



Grade 6

ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Term 1

Lesson Plan

ENGLISH

First Additional Language

Grade 6

Lesson Plan

Term 1

Edition 5, 2023



GRADE 4-6 EFAL ROUTINE	3
GRADE 6 EFAL ALTERNATIVE ROUTINE	4
GRADE 4-6 EFAL CLASSROOM CULTURE	5
Using a Name Jar.....	5
Seating Arrangements and Group Management.....	5
Attention Getters.....	6
Transition Activities	7
GRADE 4-6 EFAL CORE METHODOLOGIES	9
ORAL ACTIVITIES: LSC / L&S	10
Introduce the theme	10
Activate background knowledge	10
Build and monitor learners' knowledge	11
Build vocabulary	12
Document vocabulary in personal dictionaries	13
Question of the day.....	14
Rhyme / Song	16
LANGUAGE STRUCTURES AND CONVENTIONS	17
Introduce the LSC in context	17
Teach and practise using the LSC.....	18
LISTENING & SPEAKING	19
Listening Lesson	19
Speaking Lesson	20
READING & VIEWING	23
Shared Reading & Teaching the Comprehension Skill	24
Shared Reading: Pre-Read	24
Shared Reading: First Read.....	26
Shared Reading: Second Read.....	27
Teach the Comprehension Strategy	29
Shared Reading: Post-Read	35
GROUP GUIDED READING	37
INDEPENDENT OR PAIRED READING AND COMPREHENSION	40
Independent or Paired Reading Activities	40
WRITING & PRESENTING	42
Process writing: Teach the Genre	42
Process Writing: Planning.....	43
Process Writing: Drafting.....	44
Process Writing: Editing	45
Process Writing: Publishing & Presenting	47
WRITING STRATEGIES	48
Strategy: Writers think before they write.....	48
Strategy: Writers turn and talk	48
Strategy: Writers may create a framework	49
Strategy: Writers use resources to write words	49
Strategy: Writers read what they write	50
Strategy 8: Hold mini-conferences	50
LESSONS	51
Week 1 - Orientation	51
Week 2 - Orientation	73
Week 3 – The beach	97
Week 4 – The beach	119
Week 5 – Jokes	137
Week 6 – Jokes	159
Week 7 – Healthy living	175
Week 8 – Healthy living	197
Week 9 – Space travel	213
Week 10 – Space travel	233

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 ALTERNATIVE 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: • Build and monitor knowledge • Summarise theme learning (no formal time allocation)

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.

5. 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.

6. 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.

3. Implement the discussion as follows:
 - Remind learners of the 'listening text' that you read to them the previous day.
 - Then, read the discussion frame aloud, and briefly explain it to learners.
 - If necessary, share your own 'model answers' to the discussion frame. However, try to avoid doing this, as learners are likely to copy your answers.
 - Tell groups to begin the discussion.
 - As learners discuss, walk around the room and listen to different groups, giving instructions or assistance where needed.
4. When there are 10 minutes left in the lesson, call all learners back together.
5. Go through each point in the discussion frame, asking for feedback from the class. This can be done in different ways:
 - You can ask each member in one group to respond to a different point. This way, you get to hear every learner in one group speak. If you do this, make sure to rotate the groups, so that you always hear a report back from different groups.
 - You can ask one person from each group to report back on a different point. If you do this, make a note of which learners speak, so that you call on different learners every time you do this.
6. If answers are incorrect, ensure that you correct them, quickly and clearly.
7. If answers are incomplete, ask prompting questions to expand the answers.
8. Remember to give some feedback to learners after they respond.
9. Thank the learners for their answers and contributions.

Purpose:

- The Listening & Speaking component of a language programme should provide learners with opportunities for meaningful conversations in a supported, scaffolded manner.
- Having a discussion about a text that learners know and understand well is one way of providing this scaffolding, as it ensures that learners have the knowledge and language to engage in a discussion.
- Providing learners with a discussion frame and giving a clear explanation of this frame provides additional support and scaffolding.
- Ensuring that the classroom is a safe place for learners to try out new language without fear of ridicule or shame is another very important support mechanism. In order for learners to practice their language skills and build confidence in the language, they must feel safe and secure.
- Finally, allowing learners to code-switch or hold multilingual discussions about the more challenging aspects of the discussion leads to the development of critical thinking skills and new knowledge. If learners are interested and engaged in a topic, it is then easier to encourage them to learn the English vocabulary required to support their points.

READING & VIEWING

Shared Reading & Teaching the Comprehension Skill

Overview:

1. This component of language clearly has its own routine. The routine of these lessons is as follows:
 - Week 1 Tuesday / Day 2 - Shared Reading: Pre-Read
 - Week 1 Wednesday / Day 3 - Shared Reading: First Read
 - Week 1 Thursday / Day 4 - Shared Reading: Second Read
 - Week 1 Thursday / Day 4 - Teach the Comprehension Strategy
 - Week 1 Friday / Day 5 - Shared Reading: Post-Read

What follows is a description of the core methodology of each of the five Shared Reading lessons: Pre-Read; First Read; Second Read; Teach the Comprehension Strategy and Post-Read. Read these descriptions to get a clear understanding of the flow of each lesson, as well as how the lessons work together.

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 to 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.

10. 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.

11. 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.

12. 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>.
-------------	---

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

Instructions for a visualisation activity:

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

Purpose:

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

GROUP GUIDED READING

Assigning Group Guided Reading groups and text selection:

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

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
- 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, and cannot be sounded out, tell the learner the word.
 - 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.

11. 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.
12. Ask learners to complete the editing process for homework if required.

Purpose:

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

Process Writing: Publishing & Presenting

Instructions:

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

Publishing:

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

Presenting:

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

Purpose:

- Learners must see that writing has an audience and a purpose.
- Whenever possible and appropriate, try to provide learners with a wider and/or authentic audience for their writing tasks.
 - 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 6 - TERM 1

WEEK
1

THEME:
ORIENTATION

"Things don't have to change the world to be important."
– Steve Jobs

Introduction to the Orientation Weeks

One of the most important aspects of this programme to focus on is pacing. In order to get the pacing right, and to complete all the cycle activities, there are certain things that you must work on with learners.

1. Routines and procedures

- For any classroom to run smoothly and efficiently, learners must be trained to follow routines and procedures.
- This programme follows a two-week routine.
- Then, within the routine, many of the activities have their own routines or procedures.
- The sooner learners know the routines and procedures, and what is required of them for each activity, the faster your lessons will go.
- This is because learners will know what is needed for each activity, as well as what will be done in each activity.
- In the orientation weeks, learners are introduced to routines and procedures for:
 - o Entering and leaving the class
 - o Handing out and collecting books
 - o The question of the day
 - o Working independently

2. Rules and behaviours

- For any classroom to run smoothly and efficiently, learners need to know the rules of the classroom, and the behaviours that are expected.
- In the orientation weeks, teachers take learners through processes to:
 - o Set class rules together with learners
 - o Control the volume of learners' voices
 - o Use a bathroom pass
 - o Respond to attention getters

3. Seating and group arrangements

- Dividing learners into the groups required, and training them to get into groups quickly will help to improve the efficiency of the classroom.
- In the orientation weeks, procedures are built in to:
 - o Listen to each learner read aloud, in order to form proper same-ability reading groups
 - o Divide learners into small discussion groups
 - o Divide learners into question of the day groups
 - o Divide learners into partners
 - o Train learners to get into their different groups quickly and quietly

4. Classroom culture

- Another important aspect of successful language classrooms is the culture of the classroom.
- In the orientation weeks, some aspects of the classroom culture are established through:
 - o Training learners to follow the routines
 - o Training learners to follow procedures
 - o Designing rules

- o Establishing appropriate behaviours
- o Learning all learners' names
- o Playing games together
- o Creating a safe learning environment, where the teacher is clearly in control

If all of these aspects of the orientation programme are properly implemented, they will help enormously to ensure that the pace of the programme is achievable within the first term of implementation. For these reasons, the orientation programme is vital to the success of the PSRIP.

WEEKS 1&2: PHONICS REVIEW AND SIGHT WORDS	
Explanation	<i>During the orientation programme that runs over Weeks 1 and 2, please take some time to revise the following phonic sounds, phonic words and sight or high frequency words with learners.</i> <i>The decodable reading programme built into the reading worksheets assumes that learners know the phonic sounds that are the same in African languages and English, and that they can read approximately 100 basic sight or high frequency words.</i> <i>It is a good idea to review a few sounds and words every day.</i>
Sounds	/b/ /d/ /e/ /f/ /h/ /i/ /j/ /k/ /l/ /m/ /n/ /p/ /s/ /t/ /y/ /v/ /w/ /st/ / bl/ /nd/ /ll/ /ss/
Activity	1. Explain to learners that many single letters sound the same in African languages and in English. 2. Tell learners that you will spend some time revising these sounds, and you will practice blending these sounds together to make words. 3. Write the following sounds on the chalkboard: b, d, e, f, h, i, j, k, l, m, n, p, s, t, y, v, w, st, bl, nd, ll, ss 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: /b/ - /i/ - /d/ = bid /h/ - /i/ - /t/ = hit /t/ - /i/ - /n/ = tin /w/ - /e/ - /b/ = web /v/ - /e/ - /t/ = vet /s/ - /i/ - /p/ = sip /b/ - /e/ - /st/ = best /bl/ - /e/ - /ss/ = bless /b/ - /e/ - /ll/ = bell /s/ - /e/ - /nd/ = send 6. Ask learners to sound out and read each word after you.

Word find	Write the following table on the chalkboard: <table><tr><td>b</td><td>m</td><td>n</td><td>d</td></tr><tr><td>e</td><td>i</td><td>h</td><td>y</td></tr><tr><td>p</td><td>s</td><td>t</td><td>l</td></tr><tr><td>st</td><td>bl</td><td>nd</td><td>w</td></tr></table> MODEL 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise 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: wind or stem	b	m	n	d	e	i	h	y	p	s	t	l	st	bl	nd	w
b	m	n	d														
e	i	h	y														
p	s	t	l														
st	bl	nd	w														
Sight or high frequency words	1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Tell learners that during orientation, we are going to revise fifty common sight words. 5. Write a few of these the sight words on the chalkboard every day, and tell learners to take note of the following as you read the words: a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning) 6. Read the words three times and tell learners to repeat after you: a, about, all, and, are, as, asks, at, back, be, big, but, by , called, came, can, children, come, could, dad, day, do, don't, down, for , from, get, go, got, had, have, he, help, her, here, him, his, house, I, if, I'm, in, into, is, it, it's, just, like, little, look, looked, made, make, me, Mr, Mrs, mum, my, not, now, of, off, oh, old, on, one, out, people, put, said, saw, see, she, so, some, that, the, their, them, then, there, they, this, time, to, too, up , very, was, we, went, were, what, when, will, with, you, your																

ORIENTATION: WEEK 1: MONDAY

MONDAY

CLASSROOM ENTRANCE	Getting ready 1. Go over your class list. 2. Organise the desks appropriately – preferably into groups. 3. Decide how you will assign seats to learners. Instructions 1. Greet learners outside the classroom. 2. Explain that you don't want learners coming into the room in chaos. 3. Explain how you expect learners to enter the classroom. 4. Call on learners to enter the classroom. Instruct the learners where to sit.
QUESTION OF THE DAY	1. Today, you will need to assign learners into Question of the Day groups. a. You will need four groups. b. It is a good idea to seat each group together – these can be mixed-ability groups. c. Each group will answer the Question of the Day ONCE per cycle. d. Learners need to KNOW which group they are in. e. Today, assign groups, like: red group; orange group; green group; blue group; OR Tuesday 1 group; Thursday 1 group; Tuesday 2 group; Thursday 2 group. 2. Play a game with the learners to help them to remember their groups. a. Call different groups to STAND UP and then SIT DOWN.
SONG (LEARN ALL NAMES IN YOUR CLASS)	1. Explain that it is important for you to know each and every learners name and for learners to know each other's names! 2. Explain that today, some learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Explain that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach for their toes and then the sky, etc.). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself as an example, like say: Ms Kgobane and clap three times. 6. All the learners must then say: Ms Kgobane and clap three times. 7. Call one Question of the Day group up to the front of the room. 8. Allow each learner in the group to introduce themselves.

CHOOSE BOOK MONITORS	1. Explain that in our class, we will have monitors who do different jobs. 2. One of the jobs will be to hand out books to all the learners in the class. 3. Explain that throughout the year, different learners will get a turn to do this job, so everyone must pay attention! 4. Show learners where the DBE workbooks and EFAL exercise books are kept. 5. Show learners how the books are neatly stacked. You may want to sort your books so that each group's books are together. 6. Explain that when you call the monitors, they must each take some of the books. They must look at the name on the front of the book and bring it to the correct learner at their desk. If they do not know the name, they can call the name out to see who the book belongs to. 7. Monitors must do this quickly and quietly, so we have time to do our work! 8. Choose the first set of book monitors (like one person from each group of desks, or one person per row).
EXPLAIN THE TOILET PROCEDURE	1. (We suggest utilising a bathroom pass. You can easily make a bathroom pass out of cardboard.) 2. Show learners where the bathroom pass is kept. 3. Explain to learners that only one learner will be allowed to use the bathroom at a time. 4. Learners do not need to ask the teacher to use the bathroom – they must take the bathroom pass and quickly go to the bathroom. 5. They must put the pass back in the correct spot when they return. 6. If the bathroom pass is being used, the next learner must wait for it. 7. *If it is an emergency, the learner may speak to the teacher.
INDEPENDENT WORK EXPECTATIONS	Explanation 1. Explain that this year, learners will do a lot of work independently. 2. Explain that we will need to practise what it means to do independent work. 3. Explain that when learners do independent work, they must sit quietly at their desks. They must work on the assigned task. 4. Explain that if learners have a question or cannot read a word, they can ask the person sitting next to them. They may not get out of their seats. If they cannot find the answer to the question, they can:

INDEPENDENT WORK EXPECTATIONS	a. Skip the question or word. b. Circle the question or word so they can try to come back to it later. c. Write down their question so they remember to ask the teacher when the lesson is over. 5. Explain that if learners want to use the toilet, they must use the pass (as discussed above). 6. Explain that if learners finish the assigned task, they may choose another text in the DBE workbook to read. You expect learners to be reading or writing for the entire period, until you call them back together! Instructions 1. Explain that today, learners will practise doing work in their own DBE workbook . You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working! 2. Explain that today, learners will practise independent work using: DBE workbook 1, page 2. 3. Explain that learners will read this story to themselves. 4. Call on the book monitors to stand up. 5. Point to where the DBE workbooks are located. 6. Instruct the book monitors to hand out the DBE workbooks . Help monitors do this quickly and quietly.
ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. You have 8 days to assess learners. Divide your class into 8 so you know how many learners you must assess each day. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three home language texts available (DBE books can be used). a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the following rubric to help you:

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.
BOOK MONITORS COLLECT BOOKS	1. Explain that at the end of a task, the book monitors will collect all the books and put them neatly back into the stack. 2. Explain that each monitor must collect the books from their seating group / row. 3. Then, they must quietly come and put them away. 4. Call on the new book monitors to practise this task. 5. Help them to complete the task.			
DISMISSAL	1. Explain that when the bell rings, learners must sit and wait to be dismissed – they must not grab all of their things and leave just because they hear the bell. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by their Question of the Day groups. (For example, the red group is dismissed, the blue group is dismissed, etc.)			

ORIENTATION: WEEK 1: TUESDAY	
TUESDAY	
CLASSROOM ENTRANCE	1. Greet learners outside the classroom. 2. Ask learners: How do I expect you to enter the classroom? 3. Remind learners about your expectations for how they enter the classroom. 4. Instruct learners to enter the classroom and find their seats.
QUESTION OF THE DAY	1. Today, you will remind learners of their Question of the Day groups. 2. Call different groups up to the front of the room. 3. Instruct learners to line up by the chalkboard. 4. Explain that when you touch a learner on the head, they must walk quietly back to their seat.
SONG (LEARN ALL NAMES IN YOUR CLASS)	1. Remind learners that it is important for you to know each and every learner's name and for learners to know each other's names! 2. Explain that today, a new group of learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Remind learners that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach for their toes and then the sky, etc.). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself again as an example, like say: Ms Kgobane and touch your toes. 6. All the learners must then say: Ms Kgobane and touch their toes. 7. Call a new Question of the Day group up to the front of the room. 8. Allow each learner in the group to introduce themselves.
REVISE BOOK MONITORS	1. Ask learners: What do book monitors do? 2. Remind learners that the book monitors hand out books quietly and quickly to the other learners in the class. 3. Instruct all of the book monitors chosen on Monday to stand up. 4. Explain that these learners must be ready to hand out learner books at any time!

REVISE TOILET PROCEDURE	1. Remind learners that in this class, we have a special procedure for going to the bathroom. 2. Show learners where the bathroom pass is kept. 3. Remind learners that only one learner will be allowed to use the bathroom at a time. 4. Learners do not need to ask the teacher to use the bathroom – they must take the bathroom pass and quickly go to the bathroom. 5. They must put the pass back in the correct spot when they return. 6. If the bathroom pass is being used, the next learner must wait for it. 7. *If it is an emergency, the learner may speak to the teacher. 8. Show learners how they must hold the pass. 9. Explain that learners must not rip or write on the pass.
INDEPENDENT WORK EXPECTATIONS	Explanation 1. Explain that today, we will continue to practise independent work. 2. Address any challenges or problems you saw on Monday. 3. Remind learners that when they do independent work, they must sit quietly at their desks. They must work on the assigned task. 4. Remind learners that if learners have a question or cannot read a word, they can ask the person sitting next to them. They may not get out of their seats. If they cannot find the answer to the question, they can: a. Skip the question or word. b. Circle the question or word so they can try to come back to it later. c. Write down their question so they remember to ask the teacher when the lesson is over. 5. Explain that if learners want to use the toilet, they must use the pass. 6. Explain that if learners finish the assigned task, they may choose another text in the DBE workbook to read. You expect learners to be reading or writing for the entire period, until you call them back together!

	Instructions 1. Explain that today, learners will practise doing work in their own DBE workbook . You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working! 2. Explain that today, learners will practise independent work using: DBE workbook 1, page 10. 3. Explain that learners will read this story to themselves. 4. Call on the book monitors to stand up. 5. Point to where the DBE workbooks are located. 6. Instruct the book monitors to hand out the DBE workbooks . 7. Help learners do this quickly and quietly.
ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three home language texts available (DBE books can be used). a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in the Monday lesson) to help you.
BOOK MONITORS COLLECT BOOKS	1. At the end of the independent work time, call on book monitors to stand. 2. Remind the book monitors which books they must collect (their seating group or row). 3. Instruct monitors to collect the books and to quickly put them away.
DISMISSAL	1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by their Question of the Day groups. (For example, the yellow group is dismissed, the pink group is dismissed, etc.)

ORIENTATION: WEEK 1: WEDNESDAY	
WEDNESDAY	
CLASSROOM ENTRANCE	1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats.
QUESTION OF THE DAY	1. Today, you will remind learners of their Question of the Day groups. 2. Play a game with the learners by calling different groups to do different tasks, like: a. Red group: stand up b. Orange group: clap three times c. Green group: spin around d. Etc.
SONG (LEARN ALL NAMES IN YOUR CLASS)	1. Remind learners that it is important for you to know each and every learners name and for learners to know each other's names! 2. Explain that today, a new group of learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Remind learners that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach for their toes and then the sky, etc.). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself again as an example, like say: Ms Kgobane and make a silly face. 6. All the learners must then say: Ms Kgobane and make a silly face. 7. Call a new Question of the Day group up to the front of the room. 8. Allow each learner in the group to introduce themselves.
INTRODUCE ATTENTION-GETTER	Getting ready Before class, decide on an attention-getter you will use with the class, like: Teacher says: Crocodile, crocodile Learners say: Chomp, chomp Explanation 1. Explain that throughout the year, it will be important for you to easily get learners' attention. 2. Explain that anytime learners hear the teacher say 'crocodile, crocodile', the learners must say 'chomp, chomp'.

	3. Then, learners must put their hands in their lap, stop talking and put their eyes on the teacher.
	Practice 1. Instruct learners to talk to their partner about anything they want. Wait a few seconds. 2. Say: 'crocodile, crocodile'. 3. Learners should say: 'chomp, chomp'. 4. Learners should stop talking immediately, put their hands in their lap and put their eyes on the teacher. 5. Call out learners who do this well (and quickly!) 6. Practise this a few times.
INDEPENDENT WORK EXPECTATIONS	Explanation 1. Ask learners: What must we do when it is independent work time? 2. Discuss this with learners. 3. Make sure learners know the expectations, like: a. They must sit quietly at their desks. They must work on the assigned task. b. If they have a question or cannot read a word, they can ask the person sitting next to them. c. They may not get out of their seats. d. If they cannot find the answer to the question, they can: • Skip the question or word. • Circle the question or word so they can try to come back to it later. • Write down their question so they remember to ask the teacher when the lesson is over. 4. If they want to use the toilet, they must use the pass. 5. If they finish the assigned task, they may choose another text in the DBE workbook to read. Instructions 1. Explain that today, learners will practise doing work in their own DBE workbook . You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working! 2. Explain that today, learners will practise independent work using: DBE workbook 1, page 18. 3. Explain that learners will read this story to themselves. 4. Call on the book monitors to stand up. 5. Point to where the DBE workbooks are located. 6. Instruct the book monitors to hand out the DBE workbooks . 7. Help learners do this quickly and quietly.

ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three home language texts available (DBE books can be used): a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in the Monday lesson) to help you.
BOOK MONITORS COLLECT BOOKS	1. Call learners together using the attention-getter you have taught. 2. At the end of the independent work time, call on book monitors to stand. 3. Remind the book monitors which books they must collect (their seating group or row). 4. Instruct monitors to collect the exercise books and to quickly put them away.
DISMISSAL	1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the beginning sound of their first name, like: a. All learners whose name begins with S may stand up and leave. b. All learners whose name begins with T may stand up and leave. c. Etc.

ORIENTATION: WEEK 1: THURSDAY	
THURSDAY	
CLASSROOM ENTRANCE	1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats.
QUESTION OF THE DAY	1. Today, you will remind learners of their Question of the Day groups. 2. Call two different groups up to the front of the room. 3. Instruct learners to line up by the chalkboard. 4. Explain that when you say a learner's name, they must come to you. 5. Conduct the following quick conversation with each learner who you call. a. Teacher: What is your name? b. Learner: My name is ____. c. Teacher (asks class) What is his / her name? d. Class: His / her name is ____. 6. Then, they must WALK quietly back to their seat.
SONG (LEARN ALL NAMES IN YOUR CLASS)	1. Remind learners that it is important for you to know each and every learner's name and for learners to know each other's names! 2. Explain that today, a new group of learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Remind learners that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach for their toes and then the sky, etc.). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself again as an example, like say: Ms Kgobane and make a silly face. 6. All the learners must then say: Ms Kgobane and make a silly face. 7. Call the remaining Question of the Day group up to the front of the room. 8. Allow each learner in the group to introduce themselves.

REVISE ATTENTION - GETTER	1. Remind learners that it is important for you to easily get learners' attention. 2. Explain that anytime learners hear the teacher say 'crocodile, crocodile', the learners must say 'chomp, chomp'. 3. Then, learners must put their hands in their lap, stop talking and put their eyes on the teacher. 4. Practise this one time with learners.
PRACTISE CAREFUL LISTENING	Explanation 1. Explain that this year, we will do a lot of listening. 2. Explain that when it is listening time, learners must work hard to actively focus on what is being said or read. 3. Today we will play a game to help learners practise their careful listening skills called Simon says. 4. Explain that in this game, learners must listen to the teacher. If the teacher says: Simon says... then the learner must do the action (like: Simon says: stand up). 5. However, if the teacher just says an action without the words 'Simon says', the learner must not complete the action (like: stand up). 6. Whoever is the best listener is the winner! Play the game 1. Call out different actions, like: a. Simon says: Touch your head b. Simon says: Jump c. Touch your toes 2. Learners who complete the actions like 'touch your toes' without the words 'Simon says' are out. They must sit down. 3. Play until you have a winner in the class – someone who has correctly listened to all the instructions!

INDEPENDENT
WORK
EXPECTATIONS

Explanation

1. **Ask learners:** What must we do when it is independent work time?
2. Discuss this with learners.
3. Make sure learners know the expectations, like:
 - a. They must sit quietly at their desks. They must work on the assigned task.
 - b. If they have a question or cannot read a word, they can ask the person sitting next to them.
 - c. They may not get out of their seats.
 - d. If they cannot find the answer to the question, they can:
 - Skip the question or word.
 - Circle the question or word so they can try to come back to it later.
 - Write down their question so they remember to ask the teacher when the lesson is over.
4. If they want to use the toilet, they must use the pass.
5. If they finish the assigned task, they may choose another text in the DBE workbook to read.

Instructions

1. Explain that today, learners will practise doing work in their own DBE workbook . You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working!
2. Explain that today, learners will practise independent work using: DBE workbook 1, page 36.
3. Explain that learners will read this story to themselves.
4. Call on the book monitors to stand up.
5. Point to where the DBE workbooks are located.
6. Instruct the book monitors to hand out the DBE workbooks .
7. Help learners do this quickly and quietly.

ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three home language texts available (DBE books can be used) a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in the Monday lesson) to help you.
BOOK MONITORS COLLECT BOOKS	1. Call learners together using the attention-getter you have taught. 2. At the end of the independent work time, call on book monitors to stand. 3. Remind the book monitors which books they must collect (their seating group or row). 4. Instruct monitors to collect the exercise books and to quickly put them away.
DISMISSAL	1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the ending sound of their first name, like: a. All learners whose name ends with P may stand up and leave. b. All learners whose name ends with E may stand up and leave. c. Etc.

ORIENTATION: WEEK 1: FRIDAY	
FRIDAY	
CLASSROOM ENTRANCE	1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats.
QUESTION OF THE DAY	1. Today, you will remind learners of their Question of the Day groups. 2. Call the remaining two different groups up to the front of the room. 3. Instruct learners to line up by the chalkboard. 4. Explain that when you say a learner's name, they must come to you. 5. Conduct the following quick conversation with each learner who you call. a. Teacher: What is your name? b. Learner: My name is ____. c. Teacher (asks class) What is his / her name? d. Class: His / her name is ____. 6. Then, they must WALK quietly back to their seat.
SONG (LEARN ALL NAMES IN YOUR CLASS)	1. Remind learners that it is important for you to know each and every learner's name and for learners to know each other's names! 2. Explain that today, a new group of learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Remind learners that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach for their toes and then the sky, etc.). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself again as an example, like say: Ms Kgobane and touch your toes. 6. All the learners must then say: Ms Kgobane and touch their toes. 7. Call a new Question of the Day group up to the front of the room. 8. Allow each learner in the group to introduce themselves.

REVISE ATTENTION - GETTER	1. Remind learners that it is important for you to easily get learners' attention. 2. Explain that anytime learners hear the teacher say 'crocodile, crocodile', the learners must say 'chomp, chomp'. 3. Then, learners must put their hands in their lap, stop talking and put their eyes on the teacher. 4. Practise this one time with learners.
PRACTISE CAREFUL LISTENING	Explanation 1. Remind learners that we need to be careful listeners! 2. Today we will play a game to help learners practise their careful listening skills called Simon says. 3. Remind learners that in this game, they must listen to the teacher. If the teacher says: Simon says... then the learner must do the action (like: Simon says: stand up) 4. However, if the teacher just says an action without the words 'Simon says', the learner must not complete the action (like: stand up) 5. Whoever is the best listener is the winner! Play the game 1. Call out different actions, like: a. Simon says: Hop on one foot. b. Simon says: Cover your eyes. c. Spin around. 2. Learners who complete the actions like 'spin around' without the words 'Simon says' are out. They must sit down. 3. Play until you have a winner in the class – someone who has correctly listened to all the instructions!
INDEPENDENT WORK EXPECTATIONS	Explanation 1. Ask learners: What must we do when it is independent work time? 2. Discuss this with learners. 3. Make sure learners know the expectations, like: a. They must sit quietly at their desks. They must work on the assigned task. b. If they have a question or cannot read a word, they can ask the person sitting next to them. c. They may not get out of their seats. d. If they cannot find the answer to the question, they can: a. Skip the question or word. b. Circle the question or word so they can try to come back to it later. c. Write down their question so they remember to ask the teacher when the lesson is over.

	- If they want to use the toilet, they must use the pass. - If they finish the assigned task, they may choose another text in the DBE workbook to read. Instructions - Explain that today, learners will practise doing work in their own DBE workbook . You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working! - Explain that today, learners will practise independent work using: DBE workbook 1, page 52. - Explain that learners will read this story to themselves. - Call on the book monitors to stand up. - Point to where the DBE workbooks are located. - Instruct the book monitors to hand out the DBE workbooks . - Help learners do this quickly and quietly.
ASSESS EACH LEARNER'S READING LEVEL	- While the learners are busy practising independent work, call learners up individually to read to you. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> - Have three home language texts available (DBE books can be used). - One average text - One easier text - One harder text - This will allow you to group learners according to their abilities for Group Guided Reading. - Use the rubric (found in the Monday lesson) to help you.
BOOK MONITORS COLLECT BOOKS	- Call learners together using the attention-getter you have taught. - At the end of the independent work time, call on book monitors to stand. - Remind the book monitors which books they must collect (their seating group or row). - Instruct monitors to collect the exercise books and to quickly put them away.

DISMISSAL	1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the ending sound of their first name, like: a. All learners whose name ends with P may stand up and leave. b. All learners whose name ends with E may stand up and leave. c. Etc.
-----------	---

GRADE 6 - TERM 1



THEME:
ORIENTATION

"The urgent can drown out the important."
— Marissa Mayer

ORIENTATION: WEEK 2: MONDAY

MONDAY

CLASSROOM
ENTRANCE

1. Greet learners outside the classroom.
2. Remind learners about your expectations for how they enter the classroom.
3. Instruct learners to enter the classroom and find their seats.

Question of the
Day

Before class, draw the following question and graph on the chalkboard:
What is your favourite colour?

orange	purple	green

1. Use **modelling** to show learners how to answer the question.
2. Call **GROUP 1** to come and line up.
3. Explain that each learner must use the CHALK to make an X in the graph.
4. Then, they must pass the chalk to the next person in line.
5. Next, they must step over to the teacher to answer a question.
 - a. Teacher: What is your favourite colour?
 - b. Learner: My favourite colour is__.
 - c. Teacher (asks class): What is his / her favourite colour?
 - d. Class: His / her favourite colour is__.
6. Then, the learner must walk quietly back to their seat.
7. All other learners must listen carefully and quietly.

QUESTION	What is your favourite colour?
GRAPH	3-column graph
OPTIONS	orange / purple / green
FOLLOW-UP QUESTIONS	
QUESTION	What is your favourite colour?
ANSWER	I like orange.
ANSWER	I like purple.
ANSWER	I like green.

DEVELOP CLASS RULES	1. Explain that we will work together to learn all year. It is important that our classroom is a happy and safe place for us all to work together. 2. Ask learners: What rules do you think must always be true in our classroom? 3. Brainstorm a list of rules on the chalkboard. Try to write rules in the positive and not the negative, like: a. We use kind words b. We try our hardest c. We encourage our friends d. We follow directions e. We listen carefully to the speaker (Try to avoid: We don't...) 4. Discuss learners' suggestions. 5. Come up with a final list of rules that all learners agree to follow. a. Try to have a maximum of 6-7 rules. These rules need to be easy for learners to memorise. b. Try to be specific – words like 'respect' can mean a lot of different things. Try to use rules that explain what something looks or sounds like! 6. Reminder: Use the attention-getter taught in Week 1 to get learners' attention! 7. After class, write these rules on a large paper or posterboard so they can be permanently displayed in the classroom for the year.
CHOOSE A VOLUME MONITOR	1. Before class begins, make a sign that says: CHECK YOUR VOLUME. 2. Explain that in our class, we will have monitors who do different jobs. 3. One of the jobs will be to help make sure the volume doesn't get too loud during independent work time. 4. Explain that throughout the year different learners will get a turn to do this job, so everyone must pay attention! 5. Explain that often, during independent work time, we will need to talk to other learners. 6. Explain that we will need to talk in a soft voice, so that our partner can hear us but other people cannot. 7. Model a soft voice for learners. 8. Instruct learners to turn to the person next to them and practise their soft voice. 9. Explain that the volume monitor will keep the volume sign. Hold up the sign and read it for learners: CHECK YOUR VOLUME. 10. Explain that if one person or pair is talking too loudly, the volume monitor will walk over to them and hold up the sign. 11. Choose one person to be the first volume monitor. Give this learner the sign.

INDEPENDENT
WORK: SETTING
UP A PERSONAL
DICTIONARY

1. Explain that learners will set up a personal dictionary today, which they will use throughout the entire year for new vocabulary words.
2. Explain that a personal dictionary is a **resource** for learners – they can use it to remember words!
3. Hand out learner exercise books. (If your school has a separate exercise book that you can use as a personal dictionary, please do so.)
4. Instruct learners to turn to the back of their exercise books.
5. Instruct learners to count back 9 pages, so that they will have 9 full pages for their personal dictionaries.
6. At the top of the 9th page, learners must write:

MY PERSONAL DICTIONARY

A special **resource** for new vocabulary words!

7. Then, learners must make a space for each letter of the alphabet. They should divide each of the 9 pages into 3, which will give them 27 spaces. They must then label each space with a letter of the alphabet, working in alphabetical order. The 9th page will look like this:

MY PERSONAL DICTIONARY A special <u>resource</u> for new vocabulary words!	
Aa	
Bb	
Cc	

8. Instruct book monitors to hand out learner books.
9. Remind learners to work independently.
10. Remind learners to use their soft voice as they work.
11. Remind the volume monitor to stand up and show the sign to any learners who are speaking too loudly!

ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three Home Language texts available (DBE books can be used) a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric below to help you:
-------------------------------------	---

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.

DISMISSAL	1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because they the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by their favourite colour. • All learners whose favourite colour is red may stand up and leave. • All learners whose favourite colour is brown may stand up and leave. • Etc.
-----------	---

ORIENTATION: WEEK 2: TUESDAY

TUESDAY

CLASSROOM
ENTRANCE

1. Greet learners outside the classroom.
2. Remind learners about your expectations for how they enter the classroom.
3. Instruct learners to enter the classroom and find their seats.

QUESTION OF THE
DAY

Before class, draw the following question and graph on the chalkboard:
What is your favourite colour?

pink	blue	red

1. Use MODELLING to show learners how to answer the question.
2. Call GROUP 2 to come and line up.
3. Explain that each child must use the CHALK to make an X in the graph.
4. Then, they must pass the chalk to the next person in line.
5. Next, they must step over to the teacher to answer a question.
 - a. Teacher: What is your favourite colour?
 - b. Learner: My favourite colour is__.
 - c. Teacher (asks class): What is his / her favourite colour?
 - d. Class: His / her favourite colour is__.
6. Then, they must walk quietly back to their seat.
7. All other learners must watch quietly.

QUESTION	What is your favourite colour?
GRAPH	3-column graph
OPTIONS	pink / blue / red
Follow-up QUESTIONS	
QUESTION	What is your favourite colour?
ANSWER	I like pink.
ANSWER	I like blue.
ANSWER	I like red.

DISCUSS CLASS RULES	1. Show learners that you have made a poster that displays all the CLASS RULES that were decided on. 2. Ask each group of learners to come up and sign the classrules, to show that they accept them and agree to follow them. 3. Then, stick the class rules in their permanent location. 4. Read each rule. 5. Ask learners: What does this rule mean? / What is an example of this rule? 6. Remind learners that they must always follow the rules in this classroom!
INTRODUCE TURN AND TALK PROCEDURE	1. Explain that this year, we will do a lot of sharing with a partner. 2. Explain that today, we will practise what to do when you are instructed to TURN AND TALK. 3. Instruct learners to look at the person next to them to find their partner. 4. Walk around the room and help make sure that each learner has a partner. 5. Explain that when learners TURN AND TALK, they will take turns talking and listening to their partner. 6. Explain that learners must talk in a soft voice – their partner must be able to hear them, but it should be quiet enough that no one else can! 7. Model the volume you expect learners use. 8. Ask learners: How old are you? 9. Instruct learners to practise turn and talk. They must turn to their partner and answer this question. 10. Give learners 30 seconds to answer the question with their partner. 11. Call learners back together. 12. Ask learners: What did your partner say? 13. Call on a few learners to tell you what their partner said. 14. Explain that during turn and talk, learners must listen carefully to what their partner says, so that they can always answer this question!

INDEPENDENT
WORK: USING
A PERSONAL
DICTIONARY

Getting ready

Write the following page from the personal dictionary on the board before class begins:

Uu
Vv
Ww

Explanation

1. Remind learners that yesterday, they set up their personal dictionaries.
2. Remind learners that a personal dictionary is a resource for learners – they can use it to remember words!
3. Explain that each week, learners will add new vocabulary words to their personal dictionaries.
4. Explain that today, we will revise some important question words that learners will need to know and use throughout the entire year.

Teacher explains and models (I DO)

1. Write the following words on the board: **who, what, when**
2. Use PATS to explain the meaning of the word 'who', like: 'Who' is a question word that asks us to think about a person or character.
3. Explain that 'who' is a vocabulary word we will add to our personal dictionaries.
4. Explain that learners will need to find the letter Ww in their personal dictionaries. They will add the word and definition under the letter Ww so that it is easy to find later.
5. Explain that learners will not just add the word, but a definition or a sentence to help them remember the word.
6. Write an example definition on the board, like:
Who: Who am I? I am Ma'am Mohlapo.

INDEPENDENT
WORK: USING
A PERSONAL
DICTIONARY

Teacher and learners do together (WE DO)

1. Use PATS to explain the meaning of the word 'what', like: 'What' is a question word that is used in lots of different ways. When we see or hear the word 'what', we know that we will be asked to give specific information about something.
2. **Ask learners:** Where will you put this word in your personal dictionary?
3. Make sure learners understand it must go under the letter Ww.
4. **Ask learners:** What sentence can you make using the word 'what'?
5. Write some examples on the board, like:
 - a. What are you doing?
 - b. What happened?
 - c. What town do you live in?
 - d. What is your name?
6. Use PATS to explain the meaning of the word 'when', like: 'When' is a question word that asks us to think about the time (day, week, month, etc.)
7. **Ask learners:** What sentence can you make using the word 'when'?
8. Write some examples on the board, like:
 - a. When is your birthday?
 - b. When do you go to school?

Learners do independently (YOU DO)

1. Tell the book monitors to hand the out learners' exercise books.
2. Instruct learners to turn to their personal dictionaries.
3. Remind learners that they will need to add the words: who, what, when
4. Explain that learners should not copy one of the sentences from the board – they should write a sentence that makes sense to them!
5. Give learners time to add the words and definitions / sentences to their personal dictionaries.
6. Remind learners that if they finish early, they may add details or sentences to their entry.
7. Remind learners to work independently.
8. Remind learners to use their soft voice as they work.
9. Remind the volume monitor to stand up and show the sign to any learners who are speaking too loudly!

ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three home language texts available (DBE books can be used). a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in the Monday lesson) to help you.
TURN AND TALK PRACTICE: DISCUSSING DICTIONARY ENTRIES	1. Remind learners that before this activity, we learnt how to turn and talk. 2. Remind learners that they must turn to their partner and read the sentences they have written for the words: who, what. 3. Remind learners that they must take turns reading and they must use a soft voice. 4. Give learners 3 to 5 minutes to turn and talk with their partner. 5. As learners turn and talk, walk around the room and make sure learners are reading to each other in a soft voice. 6. Call learners back together. 7. Ask learners: What did your partner write? 8. Call on 2 to 3 learners to tell you what their partner wrote.
DISMISSAL	1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the number of syllables in their first name, like: a. All learners whose name has 2 syllables may stand up and leave. b. All learners whose name has 3 syllables may stand up and leave. c. Etc.

ORIENTATION: WEEK 2 WEDNESDAY

WEDNESDAY

CLASSROOM
ENTRANCE

1. Greet learners outside the classroom.
2. Remind learners about your expectations for how they enter the classroom.
3. Instruct learners to enter the classroom and find their seats.

QUESTION OF THE
DAY

Before class, draw the following question and graph on the chalkboard:
How do you feel today?

happy	angry	sad

1. Use MODELLING to show learners how to answer the question.
2. Call GROUP 3 to come and line up.
3. Explain that each child must use the CHALK to make an X in the graph.
4. Then, they must pass the chalk to the next person in line.
5. Next, they must step over to the teacher to answer a question.
 - a. Teacher: How do you feel today?
 - b. Learner: I feel ____.
 - c. Teacher (asks class): How does he/she feel today?
 - d. Class: He/she feels ____.
6. Then, they must walk quietly back to their seat.
7. All other learners must watch quietly.

QUESTION	How do you feel today
GRAPH	3 column graph
OPTIONS	happy / angry / sad
FOLLOW UP QUESTIONS	
QUESTION	How do you feel today?
ANSWER	I feel happy.
ANSWER	I feel angry.
ANSWER	I feel sad.

DISCUSS CLASS RULES	1. Point out the class rules in their permanent location. 2. Read each rule. 3. Ask learners: What does this rule mean? / What is an example of this rule? 4. Remind learners that they must always follow the rules in this classroom!
REVISE TURN AND TALK PROCEDURE	1. Explain that today, we will practise what to do when you are instructed to turn and talk. 2. Instruct learners to look at the person next to them to find their partner. 3. Walk around the room and help make sure that each learner has a partner. 4. Remind learners that when they turn and talk, they will take turns answering a question, telling each other something, or reading to each other. 5. Remind learners that they must talk in a soft voice – their partner must be able to hear them, but it should be quiet enough that no one else can! 6. Model the volume you expect learners use. 7. Ask learners: What is something you like to do outside of school? 8. Instruct learners to practise turn and talk. They must turn to their partner and answer this question. 9. Give learners 30 seconds to answer the question with their partner. 10. Call learners back together. 11. Ask learners: What did your partner say? 12. Call on a few learners to tell you what their partner said. 13. Remind learners that during turn and talk, learners must listen carefully to what their partner says, so that they can always answer this question!
INDEPENDENT WORK: USING A PERSONAL DICTIONARY	Explanation 1. Remind learners that a personal dictionary is a resource for learners – they can use it to remember words! 2. Explain that each week, learners will add new vocabulary words to their personal dictionaries. 3. Explain that today, we will revise some important question words that learners will need to know and use throughout the entire year.

Teacher explains and models (I DO)

Write the following words on the board: **how, where, why**

1. Use PATS to explain the meaning of the word 'how', like: How is a word that is used in lots of different ways. It asks us tells us about the way in which something happened.
2. Explain that who is a vocabulary word we will add to our personal dictionaries.
3. Explain that learners will need to find the letter Hh in their personal dictionaries. They will add the word and definition under the letter Hh so that it is easy to find later.
4. Explain that learners will not just add the word, but a definition or a sentence to help them remember the word.
5. Write an example definition on the board, like:
How: How do I get to school? I walk to school.

Teacher and learners do together (WE DO)

1. Use PATS to explain the meaning of the word 'where', like: 'Where' is a question word that asks us to think about a place.
2. Ask learners: Where will you put this word in your personal dictionary?
3. Make sure learners understand it must go under the letter Ww.
4. Ask learners: What sentence can you make using the word 'where'?
5. Write some examples on the board, like:
 - a. Where do you live?
 - b. Where do you go to school?
 - c. Where is your mother?
 - d. Where do you want to go?
6. Use PATS to explain the meaning of the word 'why', like: 'Why' is a question word that asks us about the reason for something.
7. Ask learners: What sentence can you make using the word 'why'?
8. Write some examples on the board, like:
 - a. Why do we go to school? We go to school to learn.
 - b. Why are you sad?
 - c. Why are you happy?
9. Write some examples on the board, like:
 - a. Why do we go to school? We go to school to learn.
 - b. Why are you sad?
 - c. Why are you happy?

	Learners do independently (YOU DO) 1. Tell the book monitors to hand the out learners' exercise books. 2. Instruct learners to turn to their personal dictionaries. 3. Remind learners that they will need to add the words: how, where, why 4. Explain that learners should not copy one of the sentences from the board – they should write a sentence that makes sense to them! 5. Give learners time to add the words and definitions / sentences to their personal dictionaries. 6. Remind learners that if they finish early, they may add details or sentences to their entry. 7. Remind learners to work independently. 8. Remind learners to use their soft voice as they work. 9. Remind the volume monitor to stand up and show the sign to any learners who are speaking too loudly!
ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. 2. <i>Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.</i> 3. Have three Home Language texts available (DBE books can be used) a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in the Monday lesson) to help you.
TURN AND TALK PRACTICE: DISCUSSING DICTIONARY ENTRIES	1. Remind learners that when we turn and talk, we turn to our partner and talk softly. 2. Reminds learners that they must turn to their partner and read the sentences they have written for the words: when, where 3. Give learners 3-5 minutes to turn and talk with their partner. 4. As learners turn and talk, walk around the room and make sure learners are reading to each other in a soft voice. 5. Call learners back together. 6. Ask learners: What did your partner write? 7. Call on 2-3 learners to tell you what their partner wrote.

DISMISSAL	1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because they the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the number of syllables in their first name, like: a. All learners whose name is 2 syllables may stand up and leave. b. All learners whose name is 3 syllables may stand up and leave. c. Etc.
NOTE: YOU MUST DETERMINE SAME-ABILITY READING GROUPS BEFORE THURSDAY. Remember there should be FIVE different groups.	

ORIENTATION: WEEK 2 THURSDAY

THURSDAY

CLASSROOM
ENTRANCE

1. Greet learners outside the classroom.
2. Remind learners about your expectations for how they enter the classroom.
3. Instruct learners to enter the classroom and find their seats.

QUESTION OF THE
DAY

Before class, draw the following question and graph on the chalkboard:
How do you feel today?

happy	angry	sad

1. Use MODELLING to show learners how to answer the question.
2. Call GROUP 4 to come and line up.
3. Explain that each child must use the CHALK to make an X in the graph.
4. Then, they must pass the chalk to the next person in line.
5. Next, they must step over to the teacher to answer a question.
 - a. Teacher: How do you feel today?
 - b. Learner: I feel __.
 - c. Teacher (asks class): How does he/she feel today?
 - d. Class: He/she feels __.
6. Then, they must walk quietly back to their seat.
7. All other learners must watch quietly.

QUESTION	How do you feel today
GRAPH	3 column graph
OPTIONS	happy / angry / sad
FOLLOW UP QUESTIONS	
QUESTION	How do you feel today?
ANSWER	I feel happy.
ANSWER	I feel angry.
ANSWER	I feel sad.

DISCUSS CLASS RULES	1. Point out the class rules in their permanent location. 2. Read each rule. 3. Ask learners: What does this rule mean? / What is an example of this rule? 4. Remind learners that they must always follow the rules in this classroom!
INTRODUCE SMALL GROUP DISCUSSION PROCEDURE	1. Explain that this year, we will do some work in small groups of four. 2. Explain that today, we will practise what to do when you are instructed to BREAK INTO SMALL GROUPS. 3. Instruct learners split into small groups. (These small groups should just be based on who learners are sitting near! They can change from day to day. Explain how learners should do this – this will depend on how your room is set up!) 4. Walk around the room and help make sure that each learner is in a small group of four learners. 5. Explain that when learners discuss in a small group talking and listening to the other learners in their group. 6. Explain that learners must talk in a soft voice – the people in their group must be able to hear them, but it should be quiet enough that no one else can! 7. Model the volume you expect learners use. 8. Ask learners: Which rule do you think is most important? Why? 9. Instruct learners to practise discussing this question in their small groups. 10. Give learners 2-3 minutes to discuss this question in their group. 11. Call learners back together. 12. Ask learners: What did the people in your group think? Did you agree or disagree? 13. Call on a few learners to tell you about their discussion. 14. Explain that during small group discussion, learners must listen carefully to what their group members say, so that they can always answer this question!
WRITING HEADINGS	1. Explain that in our writing, it is important that we write quickly and that we don't waste too much time writing a header. 2. Explain that each time the learners write, they must write the date. 3. They must not write their name at the top of the page – their name is already on the front of their books! 4. Point out where the date is located on the board, so learners know where to find it!

COMPLETE A
SHORT WRITING
TASK

Explanation

1. Explain that when we do writing tasks this year, you will expect learners to write for the entire writing period.
2. Explain that you do not want to hear the words 'I'm done'.
3. Explain that when learners think they are done, they can add details or sentences to their writing. We can use the time to improve our writing and make it better!

Teacher models (I DO)

1. Write the following questions on the board:
 - a. Who are you?
 - b. What do you like to do?
 - c. Where do you like to go?
 - d. When is your birthday?
 - e. Why do you like school?
2. Explain that learners should write a paragraph about themselves that answers all of these questions in it.
3. Remind learners that they must write a quick heading (the date!) at the top of their papers.
4. Model writing the heading.
5. Model answering one of the questions, like: I am Mr Mabona.
6. Remind learners that they must keep writing until the time is up – if they think they are done, they can add details or sentences to their writing to make it more interesting!

Learners write (YOU DO)

1. Tell the book monitors to hand the out learners' exercise books.
2. Instruct learners to turn to the first blank page.
3. Give learners 10 minutes to write their paragraphs.
4. Remind learners to keep writing for the entire time!
5. As learners write, walk around the room and help learners.

Small Group Discussion

1. Remind learners that when we have a small group discussion, we work in groups of four.
2. Instruct learners to form small groups again with the people sitting nearby to them, same as we just did!
3. Give learners time to discuss their paragraphs with their group.
4. As learners discuss, walk around the room and make sure learners are reading to each other and discussing in a soft voice.
5. Call learners back together.
6. Ask learners: What did you learn about the people in your group?
7. Call on one learner from each small group to answer the question.

