's the right thing to do	<i>Point your index fingers towards your head as though you're thinking</i>
	Stop and think about how it will affect you	<i>Put your fingers on your head, then point to your friend</i>
THEME VOCABULARY	fox, heavy, plan, conversation, chase	
QUESTION OF THE DAY		
Question	What would you have done if you were the gingerbread man?	
Graph	3 COLUMN GRAPH	
Options	crossed on the fox's back / stood at the river / made another plan	
Follow-up questions		
Question	How many learners would have crossed on the fox's back?	
Answer	___ learners would have crossed on the fox's back.	
Question	How many learners would have stood at the river?	
Answer	___ learners would have stood at the river.	
Question	How many learners would have made another plan?	
Answer	___ learners would have made another plan.	
Question	What would most learners have done if they were the gingerbread man?	
Answer	Most learners would have ___.	

Question	What would fewest learners have done if they were the gingerbread man?
Answer	Fewest learners would have ____.
Question	What would you have done if you were the gingerbread man?
Answer	I would have crossed on the fox's back.
Answer	I would have stood at the river.
Answer	I would have made another plan.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 10: WEDNESDAY / DAY 3: LSC AND DRAFTING

LSC	Future tense
LSC MODELLING (I DO)	1. Explain that today, we will build on our understanding of the future tense. 2. Explain that when we make decisions, we often use the future tense because we think about what we will do or what we will not do in the future. 3. Ask learners: What are some action words (verbs) you can think of in English? 4. Make a list on the chalkboard with the verbs suggested by learners, like: • decide • choose • eat • steal • speak 5. Explain that each of these words is written now in the simple present tense. We can say: I walk, I watch, I read, I run, I sit. If we use the words in that way, it means we are doing those things right now. 6. Then, explain that we will change each of these words to the simple future tense. 7. Explain that we add 'will' before the verb to show that something hasn't happened yet, but will happen in the future. 8. Model changing the verbs for learners, like: • decide – He will decide • choose – I will choose • eat – They will eat • steal – You will steal • speak – She will speak 9. Explain that we also sometimes use 'going to...' to show the future tense, like: • I am going to... • You are going to... • We are going to... • He / she is going to... • They are going to... 10. Model changing the verbs for learners, like: • decide – I am going to decide • choose – He is going to choose • eat – She is going to eat • steal – They are going to steal • speak – You are going to speak

LSC Ask learners for help (WE DO)	1. Ask learners to list more verbs, like: • hug • write • climb • look 2. Go through each item on the list, and make sentences using 'will' with learners, like: • hug – She will hug her friend. • write – You will write a dialogue. • climb – I will climb a tree. • look – They will look at the book. 3. Go through each item on the list, and make sentences using 'going to' with learners, like: • hug – She is going to hug her friend. • write – You are going to write a dialogue. • climb – I am going to climb a tree. • look – They are going to look at the book.
LSC Pair work (YOU DO)	1. Hand out learners' books. 2. Instruct learners to choose three verbs from the board. 3. Instruct learners to write a sentence with each of the verbs they have chosen. They must write their sentences in the present tense. 4. Then, explain that learners must write each of the sentences in the future tense, using both 'will' and 'going to'. 5. Instruct learners who have extra time to write more sentences. Sharing: 1. When there are 5 minutes remaining, call learners back together. 2. Instruct learners to turn and talk and read their sentences to a partner. 3. Instruct learners to help their partner fix any mistakes with present and future tense as they read.
TOPIC	Write a dialogue in which one character has to make a difficult decision.

PLANS	Before class begins, rewrite the planning frames on the board: <table border="1"> <thead> <tr> <th data-bbox="475 152 949 203"><u>A difficult decision</u></th><th data-bbox="949 152 1433 203"><u>A difficult decision</u></th></tr> </thead> <tbody> <tr> <td data-bbox="475 248 949 880"> 1. Who are the characters in your dialogue? Is there a narrator? 2. What are the characters in your dialogue talking about? What is happening? 3. When does this dialogue take place? 4. Where does your dialogue take place? 5. Why are the characters having this dialogue? 6. How are these character feeling? </td><td data-bbox="949 248 1433 880"> 1. Carla and Phindi. There is no narrator. 2. About whether Carla should leave home and go to the playground. 3. On a Saturday morning. 4. At the front door of Carla's house 5. Because Phindi wants Carla to come! 6. Carla feels nervous / she doesn't know what to do! Phindi feels excited. She really wants Carla to come. </td></tr> </tbody> </table>	<u>A difficult decision</u>	<u>A difficult decision</u>	1. Who are the characters in your dialogue? Is there a narrator? 2. What are the characters in your dialogue talking about? What is happening? 3. When does this dialogue take place? 4. Where does your dialogue take place? 5. Why are the characters having this dialogue? 6. How are these character feeling?	1. Carla and Phindi. There is no narrator. 2. About whether Carla should leave home and go to the playground. 3. On a Saturday morning. 4. At the front door of Carla's house 5. Because Phindi wants Carla to come! 6. Carla feels nervous / she doesn't know what to do! Phindi feels excited. She really wants Carla to come.
<u>A difficult decision</u>	<u>A difficult decision</u>				
1. Who are the characters in your dialogue? Is there a narrator? 2. What are the characters in your dialogue talking about? What is happening? 3. When does this dialogue take place? 4. Where does your dialogue take place? 5. Why are the characters having this dialogue? 6. How are these character feeling?	1. Carla and Phindi. There is no narrator. 2. About whether Carla should leave home and go to the playground. 3. On a Saturday morning. 4. At the front door of Carla's house 5. Because Phindi wants Carla to come! 6. Carla feels nervous / she doesn't know what to do! Phindi feels excited. She really wants Carla to come.				
WRITING FRAME	1. Explain that they must use the information in their frame to help them decide what will happen in the dialogue. 2. Next, tell learners that they must think about what the characters really think and say. They must write the words like people are talking to each other! 3. Write the following frame on the chalkboard, and explain it to learners: <u>A difficult decision</u> (Set the scene: Where are the character? What is happening?) <table border="1"> <tbody> <tr> <td data-bbox="478 1447 705 1597">Character 1:</td><td data-bbox="705 1447 1412 1597">1. (Stage directions: What is the character feeling or doing?) What does the character say?</td></tr> <tr> <td data-bbox="478 1597 705 1783">Character 2:</td><td data-bbox="705 1597 1412 1783">1. (Stage directions: What is the character feeling or doing?) What does the character say? <i>(REPEAT. Each character should speak 3 times!)</i></td></tr> </tbody> </table>	Character 1:	1. (Stage directions: What is the character feeling or doing?) What does the character say?	Character 2:	1. (Stage directions: What is the character feeling or doing?) What does the character say? <i>(REPEAT. Each character should speak 3 times!)</i>
Character 1:	1. (Stage directions: What is the character feeling or doing?) What does the character say?				
Character 2:	1. (Stage directions: What is the character feeling or doing?) What does the character say? <i>(REPEAT. Each character should speak 3 times!)</i>				

DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a dialogue using the frame. 4. Instruct learners to write the date and heading: Dialogue: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more sentences or details if they have time. 8. Remind learners of the strategies they can use to help them. 9. As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.

Draft: A difficult decision

Tshepo and Themba are standing in the kitchen at their aunts house.

Tshepo: Hey Themba! These cookies look delicious! Let's take some!

Themba: But auntie said we mustn't touch them. They are for her church guests.

Tshepo: She won't even notice. We will just take one each!

Themba: No Tshepo. I don't think that's a good idea. We'll get into big trouble.

Tshepo: Hmm. You're right! When the guests get here there may not be enough cookies for them to eat! Auntie would be embarrassed.

Themba: Maybe if we ask her for cookies when she gets home she might give us some!

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 10: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Early in the morning when I get up out of bed	<i>Stretch your arms out wide</i>
	There are so many choices running through my head	<i>Put your hands on your head</i>
	Make good decisions and you won't go wrong	<i>Thumbs up</i>
	Make bad decisions, you'll regret it all day long!	<i>Thumbs down</i>
	If you're wondering if it's the right thing to do	<i>Point your index fingers towards your head as though you're thinking</i>
	Stop and think about how it will affect you	<i>Put your fingers on your head, then point to your friend</i>
THEME VOCABULARY	diet, healthy, unhealthy, results, highest	
QUESTION OF THE DAY		
Question	What healthy decision do you make every day?	
Graph	3 COLUMN GRAPH	
Options	I eat healthy a healthy diet / I exercise and play outside / I read at home	
Follow-up questions		
Question	How many learners eat a healthy diet?	
Answer	___ learners eat a healthy diet.	
Question	How many learners exercise and play outside?	
Answer	___ learners exercise and play outside.	
Question	How many learners read at home?	
Answer	___ learners read at home.	
Question	What healthy decision do most learners make every day?	
Answer	Most learners ___.	
Question	What healthy decision do fewest learners make every day?	
Answer	Fewest learners ___.	

Question	What healthy decision do you make every day?
Answer	I eat a healthy diet.
Answer	I exercise and play outside.
Answer	I read at home.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 10: FRIDAY / DAY 5: EDITING AND PUBLISHING

EDITING CHECKLIST <i>(Write this on the board before class begins)</i>	1. Do I set the scene in brackets? Do I explain where the dialogue is taking place and what is happening? 2. Do I include stage directions in brackets? Do these explain how each line must be read? 3. Does each character speak at least 3 times? 4. Did I write the characters' names on the left side of the page? 5. Did I use a colon after the name of the character who is speaking? 6. Do I use a new line to indicate each new speaker? 7. Do all of the characters' names line up? 8. Do all of the words the characters must say line up? 9. Does the dialogue sound like people could really be having a conversation? 10. Do I use proper punctuation?
EDIT	1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their dialogue sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
PUBLISH	1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their dialogue, correcting any mistakes. 3. Instruct learners to rewrite the paragraph correctly, under the heading: A difficult decision dialogue. 4. Tell learners that they may illustrate their writing by drawing a picture, but it is not a requirement.
SHARE	1. Instruct learners to turn and talk to a partner. 2. Instruct learners to take turns reading each dialogue together. Each learner should read for one character in the dialogue, like a real conversation! Then, the learners must swap, and read the second dialogue together. 3. Instruct learners to each tell each other one thing they liked about their partner's writing.
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

A difficult decision

Tshepo and Themba are standing in the kitchen at their aunt's house.

Tshepo: Hey Themba! These cookies look delicious! Let's have some!

Themba: But auntie said we mustn't touch them! They are for her church guests.

Tshepo: She won't even notice. We will just take one each.

Themba: No. I don't want to get into big trouble. I don't think it's a good idea.

Tshepo: Hmm. You're right! If we take some there might not be enough left for the church guests. Auntie would be very embarrassed!

Themba: Maybe if we ask her nicely when she gets home she might give us some!

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 10: CONCLUSION

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

UPDATE THE K-W-L CHART	• Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
SUMMARISE	• Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: - o Theme vocabulary - o LSC - o The different texts that were read - o The small group discussion - o The comprehension strategy - o The writing genre and task - o All content from the theme
SHARE WITH FAMILIES	• Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.
ACKNOWLEDGE AND CELEBRATE	• Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: - o EFAL skills like reading or writing - o Theme content - o Tasks or activities - o Behaviour in the class - o Relationships with other learners - o Attitude to EFAL - o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