GROUP GUIDED READING GROUPS	1. Before class begins, you must determine who will be in each same-ability reading group. 2. Today, you will need to assign learners into their GROUP GUIDED READING GROUPS. 3. Explain that learners will come read with the teacher once every second week with their group. 4. Note: <i>Make sure learners do not know that these are same ability groups, and they do not know the level of each group. This is just for the teacher to know!</i> 5. Assign groups. Call out learners names and instruct them to meet with the other learners in their groups. 6. Instruct each group to choose a group name (like an animal, flower, brand name, etc.) 7. Give learners 2-3 minutes to choose a group name. 8. Call on each group to tell you their group name. Write down the group names so you remember the group names and can use them! 9. Instruct learners to go back to their seats. 10. Play a game with the learners to help them to remember their groups. a. Call different groups to STAND UP and then SIT DOWN.
DISMISSAL	1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because they the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by their group guided reading groups.

ORIENTATION: WEEK 2: FRIDAY	
FRIDAY	
CLASSROOM ENTRANCE	1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats.
DISCUSS CLASS RULES	1. Point out the class rules in their permanent location. 2. Read each rule. 3. Ask learners: What does this rule mean? / What is an example of this rule? 4. Remind learners that they must always follow the rules in this classroom!
REVISE SMALL GROUP DISCUSSION PROCEDURE	1. Explain that this year, we will do some work in small groups of four. 2. Explain that today, we will practise what to do when you are instructed to BREAK INTO SMALL GROUPS. 3. Instruct learners split into small groups. (Explain how learners should do this – this will depend on how your room is set up!) 4. Walk around the room and help make sure that each learner is in a small group of four learners. 5. Explain that when learners discuss in a small group talking and listening to the other learners in their group. 6. Explain that learners must talk in a soft voice – the people in their group must be able to hear them, but it should be quiet enough that no one else can! 7. Model the volume you expect learners to use. 8. Ask learners: Which rule do you think is most important? Why? 9. Instruct learners to practise discussing this question in their small groups. 10. Give learners 2 to 3 minutes to discuss this question in their group. 11. Call learners back together. 12. Ask learners: What did the people in your group think? Did you agree or disagree? 13. Call on a few learners to tell you about their discussion. 14. Explain that during small group discussion, learners must listen carefully to what their group members say, so that they can always answer this question!

COMPLETE A
SHORT WRITING
TASK

Explanation

1. Explain that when we do writing tasks this year, you will expect learners to write for the entire writing period.
2. Explain that you do not want to hear the words 'I'm done'.
3. Explain that when learners think they are done, they can add details or sentences to their writing. We can use the time to improve our writing and make it better!

Teacher models (I DO)

1. Write the following questions on the board:
 - a. What do you like to learn about?
 - b. What is your favourite subject?
 - c. What do you hope to learn about this year?
 - d. What do you want to read about this year?
 - e. What is something you are good at in school?
 - f. What is something you want to improve on in school?
2. Explain that learners should write a paragraph about themselves that answers all of these questions in it.
3. Remind learners that they must write a quick heading (the date!) at the top of their papers.
4. Model writing the heading.
5. Model answering one of the questions, like: I like to learn about different cultures.
6. Remind learners that they must keep writing until the time is up – if they think they are done, they can add details or sentences to their writing to make it more interesting!

Learners write (YOU DO)

1. Tell the book monitors to hand the out learners' exercise books.
2. Instruct learners to turn to the first blank page.
3. Give learners 10 minutes to write their paragraphs.
4. Remind learners to keep writing for the entire time!
5. As learners write, walk around the room and help learners.

GROUP GUIDED READING GROUPS	1. Today, you will remind learners of their GROUP GUIDED READING GROUPS. 2. Take turns calling each group up to the front of the room. 3. Instruct learners in the group to sit on the carpet on the floor. 4. Instruct the rest of the class to keep reading page 18 independently or with a partner. 5. Sit down quickly with the small group. 6. Tell learners that they are a reading group. They will help and support each other to be better and more critical readers this year! 7. Instruct the learners to go back to their seats and go back to reading page 18.
CONCLUSION and DISMISSAL	1. Explain that you are very proud of learners for all of their hard work over the past few weeks. 2. Explain that we have learnt so many things to help our classroom become a happy and safe place to learn this year. 3. Explain that next week, we will begin learning about the theme: The beach 4. Call learners to be dismissed by their group guided reading groups.

GRADE 6 - TERM 1

WEEK
3

THEME:
THE BEACH

"Smell the sea and feel the sky, let your soul and spirit fly."

- Van Morrison

TERM 1: WEEK 3

OVERVIEW

THEME	The beach
THEME VOCABULARY	convince, safety, lifeguard, current, nature, shore, wave, tide, spray, crashing
LSC	Formal and informal language (register)
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Factual recount in the form of a newspaper article
WRITING TOPIC	Write a Newspaper Article about a Tourism Fair in Cape Town
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: stories that are set at the beach. 5. Try to find some pictures of different beaches in South Africa and elsewhere. Try to find some real objects for your theme table, such as sand, shells, a sunhat, sunblock, etc. 6. Do some research on the internet to find out some interesting information to prepare for this theme, for example: Find out about Durban's golden mile and cultural activities.

WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
PICTURE	1. Tell learners to turn DBE Workbook 1 page 26. 2. Instruct learners to look at the picture and the headings on the page.	
INTRODUCE THE THEME	• Tell learners the title of the theme. • Activate learners’ background knowledge about the theme. • Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. • Fill in the first part of the K-W-L chart.	
SONG / RHYME	Lyrics	Actions
	The waves come wash over my toes,	<i>Bend down and pretend motion waves coming over your feet</i>
	The salty sea sprays across my nose,	<i>Touch your nose</i>
	The sand is soft under my feet,	<i>Wiggle your feet</i>
	Where ocean and land decide to meet!	<i>Put your hands together and interlink your fingers</i>
THEME VOCABULARY	convince, safety, lifeguard, current, nature	
Question of the Day		
Question	Where do you want to convince your parents to take you?	
Answer frame	I want to convince my parents to take me to (the beach / a nature reserve / the city).	
Graph	3-column graph	
Options	the beach / a nature reserve / the city	
Follow-up questions		
Question	How many learners want to convince their parents to take them to the beach?	
Answer	__ learners want to convince their parents to take them to the beach.	
Question	How many learners want to convince their parents to take them to a nature reserve?	
Answer	__ learners want to convince their parents to take them to a nature reserve.	

Question	How many learners want to convince their parents to take them to the city?
Answer	___ learners want to convince their parents to take them to the city.
Question	Where do most learners want to convince their parents to take them?
Answer	Most learners want to convince their parents to take them to ___
Question	Where do fewest learners want to convince their parents to take them?
Answer	Fewest learners want to convince their parents to take them to ___
Question	Where do you want to convince your parents to take you?
Answer	I want to convince my parents to take me to the beach.
Answer	I want to convince my parents to take me to a nature reserve.
Answer	I want to convince my parents to take me to the city.
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. This week, learners will listen to **a factual recount in the form of a newspaper article:** Best Beach Cities
2. **READ 1:** 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.
3. **READ 2:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Read 2** column below.
4. **READ 3:** Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Read 3** column below.

Text	Read 2: Share Thoughts (Model)	Read 3: Ask Questions
Best Beach Cities by Jennifer van der Merwe		
A leading travel website conducted a global survey about the best beach cities. The survey took place in November 2020. Almost 20 000 users from all around the world responded to the survey. The survey was only open to users who live in beach cities.	I can infer that people who use a website are called 'users'. I can infer that this is a very popular website if almost 20 000 people took part in the survey!	1. Who conducted the survey? (<i>A leading travel website.</i>) 2. What do you think is meant by 'leading'? (<i>One of the biggest / most popular / most well-known travel websites.</i>)
The survey first asked ten questions, where users had to rate their city from 1-10. Then, users had to write 200 words to convince the judges that their city offers the best beach experiences!	I can infer that a bad rating is 1, because that is a low score, and a good rating is 10, because that is a high score.	3. How many questions did users have to rate their city on? (<i>ten</i>) 4. What else did users have to do? (<i>Write 200 words to convince judges that their city offers the best beach experience.</i>)
The city that come out tops in this survey is in Spain. Most people think of the football club when they think of this city, but it is also a wonderful place to live!	I wonder which Spanish city this is? I can infer that it is Madrid or Barcelona, because they have the two best football clubs in Spain.	5. What do you think this phrase means? 'came out tops' (<i>won, was the best</i>)

Barcelona is located on the Mediterranean Sea, and has about 5 kilometres of coastline. Something interesting about Barcelona is that all seven of its beautiful, sandy beaches are man-made. The rocky shores were transformed for the 1992 Olympic Games in Barcelona.	I see that the article says the 'rocky shores' were transformed. The article also says that Barcelona has sandy beaches. I can infer that rocks were removed and beach sand was brought in to make beaches, because there was a transformation from 'rocky' to 'sandy'.	6. Which sea or ocean is Barcelona located on? (<i>The Mediterranean Sea</i>) 7. When were the Olympic Games held in Barcelona? (<i>1992</i>)
Another thing that is special about Barcelona is the unique buildings and parks – unlike anywhere else in the world. They were designed by Antoni Gaudi, one of the most famous architects who ever lived.	I can infer that 'unique' means 'one-of-a-kind', because it says they are unlike anywhere else in the world.	8. Who was the famous architect who worked in Barcelona? (<i>Antoni Gaudi</i>) 9. What did he design? (<i>Buildings and parks</i>)
The South African beach city that received the most votes is Cape Town. Cape Town is unique because it has access to Atlantic Ocean on the west, and the Indian Ocean on the east.	Oh, I see the word 'unique' again. I can infer that Cape Town is the only city that has access to both the Atlantic and Indian Oceans.	10. Which oceans does Cape Town have access to? (<i>Atlantic Ocean on the west, and Indian Ocean on the east.</i>)
Cape Town is famous for the its amazing nature. The sea shore in False Bay is filled with wonderful creatures including krill. These microscopic creatures are the main food source of whales.	I can infer that False Bay is in Cape Town, because this article mentions False Bay whilst talking about Cape Town. I can also infer that many whales visit False Bay, because it is filled with krill, which is what whales eat.	11. What is the main source of food for whales? (<i>krill</i>)
Surfers are drawn to Cape Town for the massive waves that come crashing down during high tides. The wind also makes Cape Town popular with kite-surfers.		12. Name two sports that are popular in Cape Town. (<i>surfing and kite-surfing</i>)

The 20 000 users who completed the survey voted for 4 800 different beach cities, on all the continents of the world. Future travellers, think about how many wonderful places are waiting for you to visit!	I can infer that there are many more than 4 800 wonderful beach cities in the world. These are just the beach cities that the website users voted for.	13. Which beach city would you like to visit, and why? (<i>Learners' own answers</i>)
---	--	--

WEEK 3: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **a factual recount in the form of a newspaper article:**
Best Beach Cities
2. **Before class begins, write the following conversation frame on the board:**
 - a. This article was about a survey where...
 - b. I learnt about the beach city of....
 - c. I learnt that.....
 - d. I liked / disliked listening to this article 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 AND SIGHT WORDS

Sounds	/r/ /a/												
Activity	1. Explain to learners that some letters sound different in English. 2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words. 3. Write the following sounds on the chalkboard: r, a. 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: /r/ - /a/ - /m/ = ram /r/ - /a/ - /p/ = rap /r/ - /e/ - /d/ = red /t/ - /a/ - /p/ = tap /st/ - /a/ - /mp/ = stamp /bl/ - /a/ - /ck/ = black 6. Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>r</td><td>st</td><td>e</td></tr><tr><td>m</td><td>a</td><td>y</td></tr><tr><td>i</td><td>p</td><td>bl</td></tr><tr><td>n</td><td>w</td><td>t</td></tr></table> MODEL 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise 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: blast or mist	r	st	e	m	a	y	i	p	bl	n	w	t
r	st	e											
m	a	y											
i	p	bl											
n	w	t											

Sight or high frequency words	1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words: a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning) 5. Read the words three times and tell learners to repeat after you: ocean, beach, swim, water, want, where, who, again, find, time
-------------------------------	---

WEEK 3: TUESDAY / DAY 2: PRE-READING

TITLE	<i>News from the sea</i>
DBE WORKBOOK 1, PAGE	26
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	When learners predict, they think about and try to make sense of a text before they read it. This helps build learners' story-telling and comprehension skills.
PRE-READING ACTIVITY	
1. Ask a learner to read the heading: News from the sea (<i>Explain that there is no actual title to the text, just this heading at the top of the page</i>). 2. Explain the meaning of the title, e.g. <i>News is something new or interesting that has happened. This text will be someone talking about news coming from the sea.</i> 3. Ask learners: Who is the sender of this letter? 4. Make sure learners understand that the sender is Paul. 5. Ask learners: Who is the recipient of this letter? 6. Make sure learners understand that the recipient is Joe. 7. Tell learners to look closely at the pictures, captions and title. 8. Conduct the Pre-Reading activity as per the core methodology.	

WEEK 3: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	The waves come wash over my toes,	<i>Bend down and pretend motion waves coming over your feet</i>
	The salty sea sprays across my nose,	<i>Touch your nose</i>
	The sand is soft under my feet,	<i>Wiggle your feet</i>
	Where ocean and land decide to meet!	<i>Put your hands together and interlink your fingers</i>
THEME VOCABULARY	shore, wave, tide, spray, crashing	
Question of the Day		
Question	Explain to learners that the ocean has tides. Tides are created by the gravity of the moon pulling the water in the ocean. When it is high tide , the water comes high up onto the beach. A lot of the beach is covered with water. During low tide , water moves away from the beach and the beach becomes much bigger! You can find shells on the beach left over from high tide. The tides change about every 12 hours. Ask learners: When do you want to go to the beach?	
Answer frame	I want to go to the beach during (high tide / low tide).	
Graph	2-column graph	
Options	during high tide / during low tide	
Follow-up questions		
Question	How many learners want to go to the beach during high tide?	
Answer	___ learners want to go to the beach during high tide.	
Question	How many learners want to go to the beach during low tide?	
Answer	___ learners want to go to the beach during low tide.	
Question	When do more learners want to go to the beach?	
Answer	More learners want to go to the beach during ___	
Question	When do fewer learners want to go to the beach?	
Answer	Fewer learners want to go to the beach during ___	
Question	When do you want to go to the beach?	
Answer	I want to go to the beach during high tide.	
Answer	I want to go to the beach during low tide.	

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	News from the sea
DBE WORKBOOK 1, PAGE	26
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	To give learners an understanding of the text, by helping them to understand that sometimes, the author does not write everything down. Sometimes, the author wants the reader to come up with their own ideas about the text.
1. Hand out the DBE workbooks . 2. Instruct learners to turn to the text on page 26. 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 with the text 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
224 Waterway Fish Hoek Cape Town 1234 12 March 2014 Dear Joe	I remember that Paul goes to a new big school. I inferred last time that he used to go to school with Joe, but that he moved far away. I see the sender’s address here (<i>point</i>). This shows me that his family must have moved to Cape Town.

It was great seeing you at the school soccer last week. I hope you can convince your parents to let you visit me during the next school holidays. We can go to the beach and take a cable car up Table Mountain.	I can infer that the sender and the recipient do not see each other very often. I can infer that the sender and recipient must have had a conversation when they saw each other about seeing each other in the school holidays.
I now go to a big school near Cape Town. There are nearly two thousand children at the school. Our school is near the beach, so it is important that we all learn about water safety and that we swim only in areas where there are lifeguards.	I can infer that the sender goes to a new school because of the word 'now'. This tells me that he has switched schools. I can infer that his family moved to Cape Town. I remember Joe's letter was sent from Johannesburg. I can infer , then, that Paul used to live in Johannesburg.
I don't like swimming in the sea around here very much. I find the water far too cold, since we were used to the warm Indian Ocean around Durban. Here, the sea is very cold because of the cold currents in the Atlantic Ocean.	
Look at the internet. There is a newspaper article about shark attack that took place near to where I live. The man was saved by a seal. We are learning about sharks and seals at the school.	I remember that Joe said he liked this story. I can infer that this letter came first and the letter we listened to yesterday was a response. Otherwise, how would Joe have known about this story?
Your friend Paul	
Follow-up questions	Responses
Where does Joe live?	Joe lives in Cape Town.
Where can we infer that Joe used to live?	We can infer that he used to live in Johannesburg.

Why question	Possible responses
Why do you think Paul wrote this letter to his friend Joe?	• I can infer that Paul wants to tell Joe about his new life in Cape Town. • I can infer that Paul must miss his friend Joe. • I can infer that Paul wants to encourage Joe to come visit him soon. • I can infer that they are good friends but they live far away from each other. They do not talk to each other that much, so they write letters to give each other news.
Introduce the LSC in context	
1. Explain to learners that this cycle, they will learn about: formal and informal language (register) 2. Introduce this LSC as follows: Informal language is used to speak to friends or family members of your own age or younger. Informal language sometimes includes slang words, like: lol, howzit or chill. Formal language is the more polite language that you use with adults or strangers. It does not include slang words. 3. Tell learners that the letter we have just read is between friends, so it probably is written in informal language. Ask learners if they can find any examples of informal language in the letter.	

WEEK 3: THURSDAY / DAY 4: SECOND READ

TITLE	<i>News from the sea</i>
DBE WORKBOOK 1, PAGE	26
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	To give learners an understanding of the text, by helping them to understand that sometimes, the author does not write everything down. Sometimes, the author wants the reader to come up with their own ideas about the text.

- Before the lesson begins, write the **follow-up questions** on the board:
 - What can you **infer** are two things that Paul likes to do in Cape Town?*
 - How do you think Paul feels about Joe coming to visit him? How can you **infer** this?*
 - Why do you think Paul wrote this letter to his friend Joe?*
- Read the **follow-up questions** out loud to learners.
- Hand out the DBE workbooks .
- Instruct learners to turn to the text on **page 26**.
- Explain that you will read the text to learners. They must **follow along** with the text as you read.
- Read the text with fluency and expression to learners.
- Read the **Text** first and then say the comment in the **SECOND READ** column.
- Next, instruct learners to **turn and talk** with a partner.
- Instruct learners to take turns **reading the text** to each other.
- Tell learners to **orally** discuss the **follow-up questions** together.

Text	Think Aloud: SECOND READ
224 Waterway Fish Hoek Cape Town 1234 12 March 2014 Dear Joe	--
It was great seeing you at the school soccer last week. I hope you can convince your parents to let you visit me during the next school holidays. We can go to the beach and take a cable car up Table Mountain.	I can infer that Paul misses his friend Joe, who lives far away. I can infer that he feels excited about showing Joe around his new city.

	I can also infer that Paul must like going to the beach and taking the cable car up Table Mountain and that he is excited to show his friend his favourite things about his new city!
I now go to a big school near Cape Town. There are nearly two thousand children at the school. Our school is near the beach, so it is important that we all learn about water safety and that we swim only in areas where there are lifeguards.	I can infer that Joe does not know much about Paul's new life in Cape Town. I can infer that Paul wants his friend to understand what his new life is like far away.
I don't like swimming in the sea around here very much. I find the water far too cold, since we were used to the warm Indian Ocean around Durban. Here, the sea is very cold because of the cold currents in the Atlantic Ocean.	
Look at the internet. There is a newspaper article about shark attack that took place near to where I live. The man was saved by a seal. We are learning about sharks and seals at the school.	I can infer that Paul wants Joe to know more about what life is like in Cape Town. I think that is why he suggests this article!
Your friend Paul	
Follow-up questions	Responses
What can you infer are two things that Paul likes to do in Cape Town?	We can infer that he likes to go to the beach and to take the cable car to the top of Table Mountain.
How do you think Paul feels about Joe coming to visit him? How can you infer this?	We can infer that he feels excited about Joe coming. We can infer this because he says he hopes that Joe will be able to convince his parents and he talks about the things they can do together!

Why question	Possible responses
Why is Paul excited for Joe to come visit?	• I can infer that Paul must miss his friend Joe. • I can infer that Paul likes his new city and wants to show his friend Joe around. • I can infer that Paul wants to show Joe his new life in Cape Town. Joe has never been to Cape Town and never seen Paul's new school and home. • I can infer that Paul wants his friend Joe to understand what his new life is like, far away.
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 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. Read out loud to learners from the listening story. Instruct learners to listen carefully: <i>I would love to come and visit you in the school holidays! I hate it that we live 1 400 kilometres away from each other now!</i> 4. Explain that we can make inferences that: a. The boys used to live close to each other but don't any more. b. The boys are still friends even though one of them moved away. c. The boys miss each other and want to see each other soon. 5. 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 to learners from the listening story. Instruct learners to listen carefully: <i>One of my dreams is to go in an airplane!</i> 2. Ask learners: What inferences can we make after hearing this sentence? 3. Listen to learners ideas, like: a. Joe has never been in an airplane. b. Joe wants to go in an airplane. c. Joe would rather take an airplane than a bus to visit Paul.
PAIR WORK (YOU DO)	1. Hand out the DBE workbooks to learners. 2. Instruct learners to open to page 26. 3. Explain that learners will now work with a partner to make an inference. 4. Ask learners: How can you infer that Paul has recently moved? (What word or words help you infer this?) 5. Instruct learners to discuss this with their partners. 6. After 3 to 5 minutes, call learners back together. 7. Call on learners to share their answer to the question, like: We can infer that he moved because he wrote 'I now go to a big school in Cape Town.'

	8. Explain that the DBE workbook text never tells us that Paul moved, but we can infer based on the fact that: - The word 'now' in the sentence 'I now go to a big school in Cape Town' tells us that this is something new. He must have gone to a different school before. - We can infer that he used to live near Joe. He is writing to his friend Joe and telling him about his new school and new life. - He explains that he is used to swimming around Durban. Swimming in Cape Town is new for him. This tells us he has not always lived here.
NOTES	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.

WEEK 3: FRIDAY / DAY 5: POST-READING

TITLE	<i>News from the sea</i>
DBE WORKBOOK 1, PAGE	26
ACTIVITY	WRITTEN RECOUNT
COMPREHENSION STRATEGY	Summarise
PURPOSE	To give learners a deeper understanding of the text by helping learners to make inferences about the text, especially characters' thoughts and feelings. We show learners how to use what is written together with what we know to make good guesses about the text.

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. **Ask learners:** How can you tell a friend about the story in **3 to 5 sentences**?
3. Instruct learners to use the frame to answer the question:
 - **This letter is about...**
 - **While reading this letter, I could infer that...**
 - **I liked / disliked reading this letter 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. Hand out exercise books and DBE workbooks .
7. Give learners 10-15 minutes to write their summary of the text.
8. Then, instruct learners to **turn and talk** with a partner. Partners will take turns presenting what they have written and listening to their partner.
9. Call the class back together. Call a few learners up to the front of the classroom to read their summaries to the class.
10. Work together with the whole class to come up with a class summary, like:

This letter is about *Paul's new life in Cape Town.*

While reading this letter, I could infer *that Paul used to live near Joe, in Johannesburg.*

I liked reading this letter because *it told me some interesting things about Cape Town.*

WEEK 3: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
NEWSPAPER ARTICLE / FACTUAL RECOUNT	To inform, educate, enlighten and entertain the public	- State facts briefly but accurately. - Strive to communicate the essence without losing the reader. - Summarise accurately, without slanting the truth. - Give a succinct title and add a clear sub-title. - Start with the most important facts: the who, what, how, when, where, why, and to what degree.	- Clear and concise language. - Written in 3rd person. - Can use an active or passive voice, depending on the focus and which is more engaging for the reader. - Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic.
INTRODUCE THE GENRE	- Explain that in this cycle, learners will write a factual recount in the form of a newspaper article. Explain a factual recount - Explain that a factual recount tells us that we are recounting the details of an event in an accurate manner, without adding opinions. - When we do add an opinion or detail, we do so in the form of a quote, so that the public can see that this is the opinion of one person. In terms of the text structure, a newspaper article must: - Summarise the event accurately, without slanting the truth - Have a clear and interesting headline - Have a byline (the name of the writer) - Start with the most important facts: who, how, what, when, where and why - Include a quote from someone involved In terms of language, a newspaper article must: - Be clear and to the point - Be written in the past tense - Show learners an example of how this writing task may look. Write the following example on the board:		

READ THE SAMPLE TEXT	Newspaper Article A Fisherman's Life on the West Coast by Phil Mabece Sunday the 28th June 2020, was a cold, windy and rainy day on the west coast of South Africa. The small-scale fishermen of the towns of Saldanha Bay, Langebaan, Pater Noster, Lamberts Bay and Duiker Island held a meeting in the Saldanha Bay Town Hall at 14h00. The meeting was to discuss fishing permits and quotas. These fishermen live along one of the most beautiful coastlines in the world. But life for them is not about beach activities like swimming or surfing. This group met to discuss how to survive when they are only allowed to go fishing every third day, and they are only allowed to catch so many fish. Many permits were given to big corporate companies. This makes it very difficult for small-scale fishermen. Mrs Carmen Foster, one of the leaders of the group said, 'We are fighting for a fair fishing policy. There are enough fish in the ocean for us. It is the corporates who take too many fish. We need to be allowed to go fishing every day. The sea and fishing is in our blood. It is our lives.'
DISCUSS	Newspaper Article 1. What is the headline? 2. Who was the article written by (the byline)? 3. Does the first paragraph answer all these questions: who, how, what, when, where and why? 4. Is there a quotation from someone involved? 5. Do you think the recount of the event is factual? (i.e.: it does not slant the story)

NOTES	Tell learners to open their exercise books, and to write down the following heading and notes: <u>Factual recount / newspaper article</u> 1. In terms of the text structure, a newspaper article must: - Summarise the event accurately, without slanting the truth - Have a clear and interesting headline - Have a byline (the name of the writer) - Start with the most important facts: who, how, what, when, where and why - Include a quote from someone who was involved 2. In terms of language, a newspaper article must: - Be clear and to the point - Be written in the past tense
-------	---

GRADE 6 - TERM 1



THEME:
THE BEACH

"Nothing soothes the soul like a walk on a beach."
- unknown

TERM 1: WEEK 4

OVERVIEW

THEME	The beach
THEME VOCABULARY	convince, safety, lifeguard, current, nature, shore, wave, tide, spray, crashing, surface, global, connected, formal, informal experience, microscope, algae, krill, creature
LSC	Formal and informal language (register)
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Factual recount in the form of a newspaper article
WRITING TOPIC	Write a Newspaper Article about a Tourism Fair in Cape Town

WEEK 4: MONDAY / DAY 1: PLANNING		
TOPIC	Write a newspaper article about a Tourism Fair in Cape Town	
GENRE	Factual recount in the form of a newspaper article	
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 completing the writing topic, like: <i>Hmm. You have been asked to write a newspaper article about a tourism fair in Cape Town. I don't want to use the same ideas as you, so I will write about a tourism fair in Port Elizabeth. I will write about how the tourism fair showed off all the best things about Port Elizabeth, and why tourists should visit.</i> 4. Have the writing topic written on one side of the chalkboard. 5. Write the planning frames 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 Newspaper Article: A tourism fair in...	Planning Newspaper Article: A tourism fair in...
	1. What was the event? 2. Why is the event held? 3. When did the event happen? 4. Where did it happen? 5. What was there to see at the event? 6. What could visitors learn about Port Elizabeth? 7. Who was involved? 8. What did this person have to say (quotation)? 9. What headline can you give the article?	1. The Port Elizabeth Tourism Fair 2. To attract tourists to Port Elizabeth, to show travel agents, and journalists how wonderful Port Elizabeth is 3. From the 10th – 14th February 2020, 09h00 – 16h00 everyday 4. The Expo Centre, Port Elizabeth 5. Hundreds of displays by hotels, tour guides, crafts people, musicians, artists, restaurants, beaches, shops, fun parks, sports centres, gyms, museums, galleries of Port Elizabeth 6. Port Elizabeth has: • 40 kilometres of coastline

		• South Africa's cleanest beaches • Many water sports like boating, surfing, swimming, sailing, scuba diving, etc. • Addo Elephant National Park close by • Route 67 – an art and heritage trail 7. Guesthouse owner, Mrs Nancy Dike 8. 'Port Elizabeth is a wonderful place for a family holiday. Our beaches are the best in the world! Come and visit and you will see why our nickname is 'the friendly city' – we are all very friendly people!' 9. Visit Port Elizabeth – the Friendly City
LEARNERS USE THE PLANNING STRATEGY (YOU DO)	1. Tell learners to close their eyes and think of everything they have learned about Cape Town in this theme. • In the listening activity, they heard about why Cape Town was voted one of the best beach cities in the world • Then, they read a letter from a boy who moved to Cape Town • They also have their own knowledge of Cape Town, and they can ask their families and friends 1. Then, remind learners that they have to write about a tourism fair in Cape Town. Explain that they will have to make up the details of the tourism fair. 2. Remind learners that a newspaper article reports what happened factually. It answers all the questions: who, how, what, when, where and why? 3. Next, tell learners to turn and talk with a partner, to share their ideas. 4. Hand out exercise books. 5. Show learners the planning frame on the chalkboard and tell them to use this frame to plan their newspaper report, just like you did. 6. Tell learners not to copy your plan – they must write their own ideas. 7. As learners work, walk around the room and hold mini-conferences.	
HOMEWORK	Learners must complete both plans for homework.	

Planning Newspaper Article : A Tourism fair in Port Elizabeth

1. The Port Elizabeth Tourism Fair
2. To attract tourists to Port Elizabeth, to show travel agents and journalists how wonderful Port Elizabeth is
3. From the 10th - 14th February 2020, 09h00 - 16h00 everyday
4. The Expo Centre, Port Elizabeth
5. Hundreds of displays by hotels, tour guides, crafts people, musicians, artists, restaurants, beaches, shops, fun parks, sports centres and events, gyms, museums and galleries of Port Elizabeth.
6. Port Elizabeth has :
 - 40 kms of coastline
 - clean beaches
 - water sports
 - the Addo Elephant National Park nearby
 - Route 67
7. Guesthouse owner, Mrs Nancy Dike
8. 'Port Elizabeth is a wonderful place for a family holiday. Our beaches are the best in the world! Come and visit and you will see why our nickname is the friendly city - we are all very friendly people!'
9. Headline : Visit Port Elizabeth - the Friendly City!

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

GROUP GUIDED READING

GROUP

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

INDEPENDENT OR PAIRED READING

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

WEEK 4: TUESDAY / DAY 2: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	The waves come wash over my toes,	<i>Bend down and pretend motion waves coming over your feet</i>
	The salty sea sprays across my nose,	<i>Touch your nose</i>
	The sand is soft under my feet,	<i>Wiggle your feet</i>
	Where ocean and land decide to meet!	<i>Put your hands together and interlink your fingers</i>
THEME VOCABULARY	surface, global, connected, formal, informal	
Question of the Day		
Question	Which do you think covers more of the earth’s surface?	
Answer frame	I think (ocean / land) covers more of the earth’s surface.	
Graph	2-column graph	
Options	ocean / land	
Follow-up questions		
Question	How many learners think ocean covers more of the earth’s surface?	
Answer	__ learners think ocean covers more of the earth’s surface.	
Question	How many learners think land covers more of the earth’s surface?	
Answer	__ learners think land covers more of the earth’s surface.	
Question	What do more learners think covers more of the earth’s surface?	
Answer	More learners think __ covers more of the earth’s surface.	
Question	What do fewer learners think covers more of the earth’s surface?	
Answer	Fewer learners think __ covers more of the earth’s surface.	
Question	Which do you think covers more of the earth’s surface?	
Answer	I think ocean covers more of the earth’s surface.	
Answer	I think land covers more of the earth’s surface.	
EXPLAIN	Explain that the answer can be found in the Group Guided Reading Worksheet. Learners will find the answer when they read this week!	

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

GROUP	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: LANGUAGE AND DRAFTING

LSC	Informal and formal language (register)
LSC MODELLING (I DO)	1. Tell learners that this week, they will learn about register – this is the kind of language they use for different reasons. 2. First, ask learners to think about the friendly letter that they read in shared reading. In a friendly letter, the language should sound like the writer is talking to a friend. This is called informal language. 3. Then, ask learners to think about the sample newspaper article that was read to them, about the fishermen on the West Coast. In a newspaper article, the language should be more polite, because the writer doesn't know the people reading the article. This is called formal language. 4. Give an example, like: a. When we are talking to a teacher, we might say: 'Hello, how are you today?' b. But, when we are talking to a friend, we usually say something more informal, like 'Hey! How are you?' or 'What's up?' or 'How's it going?' 5. Explain that today, learners will think about what informal language and formal language sounds like, in preparation to write their newspaper articles.
LSC Ask learners for help (WE DO)	1. Explain that if we are talking to a teacher about something we like to do, we will use formal language, like: I really enjoy spending time at the shops. 2. Ask learners: How might you say this sentence in a more informal way to your friends? 3. Brainstorm some ideas with learners, like: - I love hanging out at the shops. - The shops are so cool. - I love chilling at the shops. - The shops are the best place to hang with friends. - It's cool to go to the shops.
LSC Pair work (YOU DO)	1. Explain that now, learners will think of some formal language with a partner. 2. Write the following sentences on the board: - My mom, dad, bro and I had a chilled holiday. - Yuk! That food was not for me, hey! - LOL! 3. Explain that learners must try to think of how they might say these sentences more formally.

	- Give learners 3-5 minutes to turn and talk with a partner. - Then, call learners back together and ask them what formal language they thought of like: - My family and I had a wonderful holiday. - I did not enjoy that food. - That is very funny. - Remind learners that in a newspaper article, they do not know who you readers are, what might upset them, and what local language they may or may not understand. Because of this, learners must write using formal register.	
TOPIC	Write a newspaper article about a Tourism Fair in Cape Town	
PLANS	Planning Newspaper Article: A tourism fair in...	Planning Newspaper Article: A tourism fair in...
	- What was the event? - Why is the event held? - When did the event happen? - Where did it happen? - What was there to see at the event? - What could visitors learn about Port Elizabeth? - Who was involved? - What did this person have to say (quotation)? - What headline can you give the article?	- The Port Elizabeth Tourism Fair - To attract tourists to Port Elizabeth, to show travel agents, and journalists how wonderful Port Elizabeth is - From the 10th – 14th February 2020, 09h00 – 16h00 everyday - The Expo Centre, Port Elizabeth - Hundreds of displays by hotels, tour guides, crafts people, musicians, artists, restaurants, beaches, shops, fun parks, sports centres, gyms, museums, galleries of Port Elizabeth - Port Elizabeth has: 40 kilometres of coastline - South Africa's cleanest beaches - Many water sports like boating, surfing, swimming, sailing, scuba diving, etc. - Addo Elephant National Park close by - Route 67 – an art and heritage trail

		7. Guesthouse owner, Mrs Nancy Dike 8. 'Port Elizabeth is a wonderful place for a family holiday. Our beaches are the best in the world! Come and visit and you will see why our nickname is 'the friendly city' – we are all very friendly people!' 9. Visit Port Elizabeth – the Friendly City
WRITING FRAME	<u>Newspaper Article</u> - Next, tell learners that they must turn each point in their plan into a sentence. - They must also arrange the sentences into 3 paragraphs. - They must write a headline and a byline. - Write the following frame on the chalkboard, and explain it to learners: Headline (point 9) by (writer's name and surname) Paragraph 1 This gives the most important information about the event. Points 1-4 Paragraph 2 This tells us more about what there was to see and learn at the event. Points 5-6 Paragraph 3 This tells us who was involved, and it gives a quotation from the person involved. Points 7-8	

DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Instruct learners to write the date and heading: Draft Newspaper Article: A Tourism Fair in Cape Town 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 drafts.

Draft : Newspaper Article

Visit Port Elizabeth - The Friendly City!

by George le Grange

The Port Elizabeth Tourism Fair ^{was} to attract tourists to Port Elizabeth. It ^{was} also to show travel agents and journalists how wonderful Port Elizabeth is. It ^{was} held from the 10th to the 14th February 2020 from 09h00 - 16h00 every day. It was held at the Expo Centre in PE.

At the expo there were hundreds of displays to see. The displays showed hotels, tour guides, crafts people, musicians, artists, restaurants, beaches, shops, fun parks, sports events and centres, gyms, museums and galleries of Port Elizabeth. Visitors learnt that Port Elizabeth has 40 kilometres of coastline, clean beaches ^{and} many water sports. The Addo Elephant National Park is nearby. Route 67 is a wonderful heritage and art trail.

A guesthouse owner, Mrs. Nancy Dike said, 'Port Eliz is a wonderful place for a holiday. Our beaches are the best in the world! Come and visit and you will see why we are called the friendly city!'

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

GROUP

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

INDEPENDENT OR PAIRED READING

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

WEEK 4: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	The waves come wash over my toes,	<i>Bend down and pretend motion waves coming over your feet</i>
	The salty sea sprays across my nose,	<i>Touch your nose</i>
	The sand is soft under my feet,	<i>Wiggle your feet</i>
	Where ocean and land decide to meet!	<i>Put your hands together and interlink your fingers</i>
THEME VOCABULARY	experience, microscope, algae, krill, creature	
Question of the Day		
Question	Which creature would you like to examine under a microscope?	
Answer frame	I would like to examine (green algae / krill) under a microscope.	
Graph	2-column graph	
Options	green algae / krill	
Follow-up questions		
Question	How many learners would like to examine green algae under a microscope?	
Answer	__ learners would like examine green algae under a microscope.	
Question	How many learners would like to examine krill under a microscope?	
Answer	__ learners would like examine krill under a microscope.	
Question	Which creature would more learners like to examine under a microscope?	
Answer	More learners would like to examine __ under a microscope.	
Question	Which creature would fewer learners like to examine under a microscope?	
Answer	Fewer learners would like to examine __ under a microscope.	
Question	Which creature would you like to examine under a microscope?	
Answer	I would like to examine green algae under a microscope.	
Answer	I would like to examine krill under a microscope.	

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

GROUP	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 (Write this on the board before the class begins)	Newspaper Article 1. Is there a headline? 2. Is there a byline? 3. Are there 3 paragraphs? 4. Does paragraph 1 give the most important information? 5. Does paragraph 2 say more about what there was to see and learn at the event? 6. Does paragraph 3 say who was involved and give a quote? 7. Is the article written in past tense? 8. Is the quote in quotation marks? 9. Is the spelling and punctuation correct?
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 newspaper articles in their exercise books.
SHARE	1. Instruct learners to turn and talk with a partner. 2. Instruct learners to read their articles aloud to their partners. 3. Instruct learners to tell their partners 1-2 things they liked about their writing. 4. Note: Ask learners to rewrite their articles on blank paper, and to illustrate them. Make a 'Class Newspaper' with all these articles. 5. Display the newspaper in the classroom for learners to read. 6. Also ask the principal of the school to read the newspaper and to give feedback to your learners.

Final Draft: Newspaper Article

Visit Port Elizabeth - The Friendly City!

by George Le Grange

The Port Elizabeth Tourism Fair was held to attract tourists to Port Elizabeth. It was also held to attract travel agents and journalists, so they could see how wonderful Port Elizabeth is. The fair was held from the 10th - 14th February 2020 from 0900 - 16h00 everyday. It was held at the Expo Centre in Port Elizabeth.

At the expo there were hundreds of interesting displays. These displays showed many different aspects of Port Elizabeth, like, hotels, guesthouses, tour guides, crafts, musicians, artists, restaurants, beaches, shops, fun parks, sports events and centres, gyms, museums and galleries. Visitors learnt that Port Elizabeth has 40 kilometres of coastline, the cleanest beaches in South Africa, and many watersports. They also learnt that the Addo Elephant National Park is close by.

One of the guesthouse owners at the fair was Mrs Nancy Dike. She said, "Port Elizabeth is a wonderful place for a family holiday. Our beaches are the best in the world! Come and visit and you will see why our nickname is 'the friendly city' - we are all very friendly people!"

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

GROUP

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.

TERM 6 - GRADE 1

WEEK 5

THEME:
JOKES

"A day without laughter is a day wasted."
- Charlie Chaplin

TERM 1: WEEK 5	
OVERVIEW	
THEME	Jokes
THEME VOCABULARY	joke, hurtful, remind, prank, guinea pig, foolish, beg, giggle, solemnly, astonished
GRAMMAR	Past progressive tense
COMPREHENSION STRATEGY	Make connections
WRITING GENRE	Personal recount / reflection
WRITING TOPIC	Write about a time someone made you laugh OR Write about a time you made someone else laugh
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 list of different kinds of jokes, a how-to guide on telling good jokes. 5. Try to find some pictures of comedians (like Trevor Noah) or comedy clubs in South Africa. 6. Do some research on the internet to find out some interesting information to prepare for this theme, for example: Who were the first people to tell jokes?

WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
PICTURE	1. Tell learners to turn DBE Workbook 1 page 36. 2. Instruct learners to look at the picture and the headings on the page.	
INTRODUCE THE THEME	Tell learners the title of the theme. Activate learners’ background knowledge about the theme. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. Fill in the first part of the K-W-L chart.	
SONG / RHYME	Lyrics	Actions
	Sally the camel has <u>three</u> humps,	Hold <u>three</u> fingers up
	Sally the camel has <u>three</u> humps,	Hold <u>three</u> fingers up
	Sally the camel has <u>three</u> humps,	Hold <u>three</u> fingers up
	So ride, Sally, ride!	Hold <u>three</u> fingers up
	Boom boom boom!	Clap each time you say ‘boom’
	Repeat with 2, 1 humps	
	Sally the camel has no humps,	Shrug your shoulders
	Sally the camel has no humps,	Shrug your shoulders
	Sally the camel has no humps,	Shrug your shoulders
	Because Sally is a horse!	(Of course!)
THEME VOCABULARY	joke, hurtful, remind, prank, guinea pig	
Question of the Day		
Question	What do you like to do?	
Answer frame	I like to (tell jokes / play pranks).	
Graph	2-column graph	
Options	tell jokes / play pranks	
Follow-up questions		
Question	How many learners like to tell jokes?	
Answer	__ learners like to tell jokes.	

Question	How many learners like to play pranks?
Answer	__ learners like to play pranks.
Question	What do more learners like to do?
Answer	More learners like to __
Question	What do fewer learners like to do?
Answer	Fewer learners like to __
Question	What do you like to do?
Answer	I like to tell jokes.
Answer	I like to play pranks.
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. This week, learners will listen to **a personal recount in the form of a diary**: *Cebisa's Diary*.
2. **READ 1:** 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.
3. **READ 2:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Read 2** column below.
4. **READ 3:** Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Read 3** column below.

Text	Read 2: Share Thoughts (Model)	Read 3: Ask Questions
Dear Diary, Yesterday at school, I had to stand up for myself. One of the boys in my class, Musa, kept pinching me on my arm. I told Musa to stop, but he never listened! Eventually, I lost my temper and punched Musa hard on his arm! My teacher saw me punch Musa, and she gave me detention!	I can connect with Cebisa's feeling of anger when she loses her temper. Punching isn't a good reaction, but she must have been so frustrated that Musa wouldn't listen to her! That reminds me of this one time when my sister wouldn't stop throwing a ball against the wall. I asked her again and again to stop, but she wouldn't. Finally, I got so annoyed I took her ball and threw it out the window.	1. Who never listened to Cebisa? (<i>Musa never listened to her.</i>) 2. Why did Cebisa punch Musa's arm? (<i>Because he wouldn't listen to her and she lost her temper.</i>) 3. Can you connect to Cebisa when she loses her temper? (<i>It reminds me of a time when...</i>)
When I got home from school, my mother yelled at me for punching Musa. I don't think it was fair that I was the one who got into trouble! I felt so disappointed that my mother didn't listen to my side of the story.	Cebisa must be feeling so frustrated because no one is listening to her! If I were her , I think I would want to scream!	4. What does Cebisa think is unfair? (<i>She thinks it is unfair that she is the one who got into trouble and not Musa.</i>) 5. Why did Cebisa feel disappointed? (<i>She felt disappointed that her mother did not believe her.</i>)

Next I sat in my bedroom and thought long and hard about how to deal with the situation. I felt so frustrated that my mother did not believe me – I wanted to get back at her! So later that night, I snuck into my mom's bedroom, whilst she was watching TV in the lounge. Because my mom is a nurse, she wears comfortable socks and shoes to work every day. I quietly opened my mother's sock draw. Then, I took a needle and thread, and sewed all my mom's socks together!	I can connect to Cebisa's feelings. She must feel so frustrated because she got punished twice! It reminds me of this one time when I was in school. Another learner took my pencil. Then, when I tried to grab it back, the teacher saw and yelled at me. I told her it was really my pencil, but she didn't believe me. The learner who took my pencil didn't get in trouble at all. I felt so angry, just like Cebisa.	6. What prank does Cebisa play on her mother? <i>(Cebisa sews all her mother's socks together!)</i> 7. When does Cebisa sew all her mother's socks together? <i>(Later that night, while her mother is watching TV.)</i>
The next morning, I heard my mother shouting, 'What is going on with my socks? Why are they all attached?' Diary, I giggled because I thought it was so funny! Then when my mom came into my bedroom holding a long string of socks, I laughed even harder! But clearly, my mom didn't think it was funny. She shouted and asked me why I had played such a childish joke on her.	--	8. Why are all of Cebisa's mother's socks attached? <i>(Because Cebisa sewed them all together the night before.)</i> 9. When did Cebisa laugh even harder? <i>(When her mom came into her bedroom holding a long string of socks.)</i>

I felt bad when I saw the look on my mom's face. I apologised to her and explained that I just felt so frustrated that she didn't take my side. I told my mom that she hurt my feelings. My mom looked confused and asked how she hurt my feelings. I reminded my mom that I had told her about my problem at school. I told her that Musa kept pinching me, and I couldn't get him to stop. I told my mom that that was why I lost my temper.	This reminds me of this one time when I told my mother about a hurtful thing someone said to me. She said 'that's no big deal!' It hurt my feelings so much when she said that.	10. Why did Cebisa sew her mother's socks together? <i>(Because her mother hurt her feelings and she wanted to get back at her.)</i> 11. How did Cebisa's mother hurt her feelings? <i>(She hurt her feelings because she didn't listen to Cebisa about the problem at school. / Because she yelled at Cebisa instead of listening to how Cebisa felt. / Because she didn't take Cebisa's side.)</i>
Then Diary, my mom gave me a big hug and said she was sorry for not listening to me. It felt so good. My mom said that Musa needed to learn a lesson, and that she was going to see his parents! She said that boys need to learn from an early age that they must listen to girls. I hugged my mom and said thanks, but guess what Diary? I have an even better idea on how to teach Musa a lesson...	I think Cebisa must have felt so much better when her mom finally listened to her.	12. What did Cebisa's mom say boys must learn from an early age? <i>(They must learn to listen to girls.)</i> 13. What do you think Cebisa's idea to get back at Musa could be? <i>(I think her idea could be...)</i>

WEEK 5: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **a personal recount in the form of a diary**: *Cebisa's Diary*.
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this story, Cebisa writes in her diary because...
 - b. I can connect to Cebisa when...
 - c. If I were Cebisa, I...
 - d. I liked it when...
 - e. I think Cebisa should get back at Musa by...
3. Break the learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

WEEK 5: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS

Sounds	/c/ /u/ /x/												
Activity	1. Explain to learners that some letters sound different in English. 2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words. 3. Write the following sounds on the chalkboard: c, u, x. 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: /o/ - /x/ = ox /f/ - /o/ - /x/ = fox /u/ - /p/ = up /st/ - /u/ - /n/ = stun /c/ - /o/ - /p/ = cop /c/ - /o/ - /st/ = cost 6. Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>c</td><td>b</td><td>st</td></tr><tr><td>n</td><td>u</td><td>r</td></tr><tr><td>o</td><td>x</td><td>a</td></tr><tr><td>i</td><td>l</td><td>p</td></tr></table>	c	b	st	n	u	r	o	x	a	i	l	p
c	b	st											
n	u	r											
o	x	a											
i	l	p											

	MODEL 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise 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: unto or camp
Sight or high frequency words	1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words: a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning) 5. Read the words three times and tell learners to repeat after you: think, how, other, through, need, laugh, challenges, things, new, play

WEEK 5: TUESDAY / DAY 2: PRE-READING

TITLE	<i>Michael gets a pet</i>
DBE workbook 1, PAGE	36
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	When learners predict, they think about and try to make sense of a text before they read it. This helps build learners' story-telling and comprehension skills.

PRE-READING ACTIVITY

1. Ask a learner to read the title: **Michael gets a pet**.
2. Explain the meaning of the title, e.g. This means a boy named Michael gets a new pet.
3. Instruct learners to scan the text. Instruct them to underline any words they might think are important to telling us what the story is about.
4. Tell learners to look closely at the pictures, captions and title.
5. Conduct the Pre-Reading activity as per the core methodology.

WEEK 5: WEDNESDAY / DAY 3: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Sally the camel has <u>three</u> humps,	Hold <u>three</u> fingers up
	Sally the camel has <u>three</u> humps,	Hold <u>three</u> fingers up
	Sally the camel has <u>three</u> humps,	Hold <u>three</u> fingers up
	So ride, Sally, ride!	Hold <u>three</u> fingers up
	Boom boom boom!	Clap each time you say ‘boom’
	Repeat with 2, 1 humps	
	Sally the camel has no humps,	Shrug your shoulders
	Sally the camel has no humps,	Shrug your shoulders
	Sally the camel has no humps,	Shrug your shoulders
	Because Sally is a horse!	(Of course!)
THEME VOCABULARY	foolish, beg, giggle, solemnly, astonished	
Question of the Day		
Question	How do you think Cebisa’s mother felt when she found all her socks sewn together?	
Answer frame	I think Cebisa’s mother felt (astonished / foolish / furious).	
Graph	3-column GRAPH	
Options	astonished / foolish / furious	
Follow-up questions		
Question	How many learners think Cebisa’s mother felt astonished?	
Answer	___ learners think Cebisa’s mother felt astonished.	
Question	How many learners think Cebisa’s mother felt foolish?	
Answer	___ learners think Cebisa’s mother felt foolish.	
Question	How many learners think Cebisa’s mother felt furious?	
Answer	___ learners think Cebisa’s mother felt furious.	
Question	How do most learners think Cebisa’s mother felt when she found her socks sewn together?	
Answer	Most learners think Cebisa’s mother must have felt ___	

Question	How do fewest learners think Cebisa's mother felt when she found her socks sewn together?
Answer	Fewest learners think Cebisa's mother must have felt ____
Question	How do you think Cebisa's mother felt when she found all her socks sewn together?
Answer	I think Cebisa's mother felt astonished when she found her socks sewn together.
Answer	I think Cebisa's mother felt foolish when she found her socks sewn together.
Answer	I think Cebisa's mother felt furious when she found her socks sewn together.
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>Michael gets a pet</i>
DBE workbook 1, PAGE	36
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make connections
PURPOSE	To give learners an understanding of the text, by helping them to think about how events in the texts are like things from our own lives.

1. Hand out the DBE workbooks .
2. Instruct learners to turn to the story on **page 36**.
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** with the story 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
Michael begged his dad to let him have a guinea pig as a pet. His father said yes and made Michael promise that he would look after it. “I will,” promised Michael.	I can connect to Michael begging his dad for a guinea pig. That reminds me of how my daughter really wanted a dog. She begged me to get a dog for months until I finally agreed.
“Remember to be very careful with it and never pick it up by its tail.” “I won’t,” said Michael. “Will that hurt it?” “Not only that,” said his father solemnly. “Its eyes will drop out!” “Really!” said Michael. He was astonished. “I’ll be very careful then.”	--
Michael made a bed of wood shavings for the guinea pig. He went to the pet shop and chose a brown guinea pig. The pet shop owner said, “You can give him fruit, raw vegetables and cornflakes. Oh and by the way, don’t hold him up by his tail or his eyes will fall out.”	If I were Michael, I think I would be feeling very worried about my new little guinea pig’s eyes falling out! But, I think I would also be trying to imagine what it would look like if my guinea pig’s eyes fell out. I can connect to Michael when he is wondering about this.

"I know that," said Michael. On the way home he wondered how a guinea pig's eyes could fall out.	
When he got home, he picked up the small animal very gently and look at its face. Its eyes seemed quite ordinary and normal. He was very careful and felt a little scared in case he touched its tail by accident. Where was this dangerous tail?	I can connect to how gentle Michael is with his new little guinea pig. He has a new little living creature and he is so careful not to hurt it. That reminds me of when I had my daughter and she was a tiny baby. She was so tiny and new, I always felt afraid I could easily hurt her!
He looked at the guinea pig carefully. He couldn't find any tail at all! At last, Michael ran inside the house. "There is something wrong with my guinea pig," he said to his mother. "It doesn't have a tail!"	I can connect to Michael when he runs outside to tell his mom about his worry! If I were Michael, I think I would also want to know where this tail was that everyone was warning me about!
His mother laughed and laughed. "Guinea pigs don't have tails," she said. "It's an old joke." "You were all teasing me," said Michael, feeling a little foolish. But then he managed to laugh at himself and lovingly carried his pet back to its new home to play with it.	I can connect to Michael's mom laughing and laughing. That reminds me of one time when I told my little brother that the moon was made out of cheese. I heard him telling his friends and I knew he believed me. I laughed and laughed because I thought it was so funny that I tricked him!
Follow-up questions	Responses
Who told Michael that he mustn't hold his guinea pig up by his tail or his eyes would fall out?	Michael's dad and the pet shop owner.
Will a guinea pig's eyes really fall out if you hold it by the tail?	No! It was just a joke. Guinea pigs don't even have tails!
Why question	Possible responses
Why did Michael's dad and the pet shop owner tell Michael not to hold his guinea pig up by its tail?	• Because it is an old joke. • Because they wanted to have a laugh. • Because they wanted to trick Michael.
Introduce the LSC in context	
1. Explain to learners that this cycle, they will learn about: past progressive tense. 2. Introduce this LSC as follows: When we tell a story, we usually use the past tense. But sometimes, there is a continuous action in the story, for instance, if someone kept on laughing at you. In the past tense, we would say: the boy laughed at me. But if he kept on doing it, we use the past progressive tense: The boy was laughing at me.	

WEEK 5: THURSDAY / DAY 4: SECOND READ

TITLE	<i>Michael gets a pet</i>
DBE WORKBOOK 1, PAGE	36
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make connections
PURPOSE	To ensure that learners gain a deeper understanding of the text and to help them think critically about the feelings and experiences of characters in the text.

- Before the lesson begins, write the **follow-up questions** on the board:
 - When did Michael realise everyone was playing a prank on him?*
 - Michael felt foolish. Make a connection to Michael – can you think of a time when you felt foolish?*
 - Why do you think Michael felt foolish?
- Read the **follow-up questions** out loud to learners.
- Hand out the DBE workbooks .
- Instruct learners to turn to the story on **page 36**.
- Explain that you will read the story to learners. They must **follow along** with the story 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
Michael begged his dad to let him have a guinea pig as a pet. His father said yes and made Michael promise that he would look after it. “I will,” promised Michael.	I can connect to Michael’s feeling of desire! I know how it feels to really want something.
“Remember to be very careful with it and never pick it up by its tail.” “I won’t,” said Michael. “Will that hurt it?” “Not only that,” said his father solemnly. “Its eyes will drop out!” “Really!” said Michael. He was astonished. “I’ll be very careful then.”	I can connect to Michael when he feels astonished. That reminds me of when I found out that dogs can die if they eat chocolate. I felt astonished, just like Michael.

Michael made a bed of wood shavings for the guinea pig. He went to the pet shop and chose a brown guinea pig. The pet shop owner said, “You can give him fruit, raw vegetables and cornflakes. Oh and by the way, don’t hold him up by his tail or his eyes will fall out.” “I know that,” said Michael. On the way home he wondered how a guinea pig’s eyes could fall out.	I can connect to Michael feeling curious about what it would look like for an animal, eyes to fall out! If someone told me not to hold my guinea pig by its tail, part of me would want to try it just to see but I would be too scared to hurt my guinea pig to actually do that.
When he got home, he picked up the small animal very gently and look at its face. Its eyes seemed quite ordinary and normal. He was very careful and felt a little scared in case he touched its tail by accident. Where was this dangerous tail?	--
He looked at the guinea pig carefully. He couldn’t find any tail at all! At last, Michael ran inside the house. “There is something wrong with my guinea pig,” he said to his mother. “It doesn’t have a tail!”	I can connect to Michael’s feeling of confusion – everyone has told him not to pick up the guinea pig by the tail, but now he sees that his guinea pig doesn’t have a tail.
His mother laughed and laughed. “Guinea pigs don’t have tails,” she said. “It’s an old joke”. “You were all teasing me,” said Michael, feeling a little foolish. But then he managed to laugh at himself and lovingly carried his pet back to its new home to play with it.	I can connect to Michael when he feels foolish. That reminds me of when my sister hid a plastic snake in my bed. I ran outside screaming. Everyone else knew about the prank except for me and that made me feel bad. When I was screaming, everyone else was laughing! It made me feel foolish, like everyone was laughing at me! But then, I realised they were laughing at the joke – not at me. I started laughing too. I felt a little upset and foolish still, but I realised that the prank was pretty funny.
Follow-up questions	Responses
When did Michael realise everyone was playing a prank on him?	At the end of the story, when he runs outside to tell his mother that something is wrong with his guinea pig because it doesn’t have a tail.
Michael felt foolish. Make a connection to Michael – can you think of a time when you felt foolish?	I felt foolish when... I can connect to Michael because...

Why question	Possible responses
Why do you think Michael felt foolish?	• I think he felt foolish because his mother was laughing at him. • I think he felt foolish because he believed that his guinea pig's eyes would fall out. • I think he felt foolish because he didn't realise that guinea pigs don't have tails. • I think he felt foolish because he felt like his mother was laughing at him. • I think he felt foolish because he felt like he did something wrong by believing that his guinea pig's eyes had fallen out. • I think he felt foolish because everyone else knew it was a joke, but not him. • I think he felt foolish because he realised everyone had been teasing him. He felt like he was the only one who didn't know it was a joke.
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 connections. 2. Explain that when we make connections, we think about how something from the story is like something from our own lives. We think about how what the characters do, think and feel is similar to things we have done, thought and felt. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to page 36. 5. Read out loud while learners follow along: <i>"You were all teasing me," said Michael, feeling a little foolish.</i> 6. Explain that from the story, you know that Michael is feeling foolish. You can make a connection with the way Michael is feeling. That means you think about a time when you felt foolish like Michael: a. I connect to feeling foolish, because I have felt foolish before too! b. That reminds me of a time when, I put my shirt on backwards! and wore it to school! No one pointed this out to me. Everyone just laughed at me. c. When I finally realised that my shirt was backwards and no one had told me, I felt foolish, just like Michael.
WORK WITH LEARNERS (WE DO)	1. Read out loud while learners follow along: <i>Michael made a bed of wood shavings for the guinea pig.</i> 2. Ask learners: What is Michael doing? Why? 3. Listen to learners' ideas, like: Michael is getting ready for his new guinea pig. He is getting ready because he is excited to get something new! 4. Ask learners: Can you make a connection? When is a time in your own life you did something similar or felt the same way as Michael? 5. Listen to learners' ideas, like: a. I can connect to Michael when he makes his guinea pig a bed. When we got a new dog, I found old blankets and made a special dog bed. b. I can connect to Michael when he feels excited. That's like how I felt when I knew my mom was going to have a baby. I felt excited to have a new sister in the house! c. I can connect to Michael when he is excited to get something new. I feel excited any time we go to the shops.

Pair work (YOU DO)	- Write the following questions on the board: - How can you connect to this? (What does this remind you of from your own life?) - How was your connection similar to your partner's? - How was your connection different from your partner's? - Explain that learners will now, learners will think about a connection they can make. - Read out loud while learners follow along: <i>But then he managed to laugh at himself.</i> - Explain that Michael was feeling foolish, but then he begins to laugh. Ask learners: Can you think of a time when you laughed at yourself like Michael? Or, you can think about a time when someone you know laughed at themselves. - Give learners a minute to think about their ideas. - Instruct learners to turn and talk about the questions written on the board. - After 3 to 5 minutes, call learners back together. - Call on 2 to 3 learners to share their answer to each question.
NOTES	Tell learners to open their exercise books and copy down the following notes to remind them of how to make a connection: <u>Make connections</u> To make a connection, we: - Think about what a character does, thinks or feels. - Think about how this is like something from our own lives. - Say: That reminds me... or That's like when I...

WEEK 5: FRIDAY / DAY 5: POST-READING	
TITLE	<i>Michael gets a pet</i>
DBE workbook 1, PAGE	36
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	Summarise Make connections
PURPOSE	- To help learners to clarify and consolidate their understanding of the text by independently summarising the main points about the text. - To help learners to clarify and consolidate their understanding of the text by independently making their own connection to a part of the text.
POST-READING	
- Instruct learners to use the frame to discuss the text: This text is about... I can connect to the text when... That reminds me.... Overall, I think the text is... - 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. - Explain that we will also be making a connection to the text. This means we will be explaining how an action, thought, or feeling from the text reminds us about something from our own lives. Ask learners: How can you tell a friend about the story in 3 to 5 sentences? - Explain that learners will not be able to say everything about the text – they will need to choose the most important parts. - 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. - Instruct learners to turn and talk with a partner. Partners will take turns presenting and listening. - Call the class back together. Call a few learners up to the front of the classroom to present to the class. - Come up with a class summary, like: <u>This text is about</u> the joke that Michael's family tells him when he gets a new guinea pig. <u>I can connect to the text when</u> Michael begs his dad to buy a guinea pig. <u>That reminds me</u> of when I begged my mom for a new puppy. <u>Overall, I think the text</u> is so funny.	

WEEK 5: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
PERSONAL RECOUNT / REFLECTION	A piece of writing that records a personal experience.	1. Orientation: set the scene or establish the context (where and when) 2. Narration of events: explain what happened in chronological order. Add details as necessary. 3. Reorientation: make a closing statement.	Explain that a recount is simple and informative. It is about something that has already happened, so it is usually written in the past tense. Because it is someone talking about themselves, it is usually told in the first person 'I'.
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a personal recount and reflection. 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. The other sentences add more details about the topic. 3. Explain to learners that a personal recount is told in chronological order. This means we tell the events in order of how they happened. 4. In a personal recount, we might add details about what we see, hear, smell, taste, feel.		

READ THE SAMPLE TEXT	<i>The other day at school, Musa kept pinching me. I told him a number of times to stop, but he never listened. Eventually I lost my temper and punched him on the arm. I got into trouble with my teacher for punching Musa.</i> <i>When I got home from school, my mother yelled at me! I felt so angry and frustrated that she believed the teacher and not me. It's not fair that I got punished and nothing happened to Musa. I felt disappointed in my mother for not trusting me.</i> <i>I decided to teach my mom a lesson. I snuck into her bedroom and sewed all her work socks together! The next morning, my mom marched into my bedroom and yelled at me for sewing her socks together. That is when I told her that she hurt my feelings. It made me sad that my mother didn't listen to me.</i> <i>My mom said that she was sorry and that she was going to phone Musa's mother. I wanted Musa to get into trouble with his mother, but I was also going to teach him a lesson my way.</i>
DISCUSS	1. What is the setting? (When and where did this take place?) 2. What are some events that happened in the recount? 3. Who is telling this story? (Is the person talking about herself or someone else?) 4. How do we know this is a personal recount?
NOTES	Tell learners to open their exercise books and write down the following heading and notes: <u>Personal recount</u> 1. Is a story about me. 2. I use the words 'I', 'me' and 'we'. 3. I write the events in the order that they happened. 4. I write in the past tense.

GRADE 6 - TERM 1

WEEK

6

THEME:
JOKES

"Laughter is the shortest distance between two people."
- Victor Borge

TERM 1: WEEK 6	
OVERVIEW	
THEME	Jokes
THEME VOCABULARY	joke, hurtful, remind, prank, guinea pig, foolish, beg, giggle, solemnly, astonished, humorous, hilarious, comedy, sneakily, synonym, comedian, creeps, fake, punished, eventually
LSC	Past progressive tense
COMPREHENSION STRATEGY	Make connections
WRITING GENRE	Personal recount / reflection
WRITING TOPIC	Write about a time someone made you laugh OR Write about a time you made someone else laugh

WEEK 6: MONDAY / DAY 1: PLANNING		
TOPIC	Write about a time someone made you laugh OR Write about a time you made someone else laugh	
GENRE	Personal recount / reflection	
PLANNING STRATEGY	Write a list	
MODEL THE PLANNING STRATEGY (I DO)	1. Introduce the writing topic. Explain that writers will need to choose one topic or the other and stick to the topic they have chosen throughout the entire week! 2. Show learners that you think before you write. 3. Orally, explain a time you made someone laugh, like: <i>I always love to make my little sister laugh. One day, she was feeling sad, so I made up a silly song to make her giggle. I felt so good about making her laugh because it brightened her day. I am going to write about that!</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 time I made someone laugh</u> 1. When did this happen? 2. Where were you? 3. What happened first? 4. What happened second? 5. What else happened that was important? 6. How did it end? 7. How did you feel? 8. What did you learn?	<u>A time I made someone laugh</u> 1. A few weeks ago. 2. At home. 3. My sister came home feeling so down about getting a bad mark on a test. 4. She went to her room feeling sad. 5. I made up a song. I found her and I sang it in a silly way. She laughed and forgot about the bad mark. 6. She thanked me for making her day better. 7. I felt so happy. 8. I learnt that laughing can help when you feel sad.

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and decide on a topic: A time they made someone laugh, or a time someone else made them laugh.
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 personal recount, just like you did.
4. **Hand out exercise books.**
5. Instruct learners to write the proper heading at the top of the page for the topic they have chosen.
6. Tell learners not to copy your plan.
7. As learners work, walk around the room and hold mini-conferences.

Planning: personal recount.

A time someone else made me laugh

1. A few months ago.
2. At my house
3. My dog had ~~p~~ been sick and was at the vet so I was sad
4. I was sitting on the couch sad.
5. She pretended to be my dog and barked and climbed on my lap.
6. I laughed and hugged her.
7. I felt so much better.
8. I learned that it's nice to have friends around when you are sad.

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

GROUP

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Sally the camel has <u>three</u> humps,	Hold <u>three</u> fingers up
	Sally the camel has <u>three</u> humps,	Hold <u>three</u> fingers up
	Sally the camel has <u>three</u> humps,	Hold <u>three</u> fingers up
	So ride, Sally, ride!	Hold <u>three</u> fingers up
	Boom boom boom!	Clap each time you say ‘boom’
	Repeat with 2, 1 humps	
	Sally the camel has no humps,	Shrug your shoulders
	Sally the camel has no humps,	Shrug your shoulders
	Sally the camel has no humps,	Shrug your shoulders
	Because Sally is a horse!	(Of course!)
THEME VOCABULARY	humorous, hilarious, comedy, sneakily, synonym	
Question of the Day		
Question	Which synonym for ‘funny’ do you prefer?	
Answer frame	I prefer (humorous / hilarious).	
Graph	2-column graph	
Options	humorous / hilarious	
Follow-up questions		
Question	How many learners prefer the synonym ‘humorous’?	
Answer	__ learners prefer the synonym ‘humorous’.	
Question	How many learners prefer the synonym ‘hilarious’?	
Answer	__ learners prefer the synonym ‘hilarious’.	
Question	Which synonym do more learners prefer?	
Answer	More learners prefer the synonym __	
Question	Which synonym do fewer learners prefer?	
Answer	Fewer learners prefer the synonym __	

Question	Which synonym for 'funny' do you prefer?
Answer	I prefer the synonym 'humorous'.
Answer	I prefer the synonym 'hilarious'.
EXPLAIN	Explain that synonyms are different words with a similar meaning. We can try to make our speaking and writing more interesting by using synonyms!
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 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING
GROUP GUIDED READING

GROUP	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: LANGUAGE AND DRAFTING

LSC	Past progressive tense
LSC MODELLING (I DO)	1. Explain that we normally write a personal recount in the past tense. 2. Remind learners that we write in the past tense because we are writing about something that has already happened. 3. Today we will learn about the past progressive tense. Explain that the past progressive tense tells us about a continuous action that was happening in the past. 4. Explain that we use the past tense of helping verb 'to be' PLUS the present participle of the verb (the verb with an -ing ending) to form the past progressive tense. 5. Remind learners of the past tense of the verb 'to be': a. I was b. You were c. He / she was d. We were e. They were 6. Write the following on the board: a. They go on holiday. b. She ran home. c. He feels encouraged. d. I walk with my mom. e. They sleep in a comfortable bed. f. We said 'Hi.' g. She brought a book for me. h. You laughed loudly. 7. Explain that we will need to change these all into past progressive tense. That means they will need to add the past tense of 'to be'. Then they will need to change the other verb in the sentence to have an -ing ending. 8. Use modelling to complete the first two for learners: a. They were going on holiday. b. She was running home.
LSC ASK LEARNERS FOR HELP (WE DO)	1. Ask learners: How do we change these into past progressive tense? 2. Complete the rest together with the learners: a. They were going on holiday. b. She was running home. c. He was feeling encouraged. d. I was walking with my mom. e. They were sleeping in a comfortable bed. f. We were saying 'Hi.' g. She was bringing a book for me. h. You were laughing loudly.

LSC PAIR WORK (YOU DO)	- Write the following list on the board: - She goes to the shop. - They read a book together. - I felt astonished. - He talks to his mother. - You ate delicious food. - She giggled hysterically. - I wrote a personal recount. - Give learners 2 to 3 minutes to work with a partner and change each verb into the past progressive tense. - Call learners back together. Call on random learners to change each. Make sure learners know the past tense of each of these verbs: - She was going to the shop. - They were reading a book together. - I was feeling astonished. - He was talking to his mother. - You were eating delicious food. - She was giggling hysterically. - I was writing a personal recount. - Remind learners that they will need to remember to use the past tense and the past progressive tense when they are drafting their writing.				
TOPIC	Write about a time someone made you laugh OR Write about a time you made someone else laugh				
PLANS	Before class begins, rewrite the planning frames on the board: <table border="1"> <thead> <tr> <th data-bbox="459 1305 967 1361"><u>A time I made someone laugh</u></th> <th data-bbox="967 1305 1422 1361"><u>A time I made someone laugh</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="459 1361 967 2092"> - When did this happen? - Where were you? - What happened first? - What happened second? - What else happened that was important? - How did it end? - How did you feel? - What did you learn? </td> <td data-bbox="967 1361 1422 2092"> - A few weeks ago. - At home. - My sister came home feeling so down about getting a bad mark on a test. - She went to her room feeling sad. - I made up a song. I found her and I sang it in a silly way. She laughed and forgot about the bad mark. - She thanked me for making her day better. - I felt so happy. - I learnt that laughing can help when you feel sad. </td> </tr> </tbody> </table>	<u>A time I made someone laugh</u>	<u>A time I made someone laugh</u>	- When did this happen? - Where were you? - What happened first? - What happened second? - What else happened that was important? - How did it end? - How did you feel? - What did you learn?	- A few weeks ago. - At home. - My sister came home feeling so down about getting a bad mark on a test. - She went to her room feeling sad. - I made up a song. I found her and I sang it in a silly way. She laughed and forgot about the bad mark. - She thanked me for making her day better. - I felt so happy. - I learnt that laughing can help when you feel sad.
<u>A time I made someone laugh</u>	<u>A time I made someone laugh</u>				
- When did this happen? - Where were you? - What happened first? - What happened second? - What else happened that was important? - How did it end? - How did you feel? - What did you learn?	- A few weeks ago. - At home. - My sister came home feeling so down about getting a bad mark on a test. - She went to her room feeling sad. - I made up a song. I found her and I sang it in a silly way. She laughed and forgot about the bad mark. - She thanked me for making her day better. - I felt so happy. - I learnt that laughing can help when you feel sad.				

WRITING FRAME	- Next, tell learners that they must turn each point in their plan into a sentence. - They must also arrange the sentences into three paragraphs. - Write the following frame on the chalkboard and explain it to learners: <u>A time I made someone laugh</u> Paragraph 1 This sets the scene. Include points 1-3 Paragraph 2 This tells us what happened. Include points 4-5 Paragraph 3 This tells us more about what happened and how it ended. Include points 5-6 Paragraph 4 This tells us how you felt and what you learnt. Include points 7-8
DRAFT	- Hand out learners' exercise books. - Settle learners so you have their attention. - Remind learners that they will write a personal recount using the frame. - Instruct learners to write the date and heading: Personal Recount: Draft. - Instruct learners to find their plan from Monday and think about their ideas. - Instruct learners to complete the writing frame using their plans. - Tell learners that they can add more sentences or details if they have time. - Remind learners of the strategies they can use to help them. - As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.

Draft: personal recount

A time someone made me laugh.

A few months ago, I was very sad because my dog was sick. ~~I~~ My dog was at the vet and my friend and me were at house.

My friend could see I was sad on the couch. So, she decided to pretend to be my dog. She barked and climbed on my lap.

I laughed and hugged her. I felt so much better. I learned that it is good to have friends around when I am sad.

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

GROUP GUIDED READING

GROUP

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: THURSDAY / DAY 4: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Sally the camel has <u>three</u> humps,	Hold <u>three</u> fingers up
	Sally the camel has <u>three</u> humps,	Hold <u>three</u> fingers up
	Sally the camel has <u>three</u> humps,	Hold <u>three</u> fingers up
	So ride, Sally, ride!	Hold <u>three</u> fingers up
	Boom boom boom!	Clap each time you say ‘boom’
	Repeat with 2, 1 humps	
	Sally the camel has no humps,	Shrug your shoulders
	Sally the camel has no humps,	Shrug your shoulders
	Sally the camel has no humps,	Shrug your shoulders
	Because Sally is a horse!	(Of course!)
THEME VOCABULARY	comedian, creeps, fake, punished, eventually	
Question of the Day		
Question	Who do you think Cebisa played a better prank on?	
Answer frame	I think Cebisa played a better prank on (her mother / Musa).	
Graph	2-column graph	
Options	on her mother / on Musa	
Follow-up questions		
Question	How many learners think Cebisa played a better prank on her mother?	
Answer	__ learners think Cebisa played a better prank on her mother.	
Question	How many learners think Cebisa played a better prank on Musa?	
Answer	__ learners think Cebisa played a better prank on Musa.	
Question	Who do more learners think Cebisa played a better prank on?	
Answer	More learners think Cebisa played a better prank on __	
Question	Who do fewer learners think Cebisa played a better prank on?	
Answer	Fewer learners think Cebisa played a better prank on __	

Question	Who do you think Cebisa played a better prank on?
Answer	I think she played a better prank on her mother.
Answer	I think she played a better prank on Musa.
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

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: FRIDAY / DAY 5: EDITING AND PUBLISHING

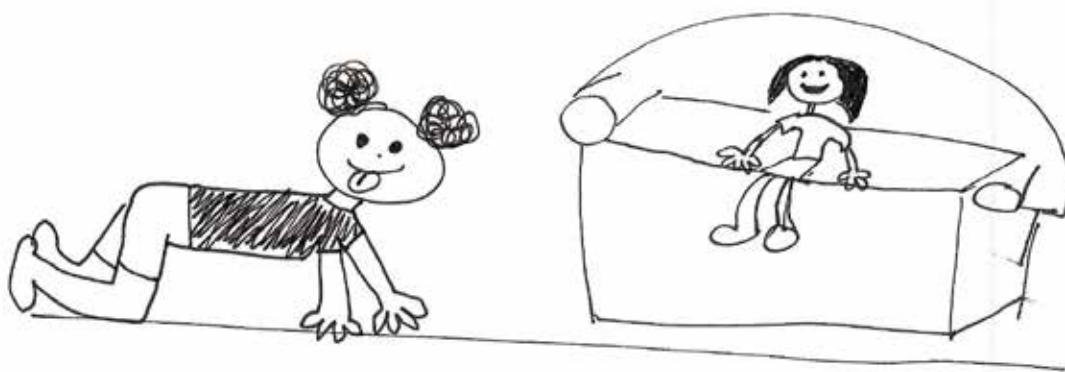
EDITING CHECKLIST <i>(Write this on the board before class begins)</i>	1. Did I use the past tense and past progressive tense? 2. Did I use first person ('I' and 'we') ? 3. Are my events in the order of when they happened? 4. Do I have 3 to 4 paragraphs? 5. Did I spell all words correctly? 6. Does every sentence start with a capital letter? 7. 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 change words if it will help their recount 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 recount, correcting any mistakes. 3. Instruct learners to rewrite the recount correctly, under the heading: A time I made...laugh OR A time...made me laugh (depending on the topic they have chosen). 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 swap. 3. Instruct learners to each tell each other one thing they liked about their partner's writing. 4. Collect learners' books and mark as per the rubric in the tracker document.

A time someone made me laugh

A few months ago, I was very sad because my dog was sick, and had gone to the vet. My friend and I were at my house while my poor dog was at the vet.

My friend, Naledi, could see that I was very sad while I sat on the couch. So, she decided to pretend to be my dog! She barked and climbed on my lap and wagged her tail.

I laughed so hard and hugged her. I felt so much better. That day taught me that it is good to have friends around when you are sad or upset.



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

GROUP GUIDED READING

GROUP

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.

GRADE 6 - TERM 1

WEEK
7

THEME:
HEALTHY LIVING

"Exercise not only changes your body, it changes your mind, your attitude and your mood."

- Gene Tunney

TERM 1: WEEK 7

OVERVIEW

THEME	Healthy Living
THEME VOCABULARY	keen, encouraged, immediately, habit, lifestyle, constantly, obese, sweat, prepare, research
GRAMMAR	adverbs
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Visual text: a poster showing a procedure
WRITING TOPIC	Create a poster that shows the steps to take to better health
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: brochures or pamphlets about healthy foods, recipe books. 5. Try to find some pictures of healthy meals. Try to find some real objects for your theme table, such as some fruits and vegetables. 6. Do some research on the internet to find out some interesting information to prepare for this theme, for example: Healthy living is more than eating and exercising; it requires a permanent lifestyle change. How can you get help to change your lifestyle?

WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
PICTURE	1. Tell learners to turn DBE Workbook 1 page 10. 2. Instruct learners to look at the picture and the headings on the page.	
INTRODUCE THE THEME		

Answer	More learners are keen to change their ___ habits.
Question	What are fewer learners keen to change about their lifestyle?
Answer	Fewer learners are keen to change their ___ habits.
Question	Which part of your lifestyle are you keen to change immediately?
Answer	I am keen to change my eating habits immediately.
Answer	I am keen to change my exercising habits immediately.
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. This week, learners will listen to a story: **A big change.**
2. **FIRST READ:** Read the story 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.
3. **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.
4. **THIRD READ:** Read the story 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
Thabang's mother, Mama Duduzile, was feeling very sick. In fact, Mama Duduzile had been feeling unwell for a long time. Mama Duduzile struggled to breathe, she sweated a lot, her joints were always in pain, she didn't sleep well and she constantly felt sad. Thabang and his father, Baba Bheki, finally convinced Mama Duduzile to see a doctor.	I can infer that Thabang and Baba Bheki felt worried about Mama Duduzile. I can infer that they worked hard to convince her to finally go see a doctor, because she was unwell for a long time!	1. What was wrong with Mama Duduzile? (She struggled to breathe, she sweated a lot, her joints were always in pain, she couldn't sleep well and she felt sad.) 2. Who convinced her to finally see a doctor? (Thabang and his father.)
When Mama Duduzile returned home from her doctor's visit, she called a family meeting. Thabang and his father gathered in the kitchen to listen to her. Mama Duduzile gave everybody a strong cup of tea before she started speaking. 'As you know, I went to the doctor today.'	Mama Duduzile made Thabang and Baba Bheki a strong cup of tea. That lets me infer that she is going to give them some bad news. I wonder what she will tell them?	1. Where did Mama Duduzile call the family meeting? (In the kitchen.)
Baba nodded his head. 'Yes and what happened? Are you okay?' Mama Duduzile shook her head. 'No. The doctor told me that I am obese.'	I can infer that Mama Duduzile is planning to change her eating and exercise habits in order to lose weight and get healthy again.	1. What is Mama Duduzile's news? (She is obese and she will need to change her lifestyle to get healthy again.)

This means that I am very overweight.' Thabang looked at his mother in confusion. 'Is your weight making you sick?' Mama nodded her head. Yes, darling. It is. If I don't lose weight soon, I will get even worse...But the good news is that if I Yes, darling. It is. I can get healthy again!'	I wonder if she called this family meeting just to give Thabang and Baba this news?	
Baba Bheki let out a sigh of relief. 'Oh good! So, how can we help?' Thabang's mother looked at the two men in her life. 'Well, the entire family is going to have a lifestyle change. We are going to eat healthy foods, drink lots of water and we are going to exercise.' Thabang groaned. 'But why do I have to change my lifestyle?' Mama Duduzile looked at her son. 'Because, Thabang, if you continue to live the way you do, you will also get sick and very overweight.'	Oh! I can infer that she called the family meeting in order to tell Thabang and Baba Bheki that they must all change their eating and exercise habits! I can infer that she does not want her family to be unhealthy!	1. Why did Thabang groan? (At first, he didn't want to change his lifestyle just because his mother was sick.) 2. How can we infer that Thabang does not have a healthy lifestyle? (We can infer that he is unhealthy because Mama Duduzile tells him he will get sick if he <u>continues</u> to live the way he does.)
Thabang didn't want to get sick and he wanted to help his mother get healthy. Thabang researched healthy foods on the internet on his mom's phone. He helped his family learn about unhealthy foods.	I can infer that Thabang didn't really know which foods were unhealthy! He used the internet to help him learn. I wonder what he found out?	1. How did Thabang help his family? (He researched healthy food on the internet.) 2. Why can we infer that Thabang decided to research healthy foods on the internet? (We can infer that it is because he didn't really know which foods were healthy or unhealthy.)

They stopped drinking cooldrinks and started drinking more water and black Rooibos tea. They gave up eating food with a lot of sugar. They stopped buying sweets, cakes, biscuits and white bread. The family also stopped eating maize meal every day. Thabang found out that they had to have maize meal on special occasions only, because it contains a lot of sugar. Thabang and his parents went on long walks every evening and Thabang decided to join the cricket team.	I can infer that Thabang learnt that foods and drinks that contain a lot of sugar are very unhealthy. That must be what he found in his research.	1. What can we infer that Thabang found on the internet? (We can infer that he found out that sugar is very unhealthy.) 2. How did the family change their lifestyle? (They stopped eating sugar and ate fruits and vegetables instead. They also began to exercise daily.)
In a few short months, the entire family was much happier and healthier. Mama Duduzile lost a lot of weight, she ate lots of healthy fruit and vegetables and she loved going for long walks. She was much more comfortable in her body. And when Thabang's mother went for another check-up at the doctor, he told her that she was doing a great job at getting healthy!	The family really worked hard to change their lifestyle! I can infer that this story was written to help us learn about healthy lifestyles.	1. How long did it take for the family to feel healthier? (A few short months.) 2. What can you infer is the purpose of this story? (I can infer that the purpose of this story is...)

WEEK 7: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss a story: **A big change.**
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this story...
 - b. I **inferred** that...
 - c. I think this story was written to...
 - d. I liked / disliked this story because...
3. Break learners into their small discussion groups.
4. Complete the speaking lesson as per the core methodology.

WEEK 7: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS

Sounds	/sh/ /o/ /ck/									
Activity	1. Explain to learners that some letters sound different in English. 2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words. 3. Write the following sounds on the chalkboard: sh, o, ck 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: /l/ - /u/ - /ck/ = luck /d/ - /e/ - /ck/ = deck /t/ - /o/ - /p/ = top /p/ - /o/ - /ck/ - /e/ - /t/ = pocket /r/ - /u/ - /sh/ = rush /sh/ - /o/ - /t/ = shot 6. Ask learners to sound out and read each word after you.									
Word find	Write the following table on the chalkboard: <table><tr><td>ck</td><td>u</td><td>sh</td></tr><tr><td>s</td><td>a</td><td>r</td></tr><tr><td>c</td><td>o</td><td>t</td></tr></table> MODEL 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise 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: shock or sat	ck	u	sh	s	a	r	c	o	t
ck	u	sh								
s	a	r								
c	o	t								

Sight or high frequency words	1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words: a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning)
	5. Read the words three times and tell learners to repeat after you: exercise, healthy, doctor, feel/feelings, know, food, our, us, many, work

WEEK 7: TUESDAY / DAY 2: PRE-READING

TITLE	<i>Our vegetable garden</i>
DBE WORKBOOK 1, PAGE	10
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	When learners predict, they think about and try to make sense of a text before they read it. This helps build learners' story-telling and comprehension skills.
PRE-READING ACTIVITY	
1. Ask a learner to read the heading: Our vegetable garden. 2. Explain the meaning of the title, e.g. <i>a vegetable garden is a place where people grow vegetables. This says 'our', so it must be a vegetable garden that belongs to more than one person. I wonder whose vegetable garden it is?</i> 3. Tell learners to look closely at the pictures, captions and title. 4. Conduct the Pre-Reading activity as per the core methodology.	

WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	‘Don’t forget your veggies,’ you hear your mama say.	<i>Shake your finger</i>
	‘Eat your peas, beans and carrots before you play!’	<i>Pretend to eat</i>
	‘And for protein, there is chicken: a wing or a leg,’	<i>Hold your arms like wings, then point at your leg</i>
	‘But don’t forget your veggies, don’t make me beg!’	<i>Shake your finger and clap on the last word</i>
THEME VOCABULARY	constantly, obese, sweat, prepare, research	
Question of the Day		
Question	Which healthy food do you enjoy?	
Answer frame	I enjoy (spinach / beans / beetroot).	
Graph	3-column graph	
Options	spinach / beans / beetroot	
Follow-up questions		
Question	How many learners enjoy spinach?	
Answer	___ learners enjoy spinach.	
Question	How many learners enjoy beans?	
Answer	___ learners enjoy beans.	
Question	How many learners enjoy beetroot?	
Answer	___ learners enjoy beetroot.	
Question	Which healthy food do most learners enjoy?	
Answer	Most learners enjoy ___	
Question	Which healthy food do fewest learners enjoy?	
Answer	Fewest learners enjoy ___	
Question	Which healthy food do you enjoy?	
Answer	I enjoy spinach.	
Answer	I enjoy beans.	

Answer	I enjoy beetroot.
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: WEDNESDAY / DAY 3: FIRST READ

TITLE	<i>Our vegetable garden</i>
DBE WORKBOOK 1, PAGE	10
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	To give learners an understanding of the text, by helping them to understand that sometimes, the author does not write everything down. Sometimes, the author wants the reader to come up with their own ideas about the text.
1. Hand out the DBE workbooks . 2. Instruct learners to turn to the text on page 10. 3. Allow learners a few minutes to try and read the text on their own, in silence. 4. Explain that you will read the story to learners. They must follow along with the story 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
Mr Joseph, a Grade 6 teacher, was a keen gardener. He encouraged us to help him start a school vegetable garden. The vegetable garden would work like this:	I can infer that the vegetable garden is at Mr Joseph’s school and that this must be told from the perspective of one of the learners at the school. I can infer this because of the word ‘us’. This word shows me that this is being told by one of the people he encouraged!

First, the school would give some of the vegetables to the children at school for lunch every day.	--
Secondly, every Friday, learners would be able to take some of the vegetables home to their families.	I can infer that Mr Joseph wants the children at his school to have access to more vegetables. He must think they are not eating enough healthy vegetables at school or at home.
Thirdly, the remaining vegetables would be sold to make money for the school.	I can infer that the vegetable garden will be quite big if there will be enough vegetables to do all of those things!
We were very excited and we all wanted to start immediately. We helped Mr Joseph to build a fence around the garden area so that the animals would not eat the vegetables. Mr Joseph explained how we should prepare the soil for the vegetables. We divided ourselves into groups and each group prepared the soil to grow their own vegetables.	I can infer that Mr Joseph has a lot of experience growing vegetables – he knows just what to do! Maybe he has his own vegetable garden at home.
Mrs Smith from the local nursery (where plants are sold) gave us some cabbage, onion, beetroot and spinach seedlings. We then planted the seedlings in rows.	I can infer that Mrs Smith thinks Mr Joseph has a good idea, just like the learners. I can infer this because she gives them seeds – she donates them to help the learners start their garden.
We took turns to water the seedlings every day, even during holidays.	I can infer that the learners were very dedicated to their garden. They even come to school when they don't have to in order to take care of their little growing seeds!
After about six weeks, the spinach was ready for the first harvest. We were all very excited.	--
Everyone was very proud of the garden. We wanted to share what we had learnt with our families, so Mr Joseph organised a family day. All our parents came to see our garden. And, of course, they all had a delicious vegetable soup for lunch.	I can infer that on family day, Mr Joseph and the learners made soup from the vegetables in their own garden. That way, the parents could taste all of the delicious vegetables!

Follow-up questions	Responses
What three things would the school do with the vegetables from their garden?	1. Give learners vegetables at lunch 2. Give learners vegetables to take home 3. Sell the remaining vegetables
How can we infer that this story is being told by one of the learners in Mr Joseph's class?	We can infer this because of the words 'our', 'us' and 'we'.
Why question	Possible responses
Why did the learners come to school during the holidays?	• The learners came to school to water their seeds. • I can infer that the learners were dedicated to their garden. • I can infer that the learners wanted their seeds to grow. The seeds must be watered every day, so if they hadn't gone to school to water their seeds, the seeds would have died. • I can infer that the learners want their vegetables to grow so that they can give the other learners at the school vegetables. • I can infer that the learners are so excited about their garden, they don't mind going to school during the holidays.
Introduce the LSC in context	
1. Explain to learners that this cycle, they will learn about: adverbs. 2. Introduce this LSC as follows: Adverbs describe the way something is done. They help to create an image of the action. For example: The boy carefully planted the seeds in a row. The word 'carefully' tells us how he planted the seeds. This is an adverb.	

WEEK 7: THURSDAY / DAY 4: SECOND READ

TITLE	<i>Our vegetable garden</i>
DBE WORKBOOK 1, PAGE	10
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	To give learners an understanding of the text, by helping them to understand that sometimes, the author does not write everything down. Sometimes, the author wants the reader to come up with their own ideas about the text.

- Before the lesson begins, write the **follow-up questions** on the board:
 - What can you **infer** about Mr Joseph?*
 - When did Mr Joseph organise a family day?*
 - Why did Mr Joseph organise a family day?*
- Read the **follow-up questions** out loud to learners.
- Hand out the DBE workbooks .
- Instruct learners to turn to the text on **page 10**.
- Explain that you will read the text 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 text** to each other.
- Tell learners to **orally** discuss the **follow-up questions** together.

Text	Think Aloud: SECOND READ
Mr Joseph, a Grade 6 teacher, was a keen gardener. He encouraged us to help him start a school vegetable garden. The vegetable garden would work like this:	I can infer that Mr Joseph wants to share his love of gardening with his learners. He is a keen gardener, so I can infer that he has a garden at home.
First, the school would give some of the vegetables to the children at school for lunch every day.	--

Secondly, every Friday, learners would be able to take some of the vegetables home to their families.	I can infer that Mr Joseph is caring. He is thinking about helping his learners have healthy food to eat, even at home.
Thirdly, the remaining vegetables would be sold to make money for the school.	I can infer that Mr Joseph is a kind and helpful teacher. He works extra hard to help the school and his learners.
We were very excited and we all wanted to start immediately. We helped Mr Joseph to build a fence around the garden area so that the animals would not eat the vegetables. Mr Joseph explained how we should prepare the soil for the vegetables. We divided ourselves into groups and each group prepared the soil to grow their own vegetables.	I can infer that the learners grew all different kinds of vegetables. I can infer that they all grew the kind of vegetables they liked best. That must make them feel extra excited about their new garden!
Mrs Smith from the local nursery (where plants are sold) gave us some cabbage, onion, beetroot and spinach seedlings. We then planted the seedlings in rows.	--
We took turns to water the seedlings every day, even during holidays.	The learners worked hard to help those little seedlings turn into vegetables! I can infer that they feel proud of their class garden and want it to really work!
After about six weeks, the spinach was ready for the first harvest. We were all very excited.	I can infer that the learners were excited when their spinach was ready to eat. They worked so hard to prepare and take care of their garden. When they see the fresh spinach, they must feel proud of all of their hard work!
Everyone was very proud of the garden. We wanted to share what we had learnt with our families, so Mr Joseph organised a family day. All our parents came to see our garden. And, of course, they all had a delicious vegetable soup for lunch.	I can infer that the learners were proud of their spinach and other fresh new vegetables. They wanted to show their families the garden they had made and they wanted their families to see and taste the vegetables!

Follow-up questions	Responses
What can you infer about Mr Joseph?	I can infer that he is an experienced gardener, he is kind, he is helpful, he is a hard worker, etc.
When did Mr Joseph organise a family day?	After about six weeks, after the spinach was ready for the first harvest.
Why question	Possible responses
Why did Mr Joseph organise a family day?	• Mr Joseph organised a family day because the learners asked him to. • Mr Joseph organised a family day because his learners wanted to share what they had learnt with their families. • Mr Joseph organised a family day because the learners were proud of the garden. • I can infer that Mr Joseph organised a family day because the vegetables were ready for harvest! • I can infer that Mr Joseph is a good listener. He listened to what his learners wanted. He helped them plan a family day! • I can infer that the learners are eager to show their new garden to their families. They feel proud of what they have achieved. • I can infer that the learners wanted their parents to come see their new garden and to taste the vegetables they are growing. • I can infer that Mr Joseph is excited, just like his learners. He also wants to show all the families of his learners their new, beautiful vegetable garden.
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 7: 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. Read out loud to learners from the listening story. Instruct learners to listen carefully: <i>When Mama Duduzile returned home from her doctor's visit, she called a family meeting. Thabang and his father gathered in the kitchen to listen to her. Mama Duduzile gave everybody a strong cup of tea before she started speaking. 'As you know, I went to the doctor today.'</i> 4. Explain that we make someone a 'strong cup of tea' or a 'strong drink' when something is wrong or we are going to give them difficult news. 5. This is an expression that is used in literature and in speech. 6. Explain that we can make inferences that: a. She is going to give Thabang and his father bad news. b. Perhaps she got bad news from the doctor and she is going to tell them the bad news now. c. She makes them a strong cup of tea to try to calm them before she gives the bad news. 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 to learners from the listening story. Instruct learners to listen carefully: <i>Thabang's mother looked at the two men in her life. 'Well, the entire family is going to have a lifestyle change. We are going to eat healthy foods, drink lots of water and we are going to exercise.'</i> 2. Ask learners: What inferences can we make after hearing these sentences? 3. Listen to learners' ideas, like: a. The family does not currently eat healthy foods. b. The family does not currently drink lots of water – maybe they drink cooldrinks or drinks with lots of sugar instead. c. The family does not currently exercise. d. The family does not currently have a healthy lifestyle.

Pair work (YOU DO)	1. Hand out the DBE workbooks to learners. 2. Instruct learners to open to page 10. 3. Explain that learners will now work with a partner to make an inference. 4. Ask learners: How can you infer that Mr Joseph has gardening experience? (What word or words help you infer this?) 5. Instruct learners to discuss this with their partners. 6. After 3 to 5 minutes, call learners back together. 7. Call on 2 to 3 learners to share their answer to the question, like: a. We can infer that he has gardening experience because he is a keen gardener. That means he likes to garden. If he likes to garden, he has probably gardened before. b. Mr Joseph knew how to prepare the soil for the vegetables. He has probably prepared the soil for a garden before because he knows just what to do. c. Mr Joseph knew that the garden needed a fence around it – he knew just what to do to protect the garden, so he has probably had experience gardening before. 8. Explain that the DBE workbook text never tells us that Mr Joseph has gardening experience, but we can infer this based on these sentences in the story!
NOTES	Remind learners that they have already written down notes to remind them of what an inference is in their exercise books. Tell learners to read these notes if they ever forget. <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.

WEEK 7: FRIDAY / DAY 5: POST-READING

TITLE	<i>Our vegetable garden</i>
DBE WORKBOOK 1, PAGE	10
ACTIVITY	WRITTEN RECOUNT
COMPREHENSION STRATEGY	Summarise
PURPOSE	To help learners to clarify and consolidate their understanding of the text by independently summarising the main points about the text.

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. **Ask learners:** How can you tell a friend about the story in **3 to 5 sentences**?
3. Instruct learners to use the frame to answer the question:
 - **This story is about...**
 - **While reading this story, I could infer that...**
 - **I liked / disliked reading this story 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. Hand out exercise books and DBE workbooks .
7. Give learners 10 to 15 minutes to write their summary of the text.
8. Then, instruct learners to **turn and talk** with a partner. Partners will take turns presenting what they have written and listening to their partner.
9. Call the class back together. Call a few learners up to the front of the classroom to read their summaries to the class.
10. Work together with the whole class to come up with a class summary, like:

This story is about *a vegetable garden at school. The learners in the story grow vegetables on their own and have a party to share them with their families!*

While reading this story, I could infer *that the teacher, Mr Joseph, really liked gardening at his home.*

I liked reading this story because *the learners loved their vegetable garden. It made me think about having a vegetable garden at our school!*

WEEK 7: FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
ADVERTISEMENT / POSTER / NOTICES	To persuade someone to buy something or to use a service To persuade someone to do something To share information	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 create a poster that shows the steps to take towards better health. 2. A poster can be used to share information and to persuade someone to do something. a. In terms of information, the poster: • gives the reader information • describes the steps to better health • and it gives the contact details of the organisation b. A poster must be visually appealing and eye-catching, it must be well laid out and easy to read, and it must not have too much writing on it. c. In terms of language, posters use slogans or catch phrases to make the reader remember the information. These slogans or catch phrases often use figurate language, like alliteration or a rhyme. d. Another language feature that many posters make use of is the use of a quotation from someone who has been helped 3. Show learners an example of how this may look. Write the following example on the board:		

READ THE SAMPLE
TEXT

Don't have a job? Don't despair...
We can help, let us share...



www.let-us-help.org.za
is here to help you!

Visit our website now, or follow these steps to try and get a job:

1. Firstly, learn a new skill
 - There are many free courses online if you can access the internet
 - Ask someone to teach you a new skill – work for them for free
2. Secondly, start to volunteer at an organisation
3. Thirdly, join community groups, work hard, then tell people you need a job
4. Fourthly, update your CV
5. Next, get copies of your ID, Proof of Residence, Driver's Licence
6. Also get a Police Clearance Certificate
7. Lastly, get written references
 - From all other employers
 - From places where you worked as a volunteer

Mr Pete Molaudi of Polokwane has this to say:

'I was desperate, I hadn't worked since I left school. Then I asked all the plumbing companies close to me if I could work for free, so that I could learn plumbing. One plumber kindly agreed and he taught me so much!

Now I am his paid assistant.'

www.let-us-help-you.org.za

DISCUSS	1. What information is this poster sharing? 2. What is the organisation called? 3. What does this organisation do? 4. What is the slogan or catch phrase? 5. Are there clear steps to follow? 6. How do the steps start? Notice the first word of each step. 7. What do the visuals of the poster tell us? 8. Is there a quotation from a person who was helped? 9. How do we get in touch with the organisation? 10. Can you find an adverb in the quotation?
NOTES	Tell learners to open their exercise books, and to write down the following heading and notes: <u>Poster that shares information / steps to take to achieve something</u> 1. The poster must have the name of the organisation 2. The poster must have contact details for the organisation 3. The poster must have a catch-phrase or slogan 4. The poster must share information in clear steps 5. The steps should start with words that indicate the order 6. Make sure the poster has good visuals 7. Make sure the poster is well laid-out and easy to read

GRADE 6 - TERM 1

WEEK

8

THEME:
HEALTHY LIVING

"Take care of your body. It's the only place you have to live."

- Jim Rohn

TERM 1: WEEK 8	
OVERVIEW	
THEME	Healthy Living
THEME VOCABULARY	keen, encouraged, immediately, habit, lifestyle, constantly, obese, sweat, prepare, research, toothache, cavity, dentist, filling, struggle, depression, chemical, balanced, teaspoon, fertilizer
LSC	Adverbs
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Visual text: a poster showing a procedure
WRITING TOPIC	Create a poster that shows the steps to take to better health

WEEK 8: MONDAY / DAY 1: PLANNING		
TOPIC	Create a poster that shows the steps to take towards better health	
GENRE	Visual text: A poster showing a procedure	
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, your posters are all going to be about the steps to follow to improve our health. I think I will make a poster that helps people to manage their money.</i>	
	Planning: A poster that shows a procedure	Planning: A poster that shows how to manage your money better
	1. What is the name of the organisation? 2. What does it do to help people? 3. What is the catch-phrase or slogan? 4. What steps must be followed? 5. Who has been helped? 6. What did this person say? 7. What are the contact details? 8. What visuals can you include?	1. Mind Your Money 2. Helps people to manage their money better 3. If you learn to mind your money, All your days will soon be sunny! 4. Take these steps: • Collect and save all money – even cents • Save with all members of the household • Speak about your dreams • Agree to save together • Take turns to help each other • Only buy exactly what you need 5. Mrs Kortjass

		6. 'I told my kids we needed to save together if we were ever going to have a better life. We spoke honestly about our dreams, and we agreed to take turns to save for each other. The next thing, all the coins, and a few rands here and there, we had our first R500 to put in the bank!' 7. www.min-ur-money.org 8. Piles of coins, a happy family
LEARNERS USE THE PLANNING STRATEGY (YOU DO)	1. Tell learners to close their eyes and think of the information they want to share to help people get healthier. 2. Next, tell them to think of a name for their organisation, as well as a slogan or catch-phrase. 3. Next, tell learners to turn and talk with a partner, to share their ideas. 4. Hand out exercise books. 5. Show learners the planning frame on the chalkboard and tell them to use this frame to plan their poster, just like you did. 6. Tell learners not to copy your plan – they must write their own ideas. 7. As learners work, walk around the room and hold mini-conferences.	

Planning: A poster that shows you how to manage your money better

1. Mind Your Money
2. Helps manage money better
3. IF you learn to mind your money,
All your days will soon be sunny!
4. Take these steps:
 - Collect and save all money - even coins
 - Save with all members of household
 - Speak about your dreams
 - Agree to save together
 - Take turns to help each other
 - Only buy exactly what you need
5. Mrs Kortjass
6. 'I told my kids we needed to save together - better life. Spoke about dreams. Agreed to take turns to save for each other. The next thing we had R500!'
7. www-mm-ur-money.org
8. Piles of coins, a happy family

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

GROUP GUIDED READING

GROUP

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
	‘Don’t forget your veggies,’ you hear your mama say.	<i>Shake your finger</i>
	‘Eat your peas, beans and carrots before you play!’	<i>Pretend to eat</i>
	‘And for protein, there is chicken: a wing or a leg,’	<i>Hold your arms like wings, then point at your leg</i>
	‘But don’t forget your veggies, don’t make me beg!’	<i>Shake your finger and clap on the last word</i>
THEME VOCABULARY	toothache, cavity, dentist, filling, struggle	
Question of the Day		
Question	Have you ever had a filling at the dentist?	
Answer frame	Yes, I have had a filling at the dentist. No, I have never had a filling at the dentist.	
Graph	2-column graph	
Options	yes / no	
Follow-up questions		
Question	How many learners have had a filling at the dentist?	
Answer	___ learners have had a filling at the dentist.	
Question	How many learners have never had a filling at the dentist?	
Answer	___ learners have never had a filling at the dentist.	
Question	Have more learners had a filling or not?	
Answer	More learners have ___	
Question	Have fewer learners had a filling or not?	
Answer	Fewer learners have ___	
Question	Have you ever had a filling at the dentist?	
Answer	Yes, I have had a filling at the dentist.	
Answer	No, I have never had a filling at the dentist.	

EXPLAIN	Explain that we have to get a filling when our tooth has a rotten spot in it – a cavity. We can avoid cavities by eating less sugar and by brushing our teeth!
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

GROUP	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: LANGUAGE AND DRAFTING

LSC	Adverbs
LSC MODELLING (I DO)	Part 1 1. Explain that today we will learn about adverbs because using adverbs can help make our quotations more interesting. 2. Explain that an adverb is a word that describes a verb. 3. Write the following sentence on the board: They argue. 4. Explain that this sentence just tells us that people are arguing, but it doesn't give us any details about the argument! It is hard to visualise what the argument looks or sounds like. 5. Explain that we can use adverbs to describe the arguing, like: quietly, loudly, aggressively, angrily, jokingly, lovingly 6. Write the following sentences on the board: a. They argue aggressively. b. They argue jokingly. 7. Explain that depending on the adverb we use, the fight is very different. We need an adverb to properly visualise the fight! Part 2 1. Write the following adverbs on the board: lovingly, loudly, aggressively 2. Read all the words to learners, emphasising the ending sound: -ly 3. Explain that most adverbs end in -ly. 4. Explain that most adverbs come directly after the verb they describe. 5. Point to the examples on the board: a. They argue aggressively. b. They argue jokingly. 6. Point out that the adverb comes after the verbs in these sentences.
LSC Ask learners for help (WE DO)	1. Write the following sentence on the board: She runs. 2. Ask learners: What words can we use to describe how she runs? 3. Brainstorm some ideas with learners. Write them on the board, like: slowly, quickly, fast, happily, confidently, tiredly 4. Explain that some adverbs (like fast) do not end in -ly, but most do. 5. Ask learners: Where do I add the adverb to the sentence? 6. Remind learners that we add it after the verb it is describing. 7. Add one adverb to the sentence, like: She runs tiredly.

LSC Pair work (YOU DO)	- Write the following sentences on the board: - He yells - She eats - They exercise - Instruct learners to turn and talk with a small group (4 learners) to choose an adverb for each of these sentences. - After 3-5 minutes, give each group a piece of chalk. Explain that they must choose one learner from their group to come write one of their sentences on the chalkboard. - After each group has written one sentence on the board, call learners back together. - Go through each sentence with the class. Discuss the adverb that has been used. Correct any mistakes that you find. - Explain that when learners draft their posters this week, they must include an adverb in their quotation. This will help the reader to better image what is being said!	
TOPIC	Create a poster that shows the steps to take towards better health	
PLANS	- Before class begins, rewrite the planning frames on the board. - Show learners how to add their quotation to point 4 of the mind map.	
	Planning: A poster that shows a procedure	Planning: A poster that shows how to manage your money better
	- What is the name of the organisation? - What does it do to help people? - What is the catch-phrase or slogan? - What steps must be followed? - Who has been helped? - What did this person say? - What are the contact details? - What visuals can you include?	- Mind Your Money - Helps people to manage their money better - If you learn to mind your money, All your days will soon be sunny! - Take these steps: - Collect and save all money – even cents - Save with all members of the household - Speak about your dreams - Agree to save together - Take turns to help each other - Only buy exactly what you need - Mrs Kortjass

		6. 'I told my kids we needed to save together if we were ever going to have a better life. We spoke honestly about our dreams, and we agreed to take turns to save for each other. The next thing, all the coins, and a few rands here and there, we had our first R500 to put in the bank!' 7. www.min-ur-money.org 8. Piles of coins, a happy family
WRITING FRAME	1. Tell learners that they must now lay the plan out like a poster, to share their information. 2. They must think about where to put all the writing and visuals. 3. They must use the full space of a double page in their exercise books. 4. They must use different font (lettering styles) and colour.	
DRAFT	1. Settle learners so that you have their attention. 2. Remind learners that they are creating a poster to share the steps that people must take towards better health. 3. Instruct learners to write the date and heading: Draft: Poster showing a procedure 4. Instruct learners to use the writing frame instructions and their plans to help them draft their poster. 5. Remind learners of the strategies they can use to help them. 6. As learners write, walk around the classroom and hold mini-conferences.	
HOMEWORK	Learners must complete the draft for homework.	

Poster to Manage Money - Draft

MIND YOUR MONEY !

If you learn to mind your money,
All your days will soon be sunny!

Manage your money better by following these steps :

1. Collect and save all money - even small change
2. Save with all members of your household
3. Speak about your dreams
4. Agree to save together
5. Take turns to help each other
6. Only buy exactly what you need



Mind your money helped Mrs Kortjass in 2019. She said,

'I told my kids we needed to save together
if we were ever going to have a better life.
We spoke honestly about our dreams, and
we agreed to take turns to save for each
other. The next thing, all the coins, and
a few rands here and there, we had
our first R500 to put in the bank!'

If you need help, visit

www.mind-ur-money.org

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

GROUP

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

INDEPENDENT OR PAIRED READING

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

WEEK 8: THURSDAY / DAY 4: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	‘Don’t forget your veggies,’ you hear your mama say	<i>Shake your finger</i>
	‘Eat your peas, beans and carrots before you play!’	<i>Pretend to eat</i>
	‘And for protein, there is chicken: a wing or a leg,’	<i>Hold your arms like wings, then point at your leg</i>
	‘But don’t forget your veggies, don’t make me beg!’	<i>Shake your finger and clap on the last word</i>
THEME VOCABULARY	depression, chemical, balanced, teaspoon, fertilizer	
Question of the Day		
Question	How much sugar do you think you should eat every day?	
Answer frame	I think you should eat (0 teaspoons / 5 teaspoons / as many teaspoons as you want).	
Graph	3-column graph	
Options	0 teaspoons / 5 teaspoons / as many teaspoons as you want	
Follow-up questions		
Question	How many learners think you should eat 0 teaspoons of sugar every day?	
Answer	_ learners think you should eat 0 teaspoons of sugar every day.	
Question	How many learners think you should eat 5 teaspoons of sugar every day?	
Answer	_ learners think you should eat 5 teaspoons of sugar every day.	
Question	How many learners think you should eat as many teaspoons of sugar as you want every day?	
Answer	_ learners think you should eat as many teaspoons of sugar as you want every day.	
Question	How much sugar do most learners think you should eat every day?	
Answer	Most learners think you should eat _ of sugar every day.	

Question	How much sugar do fewest learners think you should eat every day?
Answer	Fewest learners think you should eat _ of sugar every day.
Question	How much sugar do you think you should eat every day?
Answer	I think you should eat 0 teaspoons of sugar every day.
Answer	I think you should eat 5 teaspoons of sugar every day.
Answer	I think you should eat as many teaspoons of sugar as you want every day.
EXPLAIN	It is recommended that children between the ages of 2 and 18 eat a maximum of 6 teaspoons (or 25 grams) of sugar each day. However, we get enough sugar from fruit, vegetables and starch. This means we do not need to eat sugar. In fact, we should not eat sugar!
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

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

INDEPENDENT OR PAIRED READING

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

WEEK 8: FRIDAY / DAY 5: EDITING AND PUBLISHING

EDITING CHECKLIST <i>(Write this on the board before the class begins)</i>	1. Does my organisation have a name? 2. Does my organisation have a slogan or catch phrase? 3. Does the slogan or catch phrase use alliteration (repeated sounds) or a rhyme? 4. Does my poster say what the organisation does? 5. Does it include a list of steps that people must follow to get healthy? 6. Does it include visuals? 7. Does it include a quotation from someone who has been helped? 8. Have I used direct speech properly for my quotation? 9. Have I used an adverb in my quotation? 10. Is my poster well laid-out and easy to read? 11. Is my spelling and punctuation correct?
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. Explain that in the final draft, learners must use colour for their posters, especially for the visuals and key words. 2. Instruct learners to read through their corrections. 3. Instruct learners to redraft their posters, using a double page spread in their exercise books.
SHARE	1. Instruct learners to turn and talk with a partner. 2. Instruct learners to read their posters aloud to their partners. 3. Instruct learners to tell their partners 1-2 things they liked about their posters. 4. Try to provide learners with blank cardboard to redraw their posters. Ask the principal if these posters about good health can be hung up around the school.



Poster to manage money: Final Draft

MIND YOUR MONEY

If you learn to mind your money,
All your days will soon be sunny!

MANAGE YOUR MONEY BETTER BY FOLLOWING THESE SIX STEPS :

- ① Firstly, collect and save all money, even small change
- ② Secondly, save with all members of your household
- ③ Thirdly, speak about your dreams
- ④ Fourthly, agree to save together
- ⑤ Fifthly, take turns to help each other
- ⑥ Lastly, only buy exactly what you need

Mind Your Money helped Mrs Kortjass in 2019. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Mrs Kortjass said, 'I told my kids that we needed to save together if we were ever going to have a better life. We spoke honestly about our dreams, and we agreed to take turns to save for each other. The next thing, all the coins, and a few rands here and there, we had our first R500 to put into the bank.'



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

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:
 - 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 6 - TERM 1

WEEK
9

THEME:
SPACE TRAVEL

"The day we stop exploring is the day we commit ourselves to live in a stagnant world, devoid of curiosity, empty of dreams."

- Neil deGrasse Tyson

TERM 1: WEEK 9

OVERVIEW

THEME	Space travel
THEME VOCABULARY	passion, parachute, skydive, victory, government, alien, spaceship, wobbly, barely, nearly
LSC	Similes and hyperbole
COMPREHENSION STRATEGY	Visualise Evaluate
WRITING GENRE	Description Poem (haiku)
WRITING TOPIC	Write a poem describing one of the following: 1. Outer space 2. An alien 3. A spaceship
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: interesting articles about astronauts, travel to the moon and different people's beliefs about aliens / life on different planets. 5. Try to find some pictures of different planets, spaceships and the earth from space. 6. Do some research on the internet to find out some interesting information to prepare for this theme, for example: Find out about the planned mission to Mars.

WEEK 9: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
PICTURE	1. Tell learners to turn DBE Workbook 1 page 44. 2. Instruct learners to look at the picture and the headings on the page.	
INTRODUCE THE THEME		

Question	How do most learners visualise themselves feeling?
Answer	Most learners visualise themselves feeling __
Question	How do fewest learners visualise themselves feeling?
Answer	Fewest learners visualise themselves feeling __
Question	Visualise yourself in a tiny airplane, ready to jump out for your first skydive. How do you feel?
Answer	I visualise myself feeling terrified to jump.
Answer	I visualise myself feeling excited to jump.
Answer	I visualise myself feeling eager to jump.
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. This week, learners will listen to an **informational text**: *First woman in space*.
2. **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.
3. **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.
4. **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
June 16, 1963 was a special day in the history of the world. It was on that day that Valentina Tereshkova became the first woman to travel into space. Valentina Tereshkova was a Russian who travelled into space in a spacecraft called Vostok 6. During that trip, she spent nearly 71 hours in space before returning to earth.	I can visualise Valentina Tereshkova floating in a tiny spacecraft, looking at the earth all the way from space. I can visualise how proud she felt, as the first woman to see the earth from space!	1. Why was June 16, 1963 a special day in history? (Because it was the day that Valentina Tereshkova became the first woman to travel into space.) 2. How long did she spend in space? (She spent nearly 71 hours in space.)
Valentina grew up in a very poor family. When Valentina was 18, she began working in a textile factory. A textile factory is where fabric is made for clothes, curtains and furniture. However, Valentina was not interested in textiles. Instead, she was interested in skydiving! Valentina worked hard and saved any extra money that she had for skydiving.	I can visualise young Valentina in the textile factory. She is working hard, but she is visualising herself jumping from a plane with a big parachute tied to her back!	1. Where did Valentina work while she saved money to skydive? (She worked in a textile factory.) 2. Imagine you are Valentina working in a textile factory. What do you visualise as you work? (If I were Valentina, I would visualise...)

Then, when Valentina was 22, she completed her first skydive! She jumped out of a small airplane at a local flight school.	I can visualise Valentina's heart beating fast with excitement when she counted her money and realised she finally had enough for a skydive!	1. How old was Valentina when she did her first skydive? (She was 22 years old.) 2. What do you visualise Valentina's first skydive was like? (I visualise...)
Valentina loved the feeling of falling through the sky and then pulling her parachute open just in time! Valentina's love and passion for skydiving interested the Russian government. The Russian government wanted to send the first woman into space. They believed that Valentina was brave enough to do it. The Russian government thought that because Valentina loved to jump out of an airplane, she would love to fly into space!	Then, I can visualise Valentina's big smile as she floated through the air with a parachute on her back!	
At the time, Russia and the United States were in the middle of an unusual war. This war was called the Cold War. During the Cold War, the two countries did not have battles. Instead, Russia and the United States competed to see which country was the best. They wanted to see which country could do things first. Mostly, they wanted to see which country could do things in space first. This was called 'the Space Race'. One part of the Space Race was to see which country could send a woman into space first.	I can visualise the Russian newspaper headline: <u>Victory! First woman in space!</u> I can visualise how proud the Russian people were on the day that Valentina became the first woman in space!	1. What was the Cold War? (It was when Russia and the United States were competing to see which country was the best.) 2. Why was Valentina's trip to space a major victory for the Russian government? (Because they beat the United States by having the first woman in space.)

The day that Valentina blasted off into space was a major victory for the Russian government.		
During that time, the United States of America did not allow women to become astronauts. They thought that only men could do this job. The United States only sent their first woman, Sally Ride, into space in 1983.	I can visualise the American newspaper headline: <u>Russia sends first woman to space.</u> I can visualise how surprised and disappointed the Americans must have been when they first saw this headline!	1. Who was the first American woman in space? (Sally Ride.) 2. Why did Russia beat the United States at having the first woman in space? (Because the United States did not allow women to become astronauts.)

WEEK 9: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss an **informational text**: First woman in space
2. **Before class begins, write the following conversation frame on the board:**
 - a. This text taught me about...
 - b. I think that Valentina...
 - c. I can **visualise**...
 - d. I liked / disliked listening to this text because...
3. Break learners into their small discussion groups.
4. Complete the speaking lesson as per the core methodology.

WEEK 9: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS

Sounds	/bl/ /ar/												
Activity	1. Explain to learners that some letters sound different in English. 2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words. 3. Write the following sounds on the chalkboard: bl, ar. 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: /bl/ - /o/ - /ck/ = block /bl/ - /o/ - /b/ = blob /bl/ - /i/ - /nk/ - blink /st/ - /ar/ = star /sh/ - /ar/ - /p/ = sharp /c/ - /ar/ - /d/ - /s/ = cards 6. Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>ck</td><td>bl</td><td>sh</td></tr><tr><td>k</td><td>i</td><td>o</td></tr><tr><td>ar</td><td>n</td><td>st</td></tr><tr><td>p</td><td>e</td><td>d</td></tr></table> MODEL 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise books.	ck	bl	sh	k	i	o	ar	n	st	p	e	d
ck	bl	sh											
k	i	o											
ar	n	st											
p	e	d											

	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: shed or peck
Sight or high frequency words	1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words: a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning) 5. Read the words three times and tell learners to repeat after you: sky, night, earth, fast, only, home, going, way, must, found

WEEK 9: TUESDAY / DAY 2: PRE-READING

TITLE	<i>There's an alien in my bedroom</i>
DBE WORKBOOK 1, PAGE	44
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	When learners predict, they think about and try to make sense of a text before they read it. This helps build learners' story-telling and comprehension skills.
PRE-READING ACTIVITY	
1. Ask learners: What is the title of this poem? 2. Explain that the title is: There's an alien in my bedroom. 3. Tell learners to look closely at the pictures, captions and title. 4. Conduct the Pre-Reading activity as per the core methodology.	

WEEK 9: WEDNESDAY / DAY 3: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	The tiny stars you see at night	<i>Put your hands high up into the air and wiggle your fingers</i>
	Are like our sun, so warm and bright.	<i>Use your arms to make a big, round sun</i>
	But far away they look so small,	<i>Use your fingers to make a tiny circle</i>
	They barely give us light at all!	<i>Squint your eyes</i>
THEME VOCABULARY	alien, spaceship, wobbly, barely, nearly	
Question of the Day		
Question	Do you believe in aliens?	
Answer frame	Yes, I believe in aliens. No, I don't believe in aliens.	
Graph	2-column graph	
Options	yes / no	
Follow-up questions		
Question	How many learners believe in aliens?	
Answer	___ learners believe in aliens.	
Question	How many learners don't believe in aliens?	
Answer	___ learners don't believe in aliens.	
Question	Do more learners believe in aliens or not?	
Answer	More learners ___	
Question	Do fewer learners believe in aliens or not?	
Answer	Fewer learners ___	
Question	Do you believe in aliens?	
Answer	Yes, I believe in aliens.	
Answer	No, I don't believe in aliens.	

EXPLAIN	Explain that we don't know if there are aliens or life forms on other planets. Many people believe that there must be life somewhere, because the universe is so gigantic and filled with solar systems like ours, which are too far away for us to see. Perhaps one day we will make contact with life from another planet!
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	There’s an alien in my bedroom	
DBE WORKBOOK 1, PAGE	44	
ACTIVITY	FIRST READ	
COMPREHENSION STRATEGY	Visualise Evaluate	
PURPOSE	• To give learners a deeper understanding of the text and to help them think about the text as a whole by picturing the feelings of characters. • To help learners make some judgements on the events or characters in the text. Learners begin to form an opinion about the text using evidence.	
1. Hand out the DBE workbooks . 2. Instruct learners to turn to the poem on page 44. 3. Allow learners a few minutes to try and read the poem on their own, in silence. 4. Explain that you will read the poem to learners. They must follow along with the poem 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
There’s an alien in my bedroom. He says he comes from outer space.		I can visualise this silly alien. I can visualise his three big eyes and his bright green face – the same colour as spinach.

He's got three wobbly eyes And a big round greenish face.	
With big green ears and little hands And tiny feet that smell. He walked around my bedroom And very nearly fell.	I can visualise the alien's smelly feet. Gross! I am holding my nose so I don't have to smell those feet!
He came here in a spaceship And parked in my back yard. He says he's got no petrol So going home is hard.	I can visualise a giant spaceship squeezed between my house and the fence. The whole garden is covered by the spaceship!
He asked me if I could help him To get his ship to fly. I filled it up with helium And watched it leave the sky.	Helium is what makes balloons float. I can visualise the spaceship filling up with helium and floating into the sky like a balloon.
Follow-up questions	Responses
What is this poem about?	This poem is about an alien.
Where is the setting of this poem?	This poem takes place in the speaker's bedroom.
Why question	Possible responses
<i>Explain that the speaker of a poem is the narrator or the person who is speaking in the poem.</i> Who do you think is the speaker of this poem?	<i>This is an evaluation question. Learners must form their own opinion, like:</i> - I think the speaker of the poem is the poet: Louise Nilon. - I think the speaker of the poem is someone who is imagining an alien in their bedroom. - I think the speaker of the poem is someone who really saw aliens in their bedroom. - I think the speaker could be anyone who has imagined what it would be like to see an alien.
Introduce the LSC in context	
1. Explain to learners that this cycle, they will learn about: similes and hyperbole. 2. Introduce this LSC as follows: In poetry, we often use similes and hyperbole to help create an image. Similes are direct comparisons that use the words 'like' or 'as'. For example: The alien was as green as the summer grass. Hyperbole is exaggeration. For example: The alien was the tiniest creature ever!	

WEEK 9: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>There's an alien in my bedroom</i>
DBE WORKBOOK 1, PAGE	44
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Visualise Evaluate
PURPOSE	- To give learners a deeper understanding of the text and to help them think about the text as a whole, by picturing the feelings of characters. - To help learners form judgements on the events, characters, actions or message of the text. Learners practice forming opinions about the text using evidence.
- Before the lesson begins, write the follow-up questions on the board: <i>Why couldn't the alien go home?</i> <i>Do you think this poem is about something real that happened to Louise Nilon (the poet) or something from her imagination? Why?</i> <i>What words help you feel the imaginative mood of the poem? What words help you feel the funny mood of the poem?</i> - Read the follow-up questions out loud to learners. - Hand out the DBE workbooks. - Instruct learners to turn to the poem on page 44. - Explain that you will read the poem to learners. They must follow along with the poem as you read. - Read the poem 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 poem to each other. - Tell learners to orally discuss the follow-up questions together.	
Text	Think Aloud: SECOND READ
There's an alien in my bedroom. He says he comes from outer space. He's got three wobbly eyes And a big round greenish face.	I can visualise myself laying on my bed, watching a little silly alien with eyes rolling and wobbling. I can visualise myself laughing when I see his eyes.
With big green ears and little hands And tiny feet that smell. He walked around my bedroom And very nearly fell.	I can visualise watching that little wobbly, smelly alien. I want to laugh as I watch him!

He came here in a spaceship And parked in my back yard. He says he's got no petrol So going home is hard.	I can visualise the alien's little squeaky alien voice! He says, 'I can't get home!' I want to help that little alien.
He asked me if I could help him To get his ship to fly. I filled it up with helium And watched it leave the sky.	I can visualise feeling sad as I see his little spaceship flying away.
Follow-up questions	Responses
Why couldn't the alien go home?	Because he ran out of petrol!
Do you think this poem is about something real that happened to Louise Nilon (the poet) or something from her imagination? Why?	I think this poem is about...because...
Why question	Possible responses
Explain to learners that the mood is the feeling created by a poem. Explain that the mood of this poem is imaginative and funny / humorous. What words help you feel the imaginative mood of the poem? What words help you feel the funny mood of the poem?	<i>This is an evaluation question. Learners must form their own opinion, like:</i> • Imaginative: 'He's got three wobbly eyes. / And a big round greenish face' shows us that the poet is really using her imagination to think about what the alien would look like. The words the poet chooses are imaginative. • Funny / Humorous: The poet says the alien's tiny feet smell and that he falls down. It seems the poet chooses words to make us laugh or smile.
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. 2. Explain that when we visualise, we try to imagine what is happening in the text, like a movie inside our minds. 3. Read out loud from the listening story (<i>First woman in space</i>) while learners listen carefully: <i>Valentina loved the feeling of falling through the sky and then pulling her parachute open just in time!</i> 4. Close your eyes and explain what you visualise about this sentence, like: a. I visualise Valentina falling so quickly – she is moving closer and closer to the ground! b. I can visualise Valentina pulling a string and her parachute opening with a loud ‘pop’! c. I can visualise Valentina’s heart beating fast – she is feeling so scared and excited at the same time!
WORK WITH LEARNERS (WE DO)	1. Read out loud while learners listen carefully: <i>When Valentina was 18, she began working in a textile factory.</i> 2. Instruct learners to close their eyes and pretend they are watching Valentina working in the textile factory. 3. Ask learners: What did you visualise? 4. Listen to learners’ ideas, like: a. Valentina is working quickly – she is working hard! b. Valentina doesn’t look happy – she doesn’t look like she enjoys her work in the textile factory. c. I can visualise Valentina always daydreaming about being somewhere else – in the sky!
PAIR WORK (YOU DO)	1. Write the following questions on the board: a. <i>What did you visualise?</i> b. <i>How was your visualisation similar to your partner’s?</i> c. <i>How was your visualisation different from your partner’s?</i> 2. Explain that learners will now work with a partner to visualise. 3. Read out loud to learners: <i>When Valentina was 22, she completed her first skydive! She jumped out of a small airplane at a local flight school.</i> 4. Instruct learners to visualise Valentina jumping out of an airplane. 5. Then, instruct learners to discuss the questions with their partners. 6. After 3 to 5 minutes, call learners back together. 7. Call on 2 to 3 learners to share their answer to each question.

NOTES	Tell learners to open their exercise books and copy down the following notes to remind them of how to visualise: <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
-------	---

WEEK 9: FRIDAY / DAY 5: POST-READING

TITLE	<i>There's an alien in my bedroom</i>
DBE WORKBOOK 1, PAGE	44
ACTIVITY	TEXT ILLUSTRATION
COMPREHENSION STRATEGY	Visualise
PURPOSE	To help learners to clarify and consolidate their understanding of the text by independently visualising an element of the text.

POST-READING

Getting ready

Before the lesson begins, write the following sentence starter on the board:

I can **visualise**...

1. **Hand out exercise books.**
2. Remind learners that this week, we have been learning how to visualise a text.
3. Instruct learners to close their eyes. Instruct them to visualise the alien in the poem. They must try to visualise what the alien looks like. They must visualise what the little alien smells and sounds like.
4. Read the poem out loud to learners while their eyes are closed.
5. Instruct learners to open their books and draw a picture of the alien they visualised in their minds.
6. Instruct learners to add labels to show what they can hear and smell.
7. Instruct learners to use the sentence starter to write 2 to 3 sentences about their visualisation.

Turn and Talk

1. When there are 2 to 3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner to discuss how they visualised the alien in the poem.

*Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations about the theme.*

WEEK 9: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
POEM	Poetry is artistic writing, that attempts to stir the reader's imagination or emotions.	1. All poems are written using lines and stanzas (instead of sentences and paragraphs). 2. There are many styles and forms of poetry.	The language of a poem is carefully chosen for its meaning, sound and rhythm.
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a poem. 2. In this lesson, we will focus on haiku poems. 3. Haikus are non-rhyming poems. 4. They are short, three-line poems. 5. They are structured using syllables and the first line has five syllables, the second line has seven syllables and the third line has five syllables. 6. In Haiku poems, the writer can decide whether or not to use punctuation.		
READ THE SAMPLE TEXT	Haiku 1: The little alien <i>Greenish alien</i> <i>Wobbling around my room!</i> <i>Silly and smelly.</i> Haiku 2: outer space <i>red, blue, green planets</i> <i>spinning, floating, orbiting</i> <i>like a cricket ball</i> Haiku 3: Stars <i>Twinkle, shine, twinkle</i> <i>Stars shine bright in the night sky</i> <i>Little sunshines, far</i>		
DISCUSS	1. How do we know these are poems? 2. How do we know these are haikus? 3. Which of the three poems did you like the best? Why?		

NOTES	Tell learners to open their exercise books and write down the following heading and notes: <u>Poem: Haiku</u> 1. A Haiku poem is written in sets of three lines. 2. The lines must have a certain number of syllables: a. Line 1: 5 syllables b. Line 2: 7 syllables c. Line 3: 5 syllables 3. The words do not need to rhyme. 4. The writer can decide to use punctuation or not. 5. A poem should make us feel something about a topic.
-------	--

GRADE 6 - TERM 1

WEEK 10

THEME:
SPACE TRAVEL

"Space travel for everyone is the next frontier in the human experience."

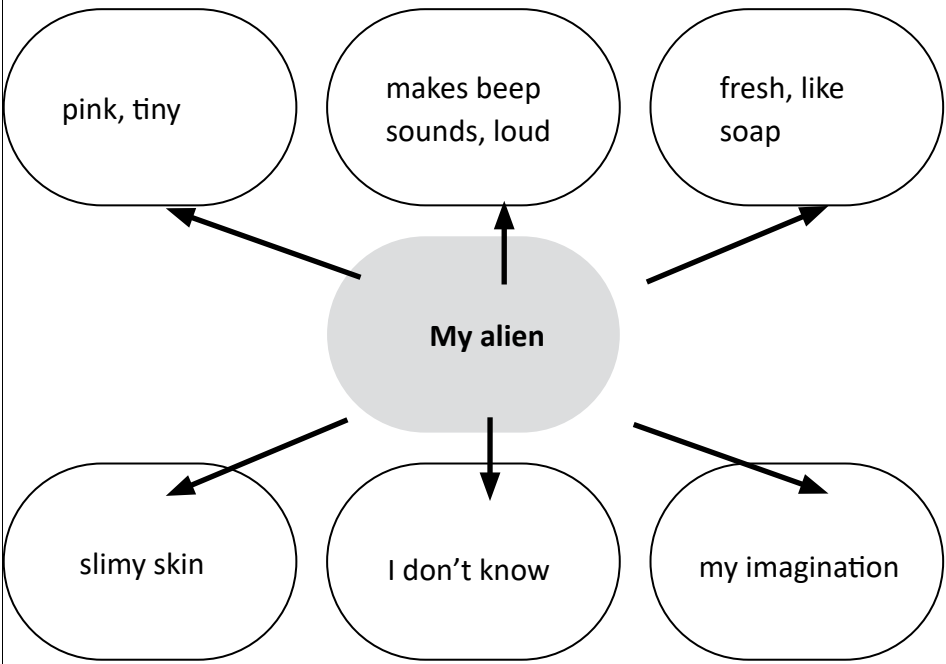
- Buzz Aldrin

TERM 1: WEEK 10

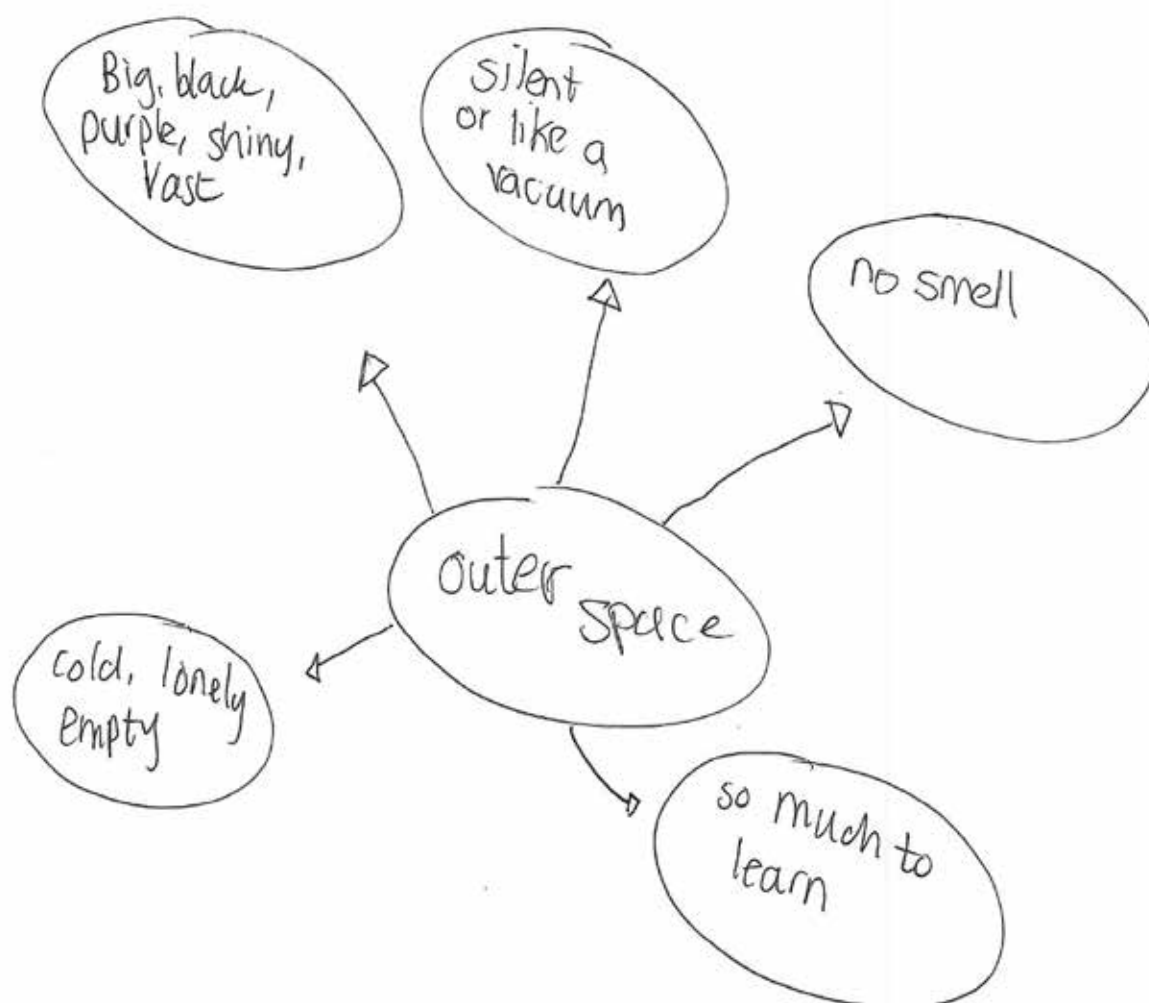
OVERVIEW

THEME	Space travel
THEME VOCABULARY	passion, parachute, skydive, victory, government, alien, spaceship, wobbly, barely, nearly, overheat, surround, universe, bolt, planet, hyperbole, exaggerate, rocket, fuel, engine
LSC	Similes and hyperbole
COMPREHENSION STRATEGY	Visualise Evaluate
WRITING GENRE	Description Poem (haiku)
WRITING FRAME	Write a poem describing one of the following: 1. Outer space 2. An alien 3. A spaceship

WEEK 10: MONDAY / DAY 1: PLANNING	
TOPIC	Write a poem describing one of the following: 1. Outer space 2. An alien 3. A spaceship
GENRE	Poem
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. Explain that learners will need to choose a topic to write their poem about. They must write about the same topic all week. 4. Explain which topic you will choose, like: <i>I am going to write about an alien. I liked the alien poem we read last week. I am going to write my own alien poem. My alien will look different from Louise Nilon's alien!</i> 5. Have the planning frame written on one side of the chalkboard. 6. Show learners how you use a mind map to brainstorm ideas. 7. Complete your own plan on the other side of the chalkboard, as below: <u>Planning frame</u> <pre> graph TD Center([alien / outer space / spaceship]) Look([Look?]) Sound([Sound?]) Smell([Smell?]) Feel([Feel?]) Taste([Taste?]) Why([Why did you choose this topic?]) Center --> Look Center --> Sound Center --> Smell Center --> Feel Center --> Taste Center --> Why </pre>

	<u>My plan</u> 
LEARNERS USE THE PLANNING STRATEGY (YOU DO)	1. Tell learners to close their eyes and think about their topic (outer space, an alien or a spaceship). They must think of words to answer some of the questions in the mind map (they do not need to answer every question). 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 haiku, just like you did. 4. Tell learners not to copy your plan – they must write their own ideas. 5. As learners work, walk around the room and hold mini-conferences.

Planning: a poem.



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

GROUP GUIDED READING

GROUP

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
	The tiny stars you see at night	<i>Put your hands high up into the air and wiggle your fingers</i>
	Are like our sun, so warm and bright.	<i>Use your arms to make a big round sun</i>
	But far away they look so small,	<i>Use your fingers to make a tiny circle</i>
	They barely give us light at all!	<i>Squint your eyes</i>
THEME VOCABULARY	overheat, surround, universe, bolt, planet	
Question of the Day		
Question	How do you feel about the Russian government sending a dog into space?	
Answer frame	I think it was (a good idea / not a good idea) to send a dog into space.	
Graph	2-column graph	
Options	a good idea / not a good idea	
Follow-up questions		
Question	How many learners think it was a good idea to send a dog into space?	
Answer	__ learners think it was a good idea to send a dog into space.	
Question	How many learners think it wasn't a good idea to send a dog into space?	
Answer	__ learners think it wasn't a good idea to send a dog into space.	
Question	How do more learners feel about the Russian government sending a dog into space?	
Answer	More learners think __ to send a dog into space.	
Question	How do fewer learners feel about the Russian government sending a dog into space?	
Answer	Fewer learners think __ to send a dog into space.	

Question	How do you feel about the Russian government sending a dog into space?
Answer	I think it was a good idea to send a dog into space.
Answer	I think it was not a good idea to send a dog into space.
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

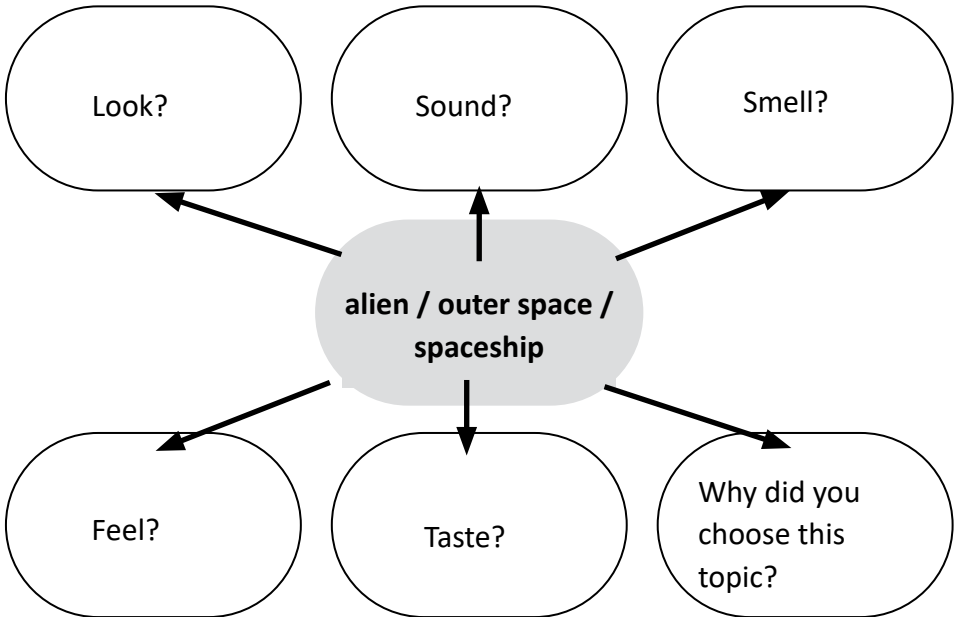
GROUP	Call a same-ability reading group to work with you.
-------	---

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: LANGUAGE AND DRAFTING

LSC	Similes and hyperbole
LSC MODELLING (I DO)	1. Explain that poetry often uses figurative language. This week, we will learn about two types of figurative speech that are often used together: similes and hyperbole. 2. Explain that a simile is a comparison about how two things are similar using the word like or as. A hyperbole is an exaggeration. When we use similes and hyperbole together, we make a comparison that includes an exaggeration. 3. Write this simile on the board: I was so scared that my blood was as cold as ice. 4. Explain that here, someone's blood is being compared to ice. Explain that this shows us that the person was very scared. 5. Explain that this is also an exaggeration or hyperbole. The person's blood couldn't really turn to ice. The person is exaggerating (using hyperbole) to help us visualise how uncomfortable she was!
LSC ASK LEARNERS FOR HELP (WE DO)	1. Write the following sentence frame on the board: ...is...as...as... 2. Explain that learners will use this to formulate a simile about the topic they will write about. 3. Explain that learners must choose one thing from their mind maps and write a simile about their topic (which they can use in their haiku if they choose). 4. Explain that you will write one about your alien. The word you have chosen from the mind map is: cute. 5. Ask learners: What can you think of that is really cute? 6. Listen to learner responses, like: a tiny baby. 7. Use modelling to make a simile using this word, like: The alien is as cute as a tiny baby. 8. Explain that you will create more, thinking about the hyperbole: tiny. 9. Ask learners: What can you think of that is <u>extremely</u> tiny? 10. Listen to learner responses, like: an ant. 11. Use modelling to make a simile with hyperbole using this word, like: My alien is as tiny as a little tiny ant.

LSC PAIR WORK (YOU DO)	1. Hand out exercise books. 2. Instruct learners to find their mind-maps. Instruct learners to choose one word they will use to write a simile about their topic. 3. Instruct learners to think of an object that is similar to the word they have chosen (like hot – oven; yellow – sunlight). 4. Instruct learners to try to exaggerate or use hyperbole in their simile. 5. Instruct learners to use the sentence frames to write a simile. Remind learners that they can use this in their poem if they want! 6. Instruct learners to turn and talk and share their simile with a partner. 7. After learners have shared with a partner, call the class back together. 8. Ask learners to share their partner's simile with the class. 9. Ask the whole class: Why do you think poets might use a simile / hyperbole? 10. Emphasise that a comparison helps the poet get their point across! Similes help the reader to visualise and relate to what the poet wants to say. Hyperbole can help make a point extra strong!
TOPIC	Write a poem describing one of the following: 1. Outer space 2. An alien 3. A spaceship
PLANS	Before class begins, rewrite the planning frames on the board:
PLANS	<u>Planning frame</u>  <pre> graph TD A([alien / outer space / spaceship]) --> B([Look?]) A --> C([Sound?]) A --> D([Smell?]) A --> E([Feel?]) A --> F([Taste?]) A --> G([Why did you choose this topic?]) </pre>

	<u>My plan</u>
WRITING FRAME	- Next, tell learners that they must choose words from their plan to write a haiku. - Explain that poems do not have to be written in full sentences! - Explain that haikus do not need punctuation. - In a poem, the ideas do not need to be written in any particular order. - Learners must just think very carefully about the words they use because they cannot fit too many words in a haiku! - Write the following frame on the chalkboard and explain it to learners: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables
DRAFT	- Hand out learners' exercise books. - Settle learners so you have their attention. - Remind learners that they will write a poem using the frame. - Instruct learners to write the date and heading: Haiku poem: Draft. - Instruct learners to find their plan from Monday and think about their ideas. - Instruct learners to complete the writing frame using their plans. - Remind learners that they can use their simile in their poem if they want to! - As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.

Draft: haiku poem

Line 1: Out in outer space

Line 2: darkness, silence, and loneliness

Line 3: as cold as ice

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

GROUP GUIDED READING

GROUP

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
	The tiny stars you see at night	Put your hands high up into the air and wiggle your fingers
	Are like our sun, so warm and bright.	Use your arms to make a big, round sun
	But far away they look so small,	Use your fingers to make a tiny circle
	They barely give us light at all!	Squint your eyes
THEME VOCABULARY	hyperbole, exaggerate, rocket, fuel, engine	
Question of the Day		
Question	Which hyperbole do you like?	
Answer frame	I like the hyperbole of (I laughed so hard I thought I would die! / I am so hungry I could eat an elephant! / I have a million things to do today!)	
Graph	3-column GRAPH	
Options	I laughed so hard I thought I would die! / I am so hungry I could eat an elephant! / I have a million things to do today!	
Follow-up questions		
Question	How many learners like the hyperbole ‘I laughed so hard, I thought I would die’?	
Answer	___ learners like the hyperbole ‘I laughed so hard, I thought I would die’.	
Question	How many learners like the hyperbole ‘I am so hungry, I could eat an elephant’?	
Answer	___ learners like the hyperbole ‘I am so hungry, I could eat an elephant’.	
Question	How many learners like the hyperbole ‘I have a million things to do today’?	
Answer	___ learners like the hyperbole ‘I have a million things to do today’.	
Question	Which hyperbole do most learners like?	
Answer	Most learners like the hyperbole ___	
Question	Which hyperbole do fewest learners like?	
Answer	Fewest learners like the hyperbole ___	

Question	Which hyperbole do you like?
Answer	I like the hyperbole 'I laughed so hard, I thought I would die'.
Answer	I like the hyperbole 'I am so hungry, I could eat an elephant'.
Answer	I like the hyperbole 'I have a million things to do today'.
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

GROUP	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

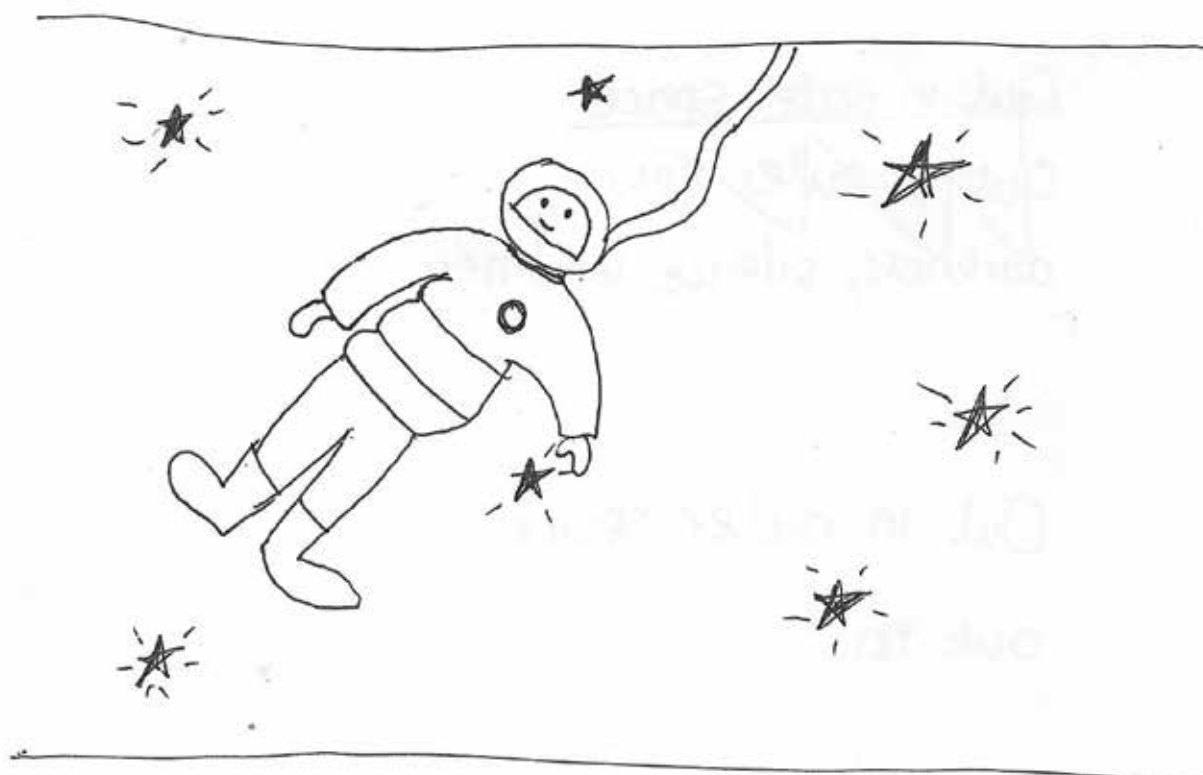
EDITING CHECKLIST <i>(Write this on the board before class begins)</i>	1. Does my haiku have a title? 2. Does my haiku have 3 lines? 3. Does my first line have 5 syllables? 4. Does my second line have 7 syllables? 5. Does my third line have 5 syllables? 6. Did I spell all words correctly?
EDIT	1. Instruct 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 haiku 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 haiku, correcting any mistakes. 3. Instruct learners to rewrite the haiku correctly, under the heading: Haiku: ... 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 swap. 3. Instruct learners to each tell each other one thing they liked about their partner's writing.
HOMEWORK	Learners must complete the final haiku and illustration.

Out in outer space

out in outer space

darkness, silence and loneliness

Just as cold as ice



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

GROUP GUIDED READING

GROUP

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.

